New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

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

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

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

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

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
Joseph C. Wilson Foundation Academy	261600010068	Rochester City School District	N/A	Cohort 2	https://www.rcsdk12.org/innovation
Superintendent	School Principal (*If appointed since the last reporting period, attach resume*)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Dr. Carmine Peluso	Rhonda Neal	July 2021	Rhonda Morien Chief of Schools	K-8	N/A

Executive Summary

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

The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to _no more than 500 words_. Applicable links must be made publicly available prior to submitting the report.

Wilson Foundation Academy (WFA) continues to remain focused on social-emotional and grade-level learning. Our theme this year is "Go the Distance: Grade Level Standards All Day Every Day at WFA!". Link   Instructional Vision

Significant changes at the start of the school year:

- Several resignations & notifications of staff leaving school and/or district.
- Reductions in enrollment caused a decrease in SPED Continuum, which caused SPED vacancies in Middle School; closed classrooms in Elementary; reduced to one K class, one Grade 1 class, one Grade 3 class, and one Grade 5 class; vacancies in ICOT and Resource at Grade 8.
- Current Unfilled Vacancies in Middle School: 10.8
- Substitute teacher availability: One Building Sub; on a given day we have up to 3 - 4+ classes to cover.
- We have one Instructional Coach; no Intervention or Prevention Teachers.

For the 2023 2024 SY our Master Schedule was intentionally created to meet the needs of students and teachers:

- Implemented the feedback of elementary teachers and made significant changes to improve their schedule.
- Implemented the feedback of our math teachers, to have math for students everyday, instead of every other day.
- Teachers have Common Planning Time (CPT) at the same time for grade levels.
- Teachers have Intervention Time at the same time for grade levels.

During our grade-level team meetings, teachers are focusing on grade-level instruction, essential content; our new writing program; and our levers and commitments.

Wednesdays our teachers continue to participate in four hours of professional development after-school (monthly). Our district has implemented monthly District-wide Professional Development for RCSD staff, across all content areas and grade level.

Overview of School Demographic and Four-Year Trend Data
Use the following template to provide demographic and four-year trend data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 5 of this Reporting Document to determine related calculations .
Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as 'point-in-time.'

Data Source: ROC 3D and SIRS II **Date of Capture: 10/2/23**	**SWD: N= 39/10.9%** **Total Current Enrollment/Registrant Counts: N= 355** **ELL: N=17/4.7%** **SWD/ELL percentage: N=1/ 0.28%**

Average Daily Attendance and Chronic Absenteeism Rate by Year				
	2019-2020	**2021-2022**	**2022-2023**	**2023-2024 (YTD)**
Average Daily Attendance Rate	90.2%	81.4%	82.5%	82.8%
Chronic Absenteeism Rate	30.8%	65.7%	53.7%	46.19%

Suspension % Rate and Number by Category				
	2019-2020	**2021-2022**	**2022-2023**	**2023-2024 (YTD)**
Out-of-School Suspensions	9.6%/N=53	13.4%/N=61	13.5%/N=54	.20%/N=2
Duplicated Suspensions	3.0%/N=17	8.8%/N=40	6.2%/N=25	.76%/N=7
Unduplicated Suspensions	20.8%/N=115	16.5%/N=75	14.8%/N=59	1.7%/N=16
ELL Suspensions	6.8%/N=3	4.0%/N=1	5.6%/N=1	0%/N=0
SWD Suspensions	32%/N=32	24.1%/N=20	25.4%/N=17	2.5%/N=1

Suspension Tracking and Reporting Addendum

Out of School Suspensions #:

Number of students who received at least one day of out of school suspension. 2

Duplicated Suspensions #:

Number of the same student(s) suspended more than one time.   7

Unduplicated Suspensions #:

Number of students suspended out of school one time.   16

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. 1

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

- When responding to prompts pertaining to the *Quarterly Report #1*, identify processes:
  - Used throughout Quarter 1 to assess the impact of *strategies implemented* to improve student learning outcomes.
  - For assessing the impact on student learning outcomes that will be newly implemented during the new school year.

- Frame how the implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.

  - Claims should be evidentiary in nature.
  - Reported information and related data should be accessible and able to be reviewed upon request.

- To ensure sustained application of key data where strategy implementation results in *long-term sustainable growth*, District and school Leadership should *assess the impact* of identified lead strategies on student learning, as aligned to Technical Assistance and Support sessions and diagnostic review feedback.

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

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
Academic Commitment: Literacy As we address how teachers <u>explicitly model strategies for reading comprehension, making inferences, citing evidence and supporting their claims</u>, then students' capacity to use evidence to support their claims , reading comprehension, and analyzing texts through writing will improve because they will <u>receive modeling, direct feedback and guidance</u> they can apply across a wide range of content areas.		This specific lever was chosen based on the persistent inequities identified from various data points. Students perform poorly in the areas of comprehension (literature & non-fiction); additionally, they struggle to utilize academic vocabulary, which impacts their ability to cite evidence for their claims. Laser-focus classroom walkthroughs (CWT) and coaching sessions with teachers (e.g. monitoring the work, inclusive of feedback). As a school, we are committed to working with Human Capital Initiatives (HCI/HR) to hire certified staff in our school and to fill vacancies. As of date we have 10.8 vacancies in Middle School. We have a new hire scheduled to start on 10/23/23 for ELA. We've embarked upon another vacancy in ELA Middle School as of 10/17/23. As we continue our work throughout the year, we will provide opportunities for professional learning to refine and enhance instructional practices; and differentiation in relation to the workshop model. We had a vibrant Summer Institute August 28 - August 31, 2023. Our Summer Institute topics were a deeper dive into WFA's Vision, Mission, RCSD's Essential Content, Culturally Responsive Teaching, SEL, 4DX/WIGs, School Pride / Culture and Data/DDI School Improvement work. On-going: Our school will continue to work with our District's ELA Department. They have conducted professional development with staff via our weekly Wednesday Receivership Meetings, last year. We want to leverage them to resume the work on the ELA Hallmarks. Based on our last OISR visit, the team decided we should go deeper with our PD topics associated with our levers instead of wide (e.g.adding additional topics): ● Unpacking the standards

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		 • Implementing high leveraged strategies to support levers • Workshop Model and Learning Targets • Wildly Important Goals (WIGS) • Discussion Protocols • WIGs • Reading Progressions • Close Reading • ELA Hallmarks • Writing Progressions To assist our scholars with foundational skills in our school, we are using: • Magnetic Reading: new foundational skills curriculum for K-2 students. Our district has now opened Magnetic Reading to include 3 - 6 staff. • LETRS: LETRS (Language Essentials for Teachers of Reading and Spelling) is comprehensive professional learning designed to provide early childhood and elementary educators (K-3) and administrators with deep knowledge of literacy and language experts in the science of reading. • Fountas and Pinnell: tools to identify the instructional and independent reading levels of all students. Data: • School Improvement Plan 23 24 • OISR Fall State Visit Presentation • WFA Landing Page: School-wide Resources • I-Ready Data and 4DX Growth • WFA Data Dashboard 23 24 • WFA Data Dashboard 22-23 • Final Continuation Plan 21-22 • i-Ready Proficiency Data On The Move Priority Steps for ELA: • Leverage our Coach and ELA Department to assist our long-term subs in middle school.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		● Focus on our Action Planning for Data Wise, which is to implement Discussion Protocols which will limit direct instruction; and utilize small groups/partners in the classroom that will improve students' verbal and written communication skills and problem-solving skills as measured by looking at student work, listening to student discourse, exit tickets, and classroom walk-throughs. During the last Friday of the month, we celebrate Wildcat Pride Day. This coming Friday October 20th is our ROAR into Reading Event. Mystery Reading Middle School
Academic Commitment: Math As we address how teachers explicitly model and provide scaffolded supports, and engage in academic discourse, then students will be able to identify specific and accurate math concepts to solve challenging word problems, because students will have multiple opportunities to practice strategies and reflect on how they are solving complex math problems.		This specific lever was chosen based on the persistent inequities identified from various data points. Students perform poorly in the areas of: numbers and operations; algebra and algebraic thinking; measurements; geometric concepts, which impacts their ability to solve equations and interpret data; and additionally they struggle to utilize academic vocabulary, which impacts their ability to solve equations and interpret data. Laser-focus classroom walkthroughs (CWT) and coaching sessions with teachers (e.g. monitoring the work, inclusive of feedback). ● Our school is focused on teachers utilizing the math district curriculum with fidelity - - Essential Content. ● Our school is working with our District's Math Department, to conduct professional development. We have scheduled them to conduct PD with staff via our weekly Wednesday Receivership Meetings starting in November. ● Our math teachers participate in our District's Math Department Professional Learning Community. ● Our math lead teachers also facilitate our Wednesday PDs and co-facilitate with our District's Math Department. ● We will implement academic vocabulary in math. ● We will implement discussion protocols in math. ● Our school is implementing the highly leveraged math strategies learned via professional development, such as the 3-Reads. Data: ● School Improvement Plan 23 24 ● OISR Fall State Visit Presentation ● WFA Landing Page: School-wide Resources ● I-Ready Data and 4DX Growth ● WFA Data Dashboard 23 24 ● WFA Data Dashboard 22-23 ● Final Continuation Plan 21-22 ● i-Ready Proficiency Data On The Move

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		Priority Steps for Math: ● Focus on our Action Planning for Data Wise, which is to implement Discussion Protocols which will limit heavy teacher talk and increase student agency; and utilize small groups/partners in the classroom that will improve students' verbal and written communication skills and problem-solving skills as measured by looking at student work, listening to student discourse, exit tickets, and classroom walkthroughs.
Academic Culture: SEL & DTSDE Tenet #4		Our focus continues to be Tier 1 instruction. Our CARE Team (Crisis and Intervention Team aka Problem-Solving Team) has begun its meetings for the year. We are actively creating personalized elopement, emergency, and safety plans, based on the needs of students. WFA's MTSS Team is in the full implementation of our MTSS Plan for our school, working in conjunction with our CARE and Specialized Services Teams. MTSS Plan School will embark on Tier 2 Interventions in early November after having collected 6 weeks of baseline data. Instructional Coach is working via Grade Level Meetings to create a system for the development of AIS plans and usage (submittal, monitoring, and implementation), in alignment with MTSS district guidance. The district's MTSS team is coming in to support our school and our CARE/PST team. Administrators continue to monitor the implementation of the SEL curriculum via classroom walkthroughs across K - 8. SEL curriculum Our Assistant Principals are engaging in the following: ● Our school is a participant in the Office of the Attorney General's work to implement strategies to reduce suspensions and Administrators will embark on professional development to Shift the Way We View and Do Discipline. ● DASA Professional Development ● District-wide Professional Development for Assistant Principals (DTSDE Tenet #4) We have two Center for Youth (CFY) Advocates on-site supporting our Lion Helpzone for Middle School Scholars and Tiger House for Elementary Scholars. The Helpzone is set up to support students with social and emotional needs during the school day. It is an area students go to "Recover, Reflect, Repair and Return" to class. CFY holds peer mediation, restorative circles, and conflict resolution with WFA scholars. CFY is a part of our leadership team. We are excited to have two new CFY staff. They have built relationships quickly with staff and scholars.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		Helpzone TimeToReflectRoom During the last Friday of the month, we celebrate Wildcat Pride Day. Our first Wildcat Pride Day of the year is Friday October 20th ROAR into Reading Event. Our Middle School Scholars will participate in a Mystery Reading Middle School Writing game. Scholars participating in the Studio 678 Photo Club. We have a total of 14 kids in this district-wide club. Scholars participating in the First Lego League Robotics club. We have a total of 15 kids in this district-wide club. K – 2 Scholars participate in Primary Project. Primary Project is a national evidence-based program that helps children adjust to school, gain confidence, and social skills, and focus on learning. Through play, Primary Project addresses children's school adjustment difficulties and increases their chances for success. WFA has a School Store - - PAWS Store. In November WFA will run an Extended Day Program aligned to our levers and commitments, with a STEM-focus. This program will run Tuesdays and Thursdays, as an expanded learning day program. As we continue our work throughout the year, additional data will be forthcoming.
Discourse		Our school continues to focus on reading comprehension (informational and literary text), close-read protocols, and high-leverage strategies. We are continuing to leverage professional development, to build the capacity of our scholars to lift student voice in the classroom via Accountable Talk: ● Students willingly share their ideas and participate ● Students actively listen to each other ● Use of Sentence Stems (if appropriate) ● Students build on the responses of others

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		● Students use evidence in their reasoning Discourse: ● Discourse is one-directional (teacher to class) ● Discourse is two-directional (teacher to a class, student(s) to teacher) ● Discourse is multi-directional (teacher to student(s), student(s) to student(s) ● Use of Culturally Responsive Teaching methods Our school continues to work with our District's Teaching & Learning Department. They have conducted professional development with staff via our weekly Wednesday Receivership Meetings: ● Unpacking the standards ● Implementing high leveraged strategies to support levers We are supporting all staff to actively teach and utilize grade-level appropriate strategies for Accountable Talk and Discourse. ● Using RDW, RACE, BUCK, Frayer model, Mole strategy; 3 Reads and implementing active word walls. Data: ● School Improvement Plan 23 24 ● OISR Fall State Visit Presentation ● WFA Landing Page: School-wide Resources ● I-Ready Data and 4DX Growth ● WFA Data Dashboard 23 24 ● WFA Data Dashboard 22-23 ● Final Continuation Plan 21-22 ● i-Ready Proficiency Data On The Move

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

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

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
38: 3-8 ELA ED Students MGP		**Strategy:** Implement RCSD curricula through high-quality, grade-level instruction with a specific emphasis on academic vocabulary & discourse. ● Fidelity to RCSD ELA curriculum - - Essential Content ● Prioritized goal setting using 4DX methodology to ensure passing rate on iReady Personalized Path lessons ● Weekly professional development aligned to our school levers ● Employ grade-level instructional strategies (semantic mapping, RACE, Frayer model,	☐ WFA Data Dashboard 23 24 ☐ School Improvement Plan 23 24 ☐ OISR Fall State Visit Presentation ☐ WFA Landing Page: School-wide Resources ☐ I-Ready Data and 4DX Growth ☐ WFA Data Dashboard 23 24 ☐ WFA Data Dashboard 22-23 ☐ Final Continuation Plan 21-22 ☐ i-Ready Proficiency Data On The Move ☐ Analysis of weekly Magnetic Reading & LETRS assessments to monitor student achievement partnered with specific & timely feedback given to students to increase student accountability and performance.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.

		personal thesaurus) improve knowledge and application of Tier 2 & 3 vocabulary.
		• Utilize grade-level appropriate strategies (close reading, discussion prompts & sentence starters) and protocols to increase the frequency of academic discourse
		• On-going: iReady data will be analyzed against Fall Diagnostic data.
		• Full adoption of Magnetic Reading at K-2 exposing students to explicit, systemic Tier 1 foundational skill instruction. Our District has shifted to include grades 3-6 in Magnetic Reading.
		• On-going: 100% of teachers in grades K-3 have participated in LETRS training (Language Essentials for Teachers of Reading and Spelling). This professional development is helping teachers develop a deeper understanding of the research-based processes students use to learn to read and the science behind it.
		• K – 2 Scholars participate in Primary Project. Primary Project is a national evidence-based program that helps children adjust to school, gain confidence, and social skills, and focus on learning. Through play, Primary Project addresses children's school adjustment
			☐ Classroom teachers use data protocol for CFA analysis to collaboratively develop action plans for differentiation; and increase the number of students meeting ELA standards.
			☐ Implement Schoolwide Literacy Approach:
			   ○ RACE
			   ○ 3 Reads
			   ○ Reading and Writing Rubrics
			   ○ Discussion Protocols
			☐ Implement the ELA RTI Academic Plans Tiered Supports
			☐ Monitor Quality Tier 1 Instruction using MTSS Tools
			☐ Prioritize goal setting using 4DX methodology to ensure increased passing rates on iReady Personalized Path lessons; increased in stretch growth, typical growth and WIGS.
			☐ Coaching cycles with a goal of improving data-informed small group instruction
			☐ LIM Lighthouse Team coaching to teachers on scoreboards and student ownership of learning.
			☐ Via Data Wise work, narrow the focus to discussion protocols in ELA classrooms.
			☐ Continue to utilize grade-level appropriate strategies (close reading, discussion prompts & sentence starters) and protocols to increase the frequency of academic discourse.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		difficulties and increases their chances for success.	

39: 3-8 Math All Students MGP		Strategy: Laser-focus classroom walkthroughs (CWT) and coaching sessions with teachers (e.g. monitoring the work, inclusive of feedback).
		
		● Our school is focused on teachers utilizing the math district curriculum with fidelity - - Essential Content.
		● Our school is working with our District's Math Department, to conduct professional development. We have scheduled them to conduct PD with staff via our weekly Wednesday Receivership Meetings starting in November.
		● Our math teachers participate in our District's Math Department Professional Learning Community.
		● Our math lead teachers also facilitate our Wednesday PDs and co-facilitate with our District's Math Department.
		● We will implement academic vocabulary in math.
		● We will implement discussion protocols in math.
			☐ WFA Data Dashboard 23 24
			☐ School Improvement Plan 23 24
			☐ OISR Fall State Visit Presentation
			☐ WFA Landing Page: School-wide Resources
			☐ I-Ready Data and 4DX Growth
			☐ WFA Data Dashboard 23 24
			☐ WFA Data Dashboard 22-23
			☐ Final Continuation Plan 21-22
			☐ i-Ready Proficiency Data On The Move
			☐ Classroom teachers use data protocol for CFA analysis to collaboratively develop action plans for differentiation; and increase the number of students meeting Math standards.
			☐ Implement School Wide Math Approach:
			   ☐ 3 Reads
			   ☐ Discussion Protocols
			   ☐ Math Rubrics
			☐ Leverage and implement the Math RTI Academic Plans Tiered Supports
			☐ Monitor Quality Tier 1 Instruction using MTSS Tools (e.g. teach math curriculum at grade level)
			☐ Teachers continue to monitor the lessons passed on i-ready for each student.
			☐ Teachers utilize diagnostic results to determine small groups for intervention.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		• Our school is implementing the highly leveraged math strategies learned via professional development, such as the 3-Reads. Data: • School Improvement Plan 23 24 • OISR Fall State Visit Presentation • WFA Landing Page: School-wide Resources • I-Ready Data and 4DX Growth • WFA Data Dashboard 23 24 • WFA Data Dashboard 22-23 • Final Continuation Plan 21-22 • i-Ready Proficiency Data On The Move Priority Steps for Math: • Focus on our Action Planning for Data Wise, which is to implement Discussion Protocols which will limit heavy teacher talk and increase student agency; and utilize small groups/partners in the classroom that will improve students' verbal and written communication skills and problem-solving skills as measured by looking at student	☐ Teachers use the i-ready diagnostics and CFA data to back map standards to further support students during intervention. ☐ Prioritize goal setting using 4DX methodology to ensure increased passing rates on iReady Personalized Path lessons; increased in stretch growth, typical growth and WIGS. ☐ LIM Lighthouse Team coaching teachers on scoreboards and student ownership of learning. ☐ Via Datawise work, we narrowed the focus to discussion protocols in Math classrooms. ☐ Continue to utilize grade-level appropriate strategies (close reading, discussion prompts & sentence starters) and protocols to increase the frequency of academic discourse.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	(yellow)	work, listening to student discourse, exit tickets, and classroom walkthroughs.	

100: 3-8 ELA All Students Core Subject PI	(green)	**Strategy:** Implement RCSD curricula through high-quality, grade-level instruction with a specific emphasis on academic vocabulary & discourse.
		• Fidelity to RCSD ELA curriculum - - Essential Content
		• Prioritized goal setting using 4DX methodology to ensure passing rate on iReady Personalized Path lessons
		• Weekly professional development aligned to our school levers
		• Employ grade-level instructional strategies (semantic mapping, RACE, Frayer model, personal thesaurus) improve knowledge and application of Tier 2 & 3 vocabulary.
		• Utilize grade-level appropriate strategies (close reading, discussion prompts & sentence starters) and protocols to increase the frequency of academic discourse
		• On-going: iReady data will be analyzed against Fall Diagnostic data.
		• Full adoption of Magnetic Reading at K-2 exposing students to explicit, systemic Tier 1 foundational skill instruction. Our District
			☐ WFA Data Dashboard 23 24
			☐ School Improvement Plan 23 24
			☐ OISR Fall State Visit Presentation
			☐ WFA Landing Page: School-wide Resources
			☐ I-Ready Data and 4DX Growth
			☐ WFA Data Dashboard 23 24
			☐ WFA Data Dashboard 22-23
			☐ Final Continuation Plan 21-22
			☐ i-Ready Proficiency Data On The Move
			☐ Analysis of weekly Magnetic Reading & LETRS assessments to monitor student achievement partnered with specific & timely feedback given to students to increase student accountability and performance.
			☐ Classroom teachers use data protocol for CFA analysis to collaboratively develop action plans for differentiation; and increase the number of students meeting ELA standards.
			☐ Implement Schoolwide Literacy Approach:
			  ○ RACE
			  ○ 3 Reads
			  ○ Reading and Writing Rubrics
			  ○ Discussion Protocols
			☐ Implement the ELA RTI Academic Plans Tiered Supports
			☐ Monitor Quality Tier 1 Instruction using MTSS Tools

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		has shifted to include grades 3-6 in Magnetic Reading. • On-going: 100% of teachers in grades K-3 have participated in LETRS training (Language Essentials for Teachers of Reading and Spelling). This professional development is helping teachers develop a deeper understanding of the research-based processes students use to learn to read and the science behind it. • K – 2 Scholars participate in Primary Project. Primary Project is a national evidence-based program that helps children adjust to school, gain confidence, and social skills, and focus on learning. Through play, Primary Project addresses children's school adjustment difficulties and increases their chances for success.	☐ Prioritize goal setting using 4DX methodology to ensure increased passing rates on iReady Personalized Path lessons; increased in stretch growth, typical growth and WIGS. ☐ Coaching cycles with a goal of improving data-informed small group instruction ☐ LIM Lighthouse Team coaching to teachers on scoreboards and student ownership of learning. ☐ Via Data Wise work, narrow the focus to discussion protocols in ELA classrooms. ☐ Continue to utilize grade-level appropriate strategies (close reading, discussion prompts & sentence starters) and protocols to increase the frequency of academic discourse.
110: 3-8 Math All Students Core Subject PI		Strategy: Laser-focus classroom walkthroughs (CWT) and coaching sessions with teachers (e.g. monitoring the work, inclusive of feedback). • Our school is focused on teachers utilizing the math district curriculum with fidelity - - Essential Content. • Our school is working with our District's Math	☐ WFA Data Dashboard 23 24 ☐ School Improvement Plan 23 24 ☐ OISR Fall State Visit Presentation ☐ WFA Landing Page: School-wide Resources ☐ I-Ready Data and 4DX Growth ☐ WFA Data Dashboard 23 24 ☐ WFA Data Dashboard 22-23

(As required under Section 211(f) of NYS Ed. Law)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	(green)	Department, to conduct professional development. We have scheduled them to conduct PD with staff via our weekly Wednesday Receivership Meetings starting in November. ● Our math teachers participate in our District's Math Department Professional Learning Community. ● Our math lead teachers also facilitate our Wednesday PDs and co-facilitate with our District's Math Department. ● We will implement academic vocabulary in math. ● We will implement discussion protocols in math. ● Our school is implementing the highly leveraged math strategies learned via professional development, such as the 3-Reads. Data: ● School Improvement Plan 23 24 ● OISR Fall State Visit Presentation ● WFA Landing Page: School-wide Resources ● I-Ready Data and 4DX Growth ● WFA Data Dashboard 23 24	☐ Final Continuation Plan 21-22 ☐ i-Ready Proficiency Data On The Move ☐ Classroom teachers use data protocol for CFA analysis to collaboratively develop action plans for differentiation; and increase the number of students meeting Math standards. ☐ Implement School Wide Math Approach: 　☐ 3 Reads 　☐ Discussion Protocols 　☐ Math Rubrics ☐ Leverage and implement the Math RTI Academic Plans Tiered Supports ☐ Monitor Quality Tier 1 Instruction using MTSS Tools (e.g. teach math curriculum at grade level) ☐ Teachers continue to monitor the lessons passed on i-ready for each student. ☐ Teachers utilize diagnostic results to determine small groups for intervention. ☐ Teachers use the i-ready diagnostics and CFA data to back map standards to further support students during intervention. ☐ Prioritize goal setting using 4DX methodology to ensure increased passing rates on iReady Personalized Path lessons; increased in stretch growth, typical growth and WIGS. ☐ LIM Lighthouse Team coaching teachers on scoreboards and student ownership of learning. ☐ Via Datawise work, we narrowed the focus to discussion protocols in Math classrooms. ☐ Continue to utilize grade-level appropriate strategies (close reading, discussion prompts & sentence starters) and protocols to increase the frequency of academic discourse.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	- Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . - Describe how the data trends for this reporting cycle will inform future action steps. - Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. - Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		[WFA Data Dashboard 22-23](#) [Final Continuation Plan 21-22](#) [i-Ready Proficiency Data On The Move](#) Priority Steps for Math: - Focus on our Action Planning for Data Wise, which is to implement Discussion Protocols which will limit heavy teacher talk and increase student agency; and utilize small groups/partners in the classroom that will improve students' verbal and written communication skills and problem-solving skills as measured by looking at student work, listening to student discourse, exit tickets, and classroom walkthroughs.	
160: EM Chronic Absenteeism - All Students		**Strategies & Action Steps toward progress:** - Strategy: Social and Emotional Learning - Utilization of Leader in Me SEL curriculum during daily advisory (7-8), morning meetings K-6 using Leader in Me/IB Characteristic Traits, administrator walkthrough and feedback of SEL blocks, Zones of Regulation, PAWS tickets and other positive behavior incentives (Dojo	**Goal:** We will continue to decrease grades 3-8 chronic absenteeism to meet or exceed our demonstrable indicator. **Specific Data/ evidence to measure progress:** ☐ Weekly Attendance Meetings ☐ SEL Curriculum aligned to IB Characteristic Traits & Covey's 7 Habits across K - 8 via Admin Walkthrough Feedback. Note: Focused feedback of SEL observed in Morning Meetings for K - 6 scholars. ☐ Power School/ Referral Log ☐ Monitoring ADA, chronic absenteeism, no-shows

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		points, etc.), restorative circles, daily check-ins, Center for Youth supports, clubs/student activities. • There were two significant data points from the 2021-2022 that will influence our work this year: 　○ From classroom walkthroughs, the need for a framework/curriculum for SEL 　○ Significant number of instructional days lost due to suspensions. • Effective January 2023, we have SEL grade-level curriculum for teachers to implement with students in our Middle School Advisories and in Elementary Morning Meetings. Our SEL curriculum aligns with our IB Characteristic traits and Covey's 7 Habits of Highly Effective Teens. Our school is a participant in the Office of the Attorney General's work to implement strategies to reduce suspensions and Administrators participate in professional development to "Shifting the Way We View and Do Discipline".	**Trends & future action steps:** ☐ Partnership with ROC Restorative ☐ Continue to work with Parent Engagement and CO to build parent supports ☐ Continued Administrative walkthroughs to evaluate and give feedback on SEL curriculum ☐ Planning for more attendance incentives ☐ Partnering with Center for Youth for Home Visits ☐ Hired a new Parent Liaison ☐ Continue to partner with CO's Attendance Blitz Team ☐ Ongoing: Working to assure attendance is accurate for students out for ISS/OSS, no-show, etc. Data: ☐ WFA Attendance Meeting Minutes 22-23 ☐ SEL Curriculum ☐ Reduce Suspensions ☐ Our Suspension Data as of 10/2023:

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		Our CARE Team (Crisis and Intervention Team) and Leadership Team have been actively creating personalized elopement, emergency, and safety plans, AIS plans, and MTSS Action Plans based on the needs of students. Overall Suspension Rate In school and out of school: 3.80% SWD: 2.5% ELL: 0% HelpZone ISS: Time To Reflect Room OISR Fall State Visit Presentation	

(As required under Section 211(f) of NYS Ed. Law)

Part III – Demonstrable Improvement Level 2 Indicators
Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific actions and activities that support goal attainment, and ultimately target sustainable commitments that support progress toward Demonstrable Improvement Indicator targets attainment. If any changes in Level 2 indicator selections have occurred from last school year, provide details of this shift and the rationale for doing so in the DII Selection Addendum.

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

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
2: Plan for and implement Community School Model **23-24 Objection Measure: (please see Community Schools**		**Strategies & Action Steps toward progress:** **Strategy:** Social and Emotional Learning (SEL) There were two significant data points from the 2023-2024 SY that will influence our work this year: from classroom walkthroughs, teachers need a framework/curriculum for SEL; and we had a total of 791 instructional days lost due to suspensions. The Leadership Team (including Instructional Coaches) will work with teachers to create targeted themes, activities, and SEL curriculum. In addition, WFA staff will be introduced to new behavioral expectations and restorative	WFA is a community school. Community Schools are public schools that emphasize family engagement, strong community partnerships and additional supports for students and families. WFA works closely as a team with Community School Liaison Specialist (CSLS): formerly Community School Site Coordinator) to remove barriers that impede student achievement. **Trends & future action steps:** ☐ Establish Community Engagement Team (CET Meetings) 23 - 24 ☐ Conduct Needs Assessment (awaiting for Department to confirm next step) ☐ School-wide Surveys Community School ☐ Ongoing: Updates to Community School Guidebook ☐ CSLS and Instructional Leadership Team collaborates on the DDI decisions and strategies encompassed in the Community School Guidebook. ☐ New CSLS reporting structure

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		practices for the new year. Our goal is to create a positive working environment for students and staff, and to provide students with the skills necessary to be successful working in various group configurations (whole group, small group, partners, individual). SEL will continue to be embedded throughout the school year. Utilizing grade-level appropriate strategies for SEL, including Morning Meetings, Zones of Regulation, Restorative Circles, DailyCheck-ins, PAWS Tickets, Brain Breaks, Fitness Breaks, and the Lion Help Zone. Overall Suspension Rate In school and out of school: 3.80% SWD: 2.5% ELL: 0% HelpZone ISS: Time To Reflect Room OISR Fall State Visit Presentation	**Data** ☐ Partnership Inventory ☐ Food Pantry Protocol ☐ Community Schools Department Items ☐ WFA Data Dashboard 23 24 ☐ OISR Fall State Visit Presentation
6: Family and Community		**Strategy**: Social and Emotional Learning (SEL)	Efforts to continue to enhance parent involvement and to grow the parent group: ☐ On-going: Sign-in sheets for parent meetings and school-wide activities

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . - Describe how the data trends for this reporting cycle will inform future action steps. - Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. - Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
Engagement (DTSDE Tenet 6)		WFA staff will be introduced to new behavioral expectations and restorative practices for the new year. Our goal is to create a positive working environment for students and staff; and to provide students with the skills necessary to be successful working in various group configurations (whole group, small group, partners, individual). SEL will continue to be embedded throughout the school year. Utilizing grade-level appropriate strategies using Leader in Me SEL Curriculum, IB Learner Profile Traits, implemented in Morning Meetings, Zones of Regulation, Restorative Circles, Daily Check-ins, PAWS Tickets, Brain Breaks, and Fitness Breaks. Host Parent/Family Engagement Events: ☐ Orientations ☐ Open House ☐ Parent Group Meetings ☐ Parent Teacher Conferences	☐ Continue building relationships with families. ☐ Monthly Meetings to keep parents updated about our school & child's progress. ☐ On-going: take suggestions/feedback from parents to enhance the school community. ☐ Collaboration with classroom teachers to see how we can work together to increase parent participation (Parent Engagement Committee) **Data:** ☐ Sample Sign-in Sheets ☐ Sample Signatures from Parent Re Engagement Meetings ☐ School-Parent Compact ☐ Signature Page ☐ PFE Presentation

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		☐ Curriculum Night ☐ Parent Center Resources	

44: 3-8 Math ED Students MGP		Strategy: Laser-focus classroom walkthroughs (CWT) and coaching sessions with teachers (e.g. monitoring the work, inclusive of feedback).
		
		• Our school is focused on teachers utilizing the math district curriculum with fidelity - - Essential Content.
		• Our school is working with our District's Math Department, to conduct professional development. We have scheduled them to conduct PD with staff via our weekly Wednesday Receivership Meetings starting in November.
		• Our math teachers participate in our District's Math Department Professional Learning Community.
		• Our math lead teachers also facilitate our Wednesday PDs and co-facilitate with our District's Math Department.
		• We will implement academic vocabulary in math.
		• We will implement discussion protocols in math.
			☐ WFA Data Dashboard 23 24
			☐ School Improvement Plan 23 24
			☐ OISR Fall State Visit Presentation
			☐ WFA Landing Page: School-wide Resources
			☐ I-Ready Data and 4DX Growth
			☐ WFA Data Dashboard 23 24
			☐ WFA Data Dashboard 22-23
			☐ Final Continuation Plan 21-22
			☐ i-Ready Proficiency Data On The Move
			☐ Classroom teachers use data protocol for CFA analysis to collaboratively develop action plans for differentiation; and increase the number of students meeting Math standards.
			☐ Implement School Wide Math Approach:
			    ☐ 3 Reads
			    ☐ Discussion Protocols
			    ☐ Math Rubrics
			☐ Leverage and implement the Math RTI Academic Plans Tiered Supports
			☐ Monitor Quality Tier 1 Instruction using MTSS Tools (e.g. teach math curriculum at grade level)
			☐ Teachers continue to monitor the lessons passed on i-ready for each student.
			☐ Teachers utilize diagnostic results to determine small groups for intervention.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		• Our school is implementing the highly leveraged math strategies learned via professional development, such as the 3-Reads. Data: • School Improvement Plan 23 24 • OISR Fall State Visit Presentation • WFA Landing Page: School-wide Resources • I-Ready Data and 4DX Growth • WFA Data Dashboard 23 24 • WFA Data Dashboard 22-23 • Final Continuation Plan 21-22 • i-Ready Proficiency Data On The Move Priority Steps for Math: • Focus on our Action Planning for Data Wise, which is to implement Discussion Protocols which will limit heavy teacher talk and increase student agency; and utilize small groups/partners in the classroom that will improve students' verbal and written communication skills and problem-solving skills as measured by looking at student work,	☐ Teachers use the i-ready diagnostics and CFA data to back map standards to further support students during intervention. ☐ Prioritize goal setting using 4DX methodology to ensure increased passing rates on iReady Personalized Path lessons; increased in stretch growth, typical growth and WIGS. ☐ LIM Lighthouse Team coaching teachers on scoreboards and student ownership of learning. ☐ Via Datawise work, we narrowed the focus to discussion protocols in Math classrooms. ☐ Continue to utilize grade-level appropriate strategies (close reading, discussion prompts & sentence starters) and protocols to increase the frequency of academic discourse.

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Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . ● Describe how the data trends for this reporting cycle will inform future action steps. ● Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. ● Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		listening to student discourse, exit tickets, and classroom walkthroughs.	
102: 3-8 ELA Black Core Subject PI		**Strategy:** Implement RCSD curricula through high-quality, grade-level instruction with a specific emphasis on academic vocabulary & discourse. ● Fidelity to RCSD ELA curriculum - - Essential Content ● Prioritized goal setting using 4DX methodology to ensure passing rate on iReady Personalized Path lessons ● Weekly professional development aligned to our school levers ● Employ grade-level instructional strategies (semantic mapping, RACE, Frayer model, personal thesaurus) improve knowledge and application of Tier 2 & 3 vocabulary. ● Utilize grade-level appropriate strategies (close reading, discussion prompts & sentence starters) and protocols to increase the frequency of academic discourse ● On-going: iReady data will be analyzed against Fall Diagnostic data. ● Full adoption of Magnetic Reading at K-2 exposing students to explicit, systemic Tier 1	☐ WFA Data Dashboard 23 24 ☐ School Improvement Plan 23 24 ☐ OISR Fall State Visit Presentation ☐ WFA Landing Page: School-wide Resources ☐ I-Ready Data and 4DX Growth ☐ WFA Data Dashboard 23 24 ☐ WFA Data Dashboard 22-23 ☐ Final Continuation Plan 21-22 ☐ i-Ready Proficiency Data On The Move ☐ Analysis of weekly Magnetic Reading & LETRS assessments to monitor student achievement partnered with specific & timely feedback given to students to increase student accountability and performance. ☐ Classroom teachers use data protocol for CFA analysis to collaboratively develop action plans for differentiation; and increase the number of students meeting ELA standards. ☐ Implement Schoolwide Literacy Approach: ○ RACE ○ 3 Reads ○ Reading and Writing Rubrics ○ Discussion Protocols ☐ Implement the ELA RTI Academic Plans Tiered Supports

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	 	foundational skill instruction. Our District has shifted to include grades 3-6 in Magnetic Reading. • On-going: 100% of teachers in grades K-3 have participated in LETRS training (Language Essentials for Teachers of Reading and Spelling). This professional development is helping teachers develop a deeper understanding of the research-based processes students use to learn to read and the science behind it. • K – 2 Scholars participate in Primary Project. Primary Project is a national evidence-based program that helps children adjust to school, gain confidence, and social skills, and focus on learning. Through play, Primary Project addresses children's school adjustment difficulties and increases their chances for success.	☐ Monitor Quality Tier 1 Instruction using MTSS Tools ☐ Prioritize goal setting using 4DX methodology to ensure increased passing rates on iReady Personalized Path lessons; increased in stretch growth, typical growth and WIGS. ☐ Coaching cycles with a goal of improving data-informed small group instruction ☐ LIM Lighthouse Team coaching to teachers on scoreboards and student ownership of learning. ☐ Via Data Wise work, narrow the focus to discussion protocols in ELA classrooms. ☐ Continue to utilize grade-level appropriate strategies (close reading, discussion prompts & sentence starters) and protocols to increase the frequency of academic discourse.
105: 3-8 ELA ED Core Subject PI	 	**Strategy:** Implement RCSD curricula through high-quality, grade-level instruction with a specific emphasis on academic vocabulary & discourse. • Fidelity to RCSD ELA curriculum - - Essential Content	☐ WFA Data Dashboard 23 24 ☐ School Improvement Plan 23 24 ☐ OISR Fall State Visit Presentation ☐ WFA Landing Page: School-wide Resources ☐ I-Ready Data and 4DX Growth

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.

	■	• Prioritized goal setting using 4DX methodology to ensure passing rate on iReady Personalized Path lessons
		• Weekly professional development aligned to our school levers
		• Employ grade-level instructional strategies (semantic mapping, RACE, Frayer model, personal thesaurus) improve knowledge and application of Tier 2 & 3 vocabulary.
		• Utilize grade-level appropriate strategies (close reading, discussion prompts & sentence starters) and protocols to increase the frequency of academic discourse
		• On-going: iReady data will be analyzed against Fall Diagnostic data.
		• Full adoption of Magnetic Reading at K-2 exposing students to explicit, systemic Tier 1 foundational skill instruction. Our District has shifted to include grades 3-6 in Magnetic Reading.
		• On-going: 100% of teachers in grades K-3 have participated in LETRS training (Language Essentials for Teachers of Reading and Spelling). This professional development is helping teachers develop a deeper understanding of the research-based
			☐ WFA Data Dashboard 23 24
			☐ WFA Data Dashboard 22-23
			☐ Final Continuation Plan 21-22
			☐ i-Ready Proficiency Data On The Move
			☐ Analysis of weekly Magnetic Reading & LETRS assessments to monitor student achievement partnered with specific & timely feedback given to students to increase student accountability and performance.
			☐ Classroom teachers use data protocol for CFA analysis to collaboratively develop action plans for differentiation; and increase the number of students meeting ELA standards.
			☐ Implement Schoolwide Literacy Approach:
			   ○ RACE
			   ○ 3 Reads
			   ○ Reading and Writing Rubrics
			   ○ Discussion Protocols
			☐ Implement the ELA RTI Academic Plans Tiered Supports
			☐ Monitor Quality Tier 1 Instruction using MTSS Tools
			☐ Prioritize goal setting using 4DX methodology to ensure increased passing rates on iReady Personalized Path lessons; increased in stretch growth, typical growth and WIGS.
			☐ Coaching cycles with a goal of improving data-informed small group instruction
			☐ LIM Lighthouse Team coaching to teachers on scoreboards and student ownership of learning.
			☐ Via Data Wise work, narrow the focus to discussion protocols in ELA classrooms.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		processes students use to learn to read and the science behind it. • K – 2 Scholars participate in Primary Project. Primary Project is a national evidence-based program that helps children adjust to school, gain confidence, and social skills, and focus on learning. Through play, Primary Project addresses children's school adjustment difficulties and increases their chances for success.	☐ Continue to utilize grade-level appropriate strategies (close reading, discussion prompts & sentence starters) and protocols to increase the frequency of academic discourse.

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

Recommendations made by the CET, including how the school community and community at-large were engaged to (1) provide input into the school's Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team Plan and membership for the 2023-2024 SY should be included and detailed below.
Note: Administrative, teachers, and parent representative members of the CET must be selected through the process as established in Commissioner's Regulations 100.11(b)

Report Out of 2023-2024 CET Plan Implementation

- List the constituent categories of stakeholders that have participated as CET members during this reporting period. - Include any changes made to the CET's membership during this reporting period. Include the role/title of any new members. - Provide data and related evidence used to measure the impact and efficacy of the CET. - Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school's improvement plan.	- Outline the process by which new members of the CET will be identified and selected*. - Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members. - An outline of the school's plan for CET meeting agenda development, the identification of action items, the role of stakeholders, and how progress will be monitored, and goal attainment measured and reported. - Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner.
See Partnership Inventory	**Trends & future action steps:** ☐ Establish Community Engagement Team (CET Meetings) 23-24 ☐ Conduct Needs Assessment (awaiting for Department to confirm next step) ☐ School-wide Surveys Community School ☐ On-going: Updates Community School Guidebook ☐ Community Site Liaison Specialist (CSLS) and Instructional Leadership Team collaborates on DDI decisions and strategies encompassed in the Community School Guidebook. ☐ New CSLS reporting structure ☐ On-going: Align our Community School Guidebook to our Continuous Improvement Plan. Data: ☐ Partnership Inventory ☐ Food Pantry Protocol ☐ Community Schools Department Items

Part V – Powers of the Receiver
Provide a summary of the use of the School Receiver's powers during this reporting period.

WFA Election to Work Agreement(EWA)

- Early staffing in the spring outside of the teacher's union transfer process
- Starting this academic school year the school purchased Magnetic Reading 2-5 to utilize the fluency and comprehension components to be used in small groups
- A Curriculum Associates Trainer will be training staff using this 3rd - 5th grade program in early November. This trainer will also do some classroom and small intervention group visits and walkthroughs
- Mandated grade-level meetings during the school day with an agenda and focus created by the leadership team
- Weeikly mandated professional learning sessions for all teaching staff

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

Changes in DII selection that have occurred after the submission of the Final Report and Continuation Plan

Added DII'S
38- 3-8 ELA ED Students MGP
44- 3-8 Math ED MGP

NYS ED
.gov

New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity
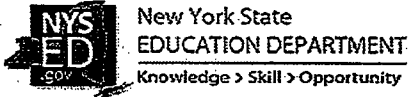
Part VI – Assurance and Attestation

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

Name of Receiver (Print): _Carmine Peluso_

Signature of Receiver:

Date: _10/30/23_

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

Name of CET Representative (Print): _Tamika Stewart_

Signature of CET Representative*: _Tamika Stewart_

Title of CET Representative: _Behavior Support Specialist @ Center for Youth_

Date: _10/19/23_

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