

## Receivership Schools ONLY

### Quarterly Report #1: July 1, 2019 to October 11, 2019 (Due October 31, 2019)

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: <a href="https://www.rcsdk12.org/Page/52265">https://www.rcsdk12.org/Page/52265</a>			
Dr. Walter Cooper Academy	261600010010	Rochester City School District		Check which plan below applies:			
				SIG			SCEP
				Cohort (6 or 7): SIG 7			
Model: Innovation and reform Framework: College/Career							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ENL	% SWD	Total Enrollment
Terry Dade	Camaron Clyburn	Dr. Elizabeth Mascitti-Miller, <i>Deputy Superintendent of Administration</i> Dr. Shirley JA Green, <i>School Chief</i> Michele Alberti White, <i>Executive Director of School Innovation</i> Brennen Colwell, <i>Office of School Innovation</i>		PreK - 6	3.4% as of Oct. 24, 2019	17.4% as of Oct. 24, 2019	328 as of Oct. 24, 2019
	Appointment Date: July 2009						

### Executive Summary

Please provide a plain-language summary of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. 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.

Dr. Walter Cooper Academy (DWCA or School No. 10 henceforth) goal for this school year is to provide all students with access to high quality instruction that is designed to close achievement gaps. The Instructional Leadership Team (ILT) has taken on more responsibility by diving deep into the school's data through the Data Wise Improvement Process. The team reviews the school's data for each Demonstrable Indicator weekly to ensure that process is being made towards the school's 2019-2020 targets.



The ILT is working closely with grade level teams to make sure that the school has solid systems in place for progress monitoring in ELA, Math and Science. Systems have also been tightened up to review data for attendance, suspension, and social emotional supports.

The plans for the school continue to be reviewed by the Instructional Leadership Team that communicates pertinent information with grade level teams, SPBT, and the Community Engagement Team. Work continues with:

- EL Education and the implementation of the school's EL Workplan.
- Improving efforts to respond to and support the social emotional & developmental needs of students through restorative practices.
- Increasing efforts to maximize student time spent in class through the development of a Cool Down Room with support from a Center For Youth provided Intervention/Prevention Specialist.
- Maximize Good First Instruction through the reorganization of a master schedule to increase math to 80 minutes and ELA to 120 minutes per day

Dr. Walter Cooper Academy will make improvements across all demonstrable indicators. School No. 10's professional learning plan has been set up to support teachers in planning standards based expeditions and launching components of instruction that support differentiated core.

**Attention** – This document is intended to be completed by the school receiver in conjunction with district and building staff and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). It is a self-assessment of the implementation and outcomes of key strategies related to receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for receivership schools receiving Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) funds. Additionally, this document serves as the quarterly reporting instrument for receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report, in its entirety, must be posted on the district website.



**Directions for Parts I and II** - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the first quarter in light of their realized level of implementation and their impact on student learning outcomes. The district should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting challenging state academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

**Part I – Demonstrable Improvement Indicators (Level 1)**

Identify Indicator # and Name	Baseline	2019-2020 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-2020 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.						
5 - School Safety	.4	.2		yes	<p><b><u>Restorative Practice:</u></b>            School No. 10 has continued to explore different ways to utilize students trained by the Roc Restorative Team to serve as Student Ambassadors. Currently the Restorative Practice Committee has met in September. The committee is developing a plan to see how the remaining student ambassadors can support school culture with student led circles. In 2018-2019 SY, six students were trained. Two of the six student ambassadors has transferred to other schools.</p> <p><b><u>Cool Down Room:</u></b>            The Instructional Leadership Team has been working to implement their system for collecting, analyzing and</p>	<ul style="list-style-type: none"> <li>● Suspension</li> <li>● Discipline Referrals</li> <li>● Cool Down Room data</li> <li>● Restorative Practice Circles</li> <li>● Attendance (Chronic absences and average daily attendance)</li> </ul>	Office Disciplinary Referrals - as of October 22, 2019 <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Month</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>September</td> <td>9</td> </tr> <tr> <td>October</td> <td>15</td> </tr> </tbody> </table>	Month	Number	September	9	October	15
Month	Number												
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				<p>disseminating data as it relates to the cool down room.</p> <p>For the month of September, the following services were provided from our Crisis Intervention Specialist.</p> <table border="1"> <thead> <tr> <th>Student Contact</th> <th>September 2019</th> </tr> </thead> <tbody> <tr> <td>Unduplicated</td> <td>34</td> </tr> <tr> <td>Duplicated</td> <td>55</td> </tr> <tr> <td><b>Small Groups</b></td> <td>4</td> </tr> <tr> <td>Participants</td> <td>40</td> </tr> <tr> <td><b>Restorative Circles</b></td> <td>7</td> </tr> <tr> <td>Participants</td> <td>15</td> </tr> <tr> <td colspan="2"><b>Mediations</b></td> </tr> <tr> <td># of sessions</td> <td>5</td> </tr> <tr> <td># of Participants (unduplicated)</td> <td>10</td> </tr> <tr> <td># of Participants (duplicated)</td> <td>12</td> </tr> <tr> <td colspan="2"><b>Outreach Contacts</b></td> </tr> <tr> <td>Brief Interventions</td> <td>80</td> </tr> </tbody> </table>	Student Contact	September 2019	Unduplicated	34	Duplicated	55	<b>Small Groups</b>	4	Participants	40	<b>Restorative Circles</b>	7	Participants	15	<b>Mediations</b>		# of sessions	5	# of Participants (unduplicated)	10	# of Participants (duplicated)	12	<b>Outreach Contacts</b>		Brief Interventions	80	<p>Currently, the school has no serious incidents to report and is on pace to meet their progress target.</p> <p><b>Suspensions</b></p> <ul style="list-style-type: none"> <li>● OSS - 1 incident</li> <li>● ISS - 1 incident</li> </ul>
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33 - 3-8 ELA All Students MGP	44.1	46.1		yes	<p><b>Master Schedule:</b>          To date, and throughout summer 2019, the school has worked and will strategically work with the registrar to ensure that grade levels have uninterrupted blocks of ELA for 120 minutes of instruction every day and common planning time built in for all grade levels. The purpose of this work is to minimize interruptions to instruction.</p> <p><b>120-Minute, Uninterrupted ELA Block</b>          To date, teachers have been able to plan for and deliver 120-minutes of uninterrupted ELA instruction, five times a week. Each classroom has one additional teacher to maximize the amount of ELA time that Tier 2 and Tier 3 students receive small group, teacher led instruction.</p>	<ul style="list-style-type: none"> <li>● NYS Assessments</li> <li>● NWEA</li> <li>● Common Formative Assessments (CFA)</li> <li>● Running Reading Records</li> <li>● ILT Observational Data</li> </ul>	<p><b>120-Minute, Uninterrupted ELA Block</b>          Master Schedules have been attached to this report.</p> <p><b>35-Minute Grade Level Data Meetings:</b>          Administrators, the Instructional Coach and Intervention Teachers have met with grade level teams five times this school year:          9/16/19          9/26/19          10/2/19          10/8/19          10/16/19</p> <p><b>1-Hour Common Planning with Instructional Coach</b>          To date the instructional coach has met with each grade level to plan five times this school year:          9/18/19 &amp; 9/19/19          9/24/19 &amp; 9/25/19</p>										



				<p><b><u>35-Minute Grade Level Data Meetings:</u></b>          Grade level teams have had a 35-minute weekly Data Meeting to review students’ RtI Progress Monitoring data. The purpose of these meetings is to:</p> <ul style="list-style-type: none"> <li>● Monitor student progress towards instructional goals</li> <li>● Make instructional decisions to promote student achievement.</li> <li>● Maintain timely and accurate data on grade level data dashboards.</li> </ul> <p><b><u>1-Hour Common Planning with Instructional Coach</u></b>          Each week K-6 teams have met with the instructional coach for a 60-minute planning session. The purpose of these planning sessions is to differentiate and scaffold upcoming ELA units of instruction (EL modules and writing units). Teachers are using NWEA Learning Continuum data to make scaffolded plans for instruction based on standards to be taught.</p> <p>The DWCA Instructional Leadership Team has started the year off by consistently observing Common planning time and grade level meetings. Though in the early stages of implementation and development, DWCA has been facilitating these meetings with the use of the Data Wise rolling agenda and other Data Wise protocols.</p>			<p>9/30/19 &amp; 10/1/19          10/7/19 &amp; 10/10/19          10/15/19 &amp; 10/18/19</p> <p><b><u>EL Education Curriculum:</u></b>          Working together with EL Education, School 10 has created the following to support curriculum &amp; instruction::</p> <ul style="list-style-type: none"> <li>● Creation of a Module 1 writing planner for second grade.</li> <li>● Development of a second grade pacing guide.</li> <li>● Creation of a second grade pre-writing assessment.</li> <li>● Implementation of second grade writing rubrics.</li> </ul> <p><b><u>Professional Development:</u></b>          To date ILT has provided one 2-hour PD that focused on Collaborative Planning (10/2/19).</p> <p>To date the instructional coach has met with each grade level to plan five times this school year:          9/18/19 &amp; 9/19/19          9/24/19 &amp; 9/25/19          9/30/19 &amp; 10/1/19          10/7/19 &amp; 10/10/19          10/15/19 &amp; 10/18/19</p>



				<p>The ILT will monitor the Master Schedule throughout the school year to ensure that the instructional blocks remain effective. Walk-throughs will be performed by the Instructional Leadership Team (may also be referred to as Cooper Council) to collect observational data and calibrate/level set practices throughout the school. The School's ILT, Cooper Council, will provide on-going feedback to staff regarding the integrity of the instructional block using the 4 T's protocol* as well as the Classroom Visit Protocol**. Data gathered by the ILT will be used to progress monitor using Data Wise protocols.</p> <p><b><u>ILT Walk-Throughs:</u></b> The Instructional Leadership Team is in the process of completing their first set of peer visits. The team created and implemented a schedule for visiting every classroom's morning meeting as an introduction to the peer visit model. ILT has used a debrief protocol to provide immediate feedback to teachers following each visit.</p> <p><b><u>EL Education Curriculum:</u></b> DWCA is in its second year of EL Curriculum implementation. The curriculum offers the following pieces of instruction:</p> <ul style="list-style-type: none"><li>• 60 minutes of literacy instruction at grades K-6</li></ul>		
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				<p>focused on informational and literary reading standards, writing standards, foundational standards, and language standards.</p> <ul style="list-style-type: none"><li>• 60 minutes of Skills instruction at grades K-2 focused on foundational and language standards.</li></ul> <p>This year the Instructional Coach and teaching staff have designed and implemented an additional writing curriculum that aligns with each EL Module at grades K-6. This is an additional block of instruction focused solely on the following writing genres:</p> <ul style="list-style-type: none"><li>• Narrative</li><li>• Informational</li><li>• Persuasive</li></ul> <p>EL Education Curriculum: DWCA will implement K-2 Skills Block and modules created by EL Education. The K-2 curriculum offers three hours of rich literacy instruction per day: Two hours of content-based literacy.</p> <ul style="list-style-type: none"><li>-One hour of module lessons</li><li>-One hour of Intervention</li><li>-One hour of structured phonics: the K-2 Reading Foundations Skills Block</li></ul> <p>In grades 3-6, the curriculum stretches students' capacity to read complex text, write at length and with depth, and explore pressing issues in the world around them. The curriculum comprises</p>		
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				<p>two hours of rich content-based literacy instruction per day:</p> <ul style="list-style-type: none"><li>-One hour of module lessons</li><li>-One hour of the Additional Language and Literacy (ALL) Block</li><li>-One hour of writer’s workshop</li></ul> <p>The Instructional Leadership Team, has continued to progress monitor the implementation of the EL curriculum with support provided by the EL Coach.</p> <p><b><u>Multi-Tiered Systems of Support (MTSS):</u></b> The listed staff members will provide support to classroom teachers to close gaps in students’ academic performances.</p> <ul style="list-style-type: none"><li>● Reading Teachers</li><li>● Intervention Teachers</li><li>● (EL) Instructional Coach</li></ul> <p>Services will provide support to students by the Reading teacher, Intervention teachers, and classroom teachers. Students are assessed either weekly using Data Wise Protocols. ILT will analyze data to adjust small group and individual instruction.</p> <p><b><u>Multi-Tiered System of Support (MTSS):</u></b> The school’s Multi-Tiered System of Support is in it’s beginning stages of implementation. The team, consisting of the school’s Assistant Principal, Special Education CASE, Instructional Coach,</p>		
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				<p>Behavior Specialist, Psychologist, Social Worker and Intervention Teacher, met in early October to finalize the referral process and documents. On November 6th the MTSS Team will provide professional development to staff to discuss each tier and the data that must be collected.</p> <p>The MTSS Team will hold its first meeting on November 14th to discuss referred students and analyze the data provided.</p> <p><b>Professional Development:</b> The ILT continue to plan and deliver professional development to improve good first teaching and respond to current data trends with regard to student needs.</p> <p>The Instructional Leadership Team will support the provision of professional development. Meetings have commenced for the 2019/20 school year and have taken place in September and October. Staff will continue to meet once a month for 2 hours each time to receive professional development. The topic for the year will be around good first teaching:</p> <ul style="list-style-type: none"><li>● Instructional Framework (completed in September)</li><li>● Theory of Action (completed in October)</li><li>● Effective Planning</li><li>● Teach and Assess</li></ul>		
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				<ul style="list-style-type: none"><li>● Evidence of Impact</li><li>● Culturally Responsive Pedagogy</li><li>● Formative Assessment</li><li>● Balanced Literacy</li><li>● APPR/Danielson Rubric/Teaching Standards</li></ul> <p>On a weekly basis, grade level meetings will meet twice to support ongoing professional learning. Instructional Leadership Teams and staff will be trained on DataWise protocols.</p> <p><b>Professional Development:</b> The Instructional Leadership Team has created a professional development plan for the school year focusing on lifting teachers ability to provide quality Tier 1 instruction broken down into the following topics:</p> <ul style="list-style-type: none"><li>● Collaborative Planning</li><li>● Assessments: Formats, Design and Purpose</li><li>● Aligning Tasks to Learning Targets</li><li>● Differentiating Instruction</li><li>● Accountable Talk</li><li>● Culturally Responsive Instruction</li><li>● Family Engagement</li></ul> <p>2-Hour professional development opportunities will be provided to staff on the first Wednesday of every month.</p> <p>Additionally, ILT has created a plan for the Instructional Coach to support</p>		
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					teachers at each grade level with planning each of their four EL Education ELA modules. The Instructional Coach meets with each grade level team one hour a week.		
39 - 3-8 Math All Students MGP	46.6	48.6		yes	<p><b><u>80-Minute, Uninterrupted Math Block</u></b>          To date, teachers have been able to plan for and deliver 80-minutes, or more, of uninterrupted Math instruction, five times a week. Each classroom has one additional teacher to maximize the amount of math time that Tier 2 and Tier 3 students receive small group, teacher led instruction. Teacher-Led small groups meet with students for at least 25-minutes of targeted instruction daily.</p> <p><b><u>Master Schedule:</u></b>          As previously stated in indicator 33:           To date, and throughout summer 2019, the school has worked and will strategically work with the registrar to ensure that grade levels have uninterrupted blocks of mathematics for 80 minutes of instruction every day and common planning time built in for all grade levels. The purpose of this work is to minimize interruptions to instruction.</p> <p><b><u>Zearn Curriculum:</u></b>          To date we have successfully implemented mathematics instruction</p>	<ul style="list-style-type: none"> <li>● NYS Assessments</li> <li>● NWEA</li> <li>● Common Formative Assessments (CFA)</li> <li>● Zearn</li> </ul>	<p><b><u>80-Minute, Uninterrupted Math Block</u></b>          Master Schedule (See indicator 33)</p> <ul style="list-style-type: none"> <li>● To date, teachers have used New York State’s Math Curriculum found on EngageNY. Instruction has been delivered within an 80 minute block designed as follows:             <ul style="list-style-type: none"> <li>○ Two teachers provide direct instruction and intervention for at least 25 minutes to two small groups.</li> <li>○ Students not receiving small group, teacher led instruction utilize the Zearn or Khan Academy (Grade 6) Technology Curriculum to complete a lesson a day for at least 25-minutes. This provides students with the ability to independently apply skills taught during their teacher-led group</li> </ul> </li> <li>● Prior to the start of each math</li> </ul>



				<p>supported by Zearn. Instruction will be delivered within an 80 minute block where two teachers provide direct instruction and intervention for at least 25 minutes per small group. Students not receiving small group, teacher led instruction utilize the Zearn Technology Curriculum to complete a lesson a day for 25-minutes of uninterrupted instruction using the NYS math curriculum.</p> <p><b><u>Zearn Curriculum:</u></b> School 10 will implement mathematics instruction supported by Zearn. Instruction will be delivered within an 80 minute block where two teachers provide direct instruction and intervention.</p> <p>The school has aligned Zearn with the modules to support the mathematics curriculum. DWCA staff received professional development on Zearn to support the continued alignment of Zearn and NYS Standards via the modules.</p> <p>The Instructional Leadership Team has continued to monitor Zearn and mathematics curriculum and instruction through their daily walk-throughs and reviewing Zearn reports.</p> <p><b><u>Multi-Tiered Systems of Support (MTSS):</u></b> See Indicator 33</p>		<p>module, teachers administer a unit pre-test to assess students' proficiency with standards</p> <ul style="list-style-type: none"><li>● Instructional groups are designed based on the data collected from the pre-tests.</li><li>● At the end of each module teachers administer a post-test to assess proficiency and growth</li></ul>
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					<p><b><u>Professional Development:</u></b>          Administration, EL Instructional Coach, and Instructional Leadership Team members will provide professional development to improve first good teaching.</p> <p>The Instructional Leadership Team will support the provision of professional development. Staff will meet once a month for 2 hours to receive professional development. On a weekly basis, grade level meetings will meet twice to support ongoing professional learning. Instructional Leadership Teams and staff will be trained on DataWise protocols. The Professional Development calendar will encompass the following topics, but not limited too:</p> <ul style="list-style-type: none"> <li>● Instructional Framework</li> <li>● Theory of Action</li> <li>● Effective Planning</li> <li>● Teach and Assess</li> <li>● Evidence of Impact</li> <li>● Culturally Responsive Pedagogy</li> <li>● Formative Assessment</li> <li>● Balanced Literacy</li> <li>● APPR/Danielson Rubric/Teaching Standards</li> </ul> <p><b><u>Professional Development:</u></b>          See indicator 33</p>		<p><b><u>Multi-Tiered Systems of Support (MTSS):</u></b>          See Indicator 33</p>
100 - 3-8 ELA All Students Core Subject	49.2	59.2		yes	<b>See Indicator #33</b>	-NWEA -RCSD Common Assessments -NYS Assessment Data	<b>See Indicator #33</b>



Performance Index							<p>Below is the most recent performance projection that School 10's ILT has put together in order to prioritize supports and interventions for students. as of the most recent administration of NWEA, the school has projected 68 students to be at or above level two as of fall 2019. Given this projection, DWCA will need to move at least 40 more students from level 1 to level 2 in order to meet their progress target (projections below).</p> <table border="1" data-bbox="2002 613 2370 1101"> <thead> <tr> <th>Grade Level</th> <th>Level 1</th> <th>Level 2-4</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>16</td> <td>24</td> </tr> <tr> <td>4</td> <td>8</td> <td>31</td> </tr> <tr> <td>5</td> <td>22</td> <td>29</td> </tr> <tr> <td>6</td> <td>20</td> <td>30</td> </tr> <tr> <td><b>Projecting</b></td> <td>67/181</td> <td>114/181</td> </tr> <tr> <td><b>Target</b></td> <td>73/181</td> <td>108/181</td> </tr> </tbody> </table>	Grade Level	Level 1	Level 2-4	3	16	24	4	8	31	5	22	29	6	20	30	<b>Projecting</b>	67/181	114/181	<b>Target</b>	73/181	108/181
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110 - 3-8 Math All Students Core Subject Performance Index	41.7	51.7		yes	See indicator #39	<ul style="list-style-type: none"> <li>-NWEA</li> <li>-RCSD Common Assessments</li> <li>-Unit Pre/Post Assessments</li> <li>-Zearn data reports</li> </ul>	See indicator #39																					



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<b>Target</b>	87/181	94/181																										
150 - Grades 4 Science All Students Core Subject Performance Index	162.2	170.2		yes	<p><b>Master Schedule:</b>          To date, and through summer 2019, the school has worked and will strategically work with the registrar to ensure that grade levels has an uninterrupted block of science for 40 minutes of instruction every day.</p>	<ul style="list-style-type: none"> <li>-Teacher Made Assessments</li> <li>-EL Expeditions final products- science</li> <li><del>-NWEA Science</del></li> </ul>	<p>To date the Instructional Coach and 4th grade classroom teachers have developed module assessments to assess student. Students have not had a formative assessment to date.</p> <p>On October 8, 2019 DWCA’s School Based Planning Team decided that each grade level will extend Modules 2 and 4 to</p>																					





				<p><b>EL Expeditions:</b></p> <p>Students will participate in Science focused Expeditions based on the Next Generation Science Standards in the 2019-20 SY.</p> <p>Unit planning with the Instructional Leadership Team will support teachers with aligning expeditions to Next Generation Science Standards (NGSS) which will prepare 4<sup>th</sup> Grade students for NYS Assessments.</p> <p>For the 2019-2020SY, each grade level will deliver four module units for the year. Two of the modules will be expanded into full expeditions that include; case studies, field studies, experts, final products, and service learning. Weekly planning with the EL Instructional Coach will support teachers with aligning expeditions to Next Generation Science Standards (NGSS).</p> <p>DWCA staff will work with our partner, Rochester Engineering Society, to support our science program. We will utilize them on increasing our scientific methodology through science experiments, lessons, and putting on a science fair.</p>	<p>becoming full expeditions. Each of these modules are addressing the grade level's science standards.</p> <p>During grade level planning times each week the teachers are extending the modules to full expeditions with the school's instructional coach.</p> <p>Administration has met with the Rochester Engineering Society to begin planning for support during the 2019-2020 school year. On October 1st, a general meeting was set up to discuss expectations for tutoring during the school day. The focus for this school year is supporting classroom teachers during their designated science block. Discussion was around helping provide hands-on activities for students that align with the NYS science standards. The committee has committed to conducting a science fair to expose DWCA scholars to the various scientific methods.</p> <ul style="list-style-type: none"><li>● Implementing full expeditions with EL Education modules 2 &amp; 4.</li><li>● Isolated 40-minute science blocks at grades K-6</li><li>● Administering Common Science Assessments every six weeks at grade 4 to analyze proficiency towards standards</li><li>● First common assessment being completed on November 4th.</li></ul>
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							<ul style="list-style-type: none"> <li>● Members of the Rochester Engineering Society (RES) will begin working with grade level teams to develop experiments at the end of October</li> <li>● Science fair planned for this January with support from RES.</li> </ul>
160 - 3-8 Chronic Absenteeism - All Students	21%	19%		yes	<p><b>Social Emotional Team (SET):</b>          The Social-Emotional Team (SET) will meet weekly to discuss students' attendance and social well-being. DWCA SET team examines attendance reports weekly to discuss, absences and issues and trends related to tardiness.</p> <p>The team will meet weekly to analyze students' attendance data. The focus will be on chronic absences. The ILT will review data with grade level teams and set clear expectations for staff to monitor and create action plans. The SET team will create more ways to deliver school incentives and celebrations will include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Recognition of grade levels with the highest average daily attendance weekly.</li> <li>● Recognition of classes with perfect attendance.</li> <li>● Attendance Punch Cards</li> <li>● Spirit Week</li> <li>● Positive Phone Calls</li> <li>● Announcements</li> </ul>		<p>This team meets weekly.</p> <p>Positive encouragement factors are in place.</p> <p>Certificates have been created to "reward" student attendance.</p> <p>Students have been met with individually and set targets.</p> <p>Families have been contacted both via phone calls and home visits.</p> <p><b>Current Chronic Absenteeism is 11% (Gr. 1-6)</b></p> <ul style="list-style-type: none"> <li>● Students have been identified for targeted support and intervention.</li> <li>● 15 Students Sev. Chronic</li> <li>● 21 Students Chronic</li> <li>● Documentation of intervention is in place both in attend actions and the data dashboard</li> <li>● Families are regularly contacted</li> <li>● Positive reinforcement strategies</li> </ul>



				<p>The Instructional Leadership Team will work with the SET team as well as the Culture and Character Committee on how to continue promoting good attendance.</p>	<p>are in place</p> <ul style="list-style-type: none"> <li>● Face to face conversations with each child conducted</li> <li>● Attendance team meeting (weekly) to discuss strategies, target students, document the work being done, and assess individual progress</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="text-align: center;">Grade</th> <th style="text-align: center;">Enrollment</th> <th style="text-align: center;">CA Students</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">44</td> <td style="text-align: center;">3</td> <td style="text-align: center;">6.8%</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">44</td> <td style="text-align: center;">8</td> <td style="text-align: center;">18.2%</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">39</td> <td style="text-align: center;">7</td> <td style="text-align: center;">17.9%</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">39</td> <td style="text-align: center;">2</td> <td style="text-align: center;">5.1%</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">51</td> <td style="text-align: center;">6</td> <td style="text-align: center;">11.8%</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">52</td> <td style="text-align: center;">10</td> <td style="text-align: center;">19.2%</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">269</td> <td style="text-align: center;">36</td> <td style="text-align: center;">13.4%</td> </tr> </tbody> </table> <p>A current breakdown of attendance data by grade level suggest the need for additional supports and interventions in grades 2, 3, 5, and 6.</p> <p><b>As of 10/17 -</b>        Average Daily Attendance Grades Pk-6 - 91.7        Grades K-6- 94.1        Grades 1-6 - 94.8</p> <p><b>As of 10/22/19</b>        Severely Chronic        11 students</p> <p>Chronic        24 students</p> <p>35/267 in Grades 1-6 = 13.1%</p>	Grade	Enrollment	CA Students	%	1	44	3	6.8%	2	44	8	18.2%	3	39	7	17.9%	4	39	2	5.1%	5	51	6	11.8%	6	52	10	19.2%	Total	269	36	13.4%
Grade	Enrollment	CA Students	%																																		
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Total	269	36	13.4%																																		



							94 New Students since August 1, 2019  85 students have withdrawn as of July 1, 2019
180 - 3-8 ELP Success Ratio - All Students	.5	.7		yes	DWCA will improve Good First teaching practices in all content areas that ENL students are engaged in. Students will be progress monitored regularly. Student needs will be addressed through differentiated lessons, push-in and pull-out instruction. Student data will be discussed at the 6 week data cycle meetings.  See Indicators 33 and 39  The Instructional Leadership Team will meet on a monthly basis with the ENL teachers to review data from NWEA and classroom assessments using the Data Wise Protocol.  The ILT will work with the ENL teachers on improving their instructional practices around close reading and vocabulary development. The Director of Multilingual Education will be invited to work with our grades K-6 teachers to improve our teaching practices.	-NYSESLAT	On October 2, 2019 DWCA had its first school-wide professional development. During this professional development each grade level was able to meet independently with our ESOL teachers to discuss effective strategies to help our ENL students.
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



**Part II – Demonstrable Improvement Indicators (Level 2)**

Identify Indicator # and Name	Baseline	2019-2020 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-2020 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
2 - Plan for and implement Community School Model	n/a	See the Community School Implementation Rubric	G	yes	<p>Dr. Walter Cooper Academy is working with the RCSD to engage community partners to work with the school community to ensure the provision of support to the whole child, this includes the support of the family of each student. The schools long term goal of their work with community partners and families is for School No. 10 to become a hub for the community it serves.</p> <p>To date, School No. 10 is continuing to build on their existing community partnership as well as work towards developing new ones. This is work that will begin when CET meetings resume.</p>	<p>-Survey Data            -Community School Rubric</p>	<p>Continuing to build community partnerships for students and families</p> <ul style="list-style-type: none"> <li>● Rochester Engineering Society science tutoring program</li> <li>● Nazareth College of Education - student teaching and professional development</li> <li>● Created and disseminated monthly Cooper Connections Newsletter to keep families and community members informed.</li> <li>● September: <a href="https://www.smored.com/gkcd4">https://www.smored.com/gkcd4</a></li> </ul>



							<ul style="list-style-type: none"> <li>● October: <a href="https://www.smore.com/t/pj6s">https://www.smore.com/t/pj6s</a></li> <li>● Community Engagement Team meeting dates and locations identified</li> <li>● Community Engagement Team reviewed state data on school performance and identified sub-committees to focus on obtaining community support</li> <li>● Community Schools/Family Engagement, Academics, Climate</li> <li>● Disseminated surveys to parents in order to collect data on effective communication methods</li> <li>● Created Needs Assessments which will be reviewed by Community Engagement Team at the next meeting to finalize for dissemination to staff, students and families</li> </ul>
6 - Family and Community Engagement (DTSDE Tenet 6)	N/A	50% of the Tenet 6 Phase 2 indicators		yes	DWCA’s parent liaison will actively engage with families, staff, and community members to find out what they need and what support we can offer in the school through:	-Survey Data -State Rubric for Implementation guidelines and expected outcomes -PTO minutes -PTO Attendance sheets	1. NY State Family and Community Engagement Tenet 6 rubric shared with CET and ILT to review and



		<p>At least four Tenet 6 Phase 3 indicators        **In addition, the school must have 90% of the Phase 1 common across the district.</p>			<ul style="list-style-type: none"> <li>● Parent survey</li> <li>● PTO meetings</li> <li>● Phone Calls</li> <li>● Home Visits</li> <li>● Professional Development workshops</li> </ul>	<p>-Phases of Implementation Document</p>	<p>use as a guideline to monitor progress.</p> <p>2. The School's ILT has been tasked with the monitoring and implementation of tasks and activities as they relate to Tenet 6.</p>
<p>94 - Providing 200 Hours of Extended Day Learning Time</p>	<p>n/a</p>	<p>See the ELT Implementation rubric</p>		<p>yes</p>	<p>DWCA has created the Cooper After School Program (CAP) and will hold after school and recess programming. All programming is available to all students and 100% of DWCA students are invited and eligible to participate.</p> <p>The Cooper After School Program (CAP) will be held after school twice a week for 3 hours. DWCA will begin in October 2019 and end in May 2020. The purpose of the CAP program is to provide students additional support in both math and ELA. The program will also include 30 minutes of physical activity, along with a snack. Students will be progressed monitored to inform instruction.</p> <p>Also, DWCA partners with YMCA afterschool program providing 40 students with 3 hours of academic and physical learning. This begins in October and concludes in June. Once the</p>	<ul style="list-style-type: none"> <li>● Attendance data</li> <li>● Pre/Post test assessment</li> </ul>	<p>DWCA has regular school day, operating from 9:00am - 3:30pm, offers additional instruction time beyond the SED requirements of 5.5 hours per day, which allows the school to provide an additional 177 hours to students. In addition to these hours, DWCA (as previously mentioned) implements the Cooper After School Program which is offered to all students both after school and during the three school recesses throughout the school year.</p>



					program begins it takes place 5 days a week.		
105 - Ela (3-8) ELA ED Core Subject Performance index	44.4	54.2		yes	See indicator 33.	See indicator 33  As of October 21, 2019, 263 students (80.2%) qualified for free and reduced lunch. 65 students (19.8%) are missing or have incomplete applications.	DWCA’s parent liaison was provided a list with the 65 students missing their application on October 17, 2019. The parent liaison is charged to get all missing/incomplete applications submitted.
115 - Math (3-8) ED Core Subject Performance Index	39	49		yes	See indicator 39.	See indicator 39  As of October 21, 2019, 263 students (80.2%) qualified for free and reduced lunch. 65 students (19.8%) are missing or have incomplete applications.	DWCA’s parent liaison was provided a list with the 65 students missing their application on October 17, 2019. The parent liaison is charged to get all missing/incomplete applications submitted.
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part III – Additional Key Strategies – (As applicable)

Key Strategies

- Do not repeat strategies described in Parts I and II.
- If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner.





• Every school must discuss the use of technology in the classroom to deliver instruction.				
List the Key Strategy from your approved intervention plan (SIG or SCEP).		Status (R/Y/G)	Analysis/Report Out	
1.	Use of technology in the classroom to deliver instruction		Chrome carts are accessible to each grade level team and used daily. Zearn has been implemented and is in use by all students for math support K-5. Google classroom is utilized randomly throughout the building. For example, Gr. 4 uses Google quizzes to monitor Science growth and performance.	
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY			
3.				
4.				
5.				
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	<b>Red</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

**Part IV – Community Engagement Team and Receivership Powers**

<u>Community Engagement Team (CET)</u>	
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 2019-2020 CET plan and/or the 19-20 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out
	The CET continues to meet monthly, on a schedule that dovetails with School-based Planning Team and the school’s Instructional Leadership Team. The principal and ILT work with this team to continually review the plan and the status of metrics.



DWCA will host its next CET meeting on 11/6/19. Agenda items for this meeting include the school’s progress towards its indicators, identification of indicators needing additional supports, and brainstorming of ways to meet needs as identified through this process.

Recruitment of CET members continues this year so that all constituents can be represented.

The school’s CET roster can be found here: <https://www.rcsdk12.org/Page/52298>.

***Powers of the Receiver***

Describe the use of the school receiver’s powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.

Status (R/Y/G)	Analysis/Report Out		
	<p>The Superintendent Receiver Authority continues to be utilized in multiple ways for the 19-20 school year:</p> <ul style="list-style-type: none"> <li>· Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools.</li> <li>· Staffing continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools are given first access to available teachers.</li> <li>· Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made.</li> <li>· The Office of School Innovation holds monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning.</li> <li>· Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed.</li> </ul>		
<b>Green</b>	<b>Yellow</b>	<b>Red</b>	
Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.	



**Part V Community Schools Grant (CSG)**

(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/20 budget period.)

<b>Community Schools Grant (CSG)</b>	
As per CR §100.19, receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 18-19)	
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	The Receivership Public Hearing was held on _____.
1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	
Steering Committee (challenges, meetings held, accomplishments)	
Feeder School Services (specific services offered and impact)	
Community School Site Coordinator (accomplishments and challenges)	
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	

<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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**Part VI – Budget**

*(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)*

<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved <b>2017-2020</b> (PSSG, CSG) or 2019-2020 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:		
SIG:		
CSG:		

**Part VII: Best Practices (Optional)**

<u>Best Practices</u>	
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in receivership.	
List the best practice currently being implemented in the school.	Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	
2.	



3.

Part VIII – Assurance and Attestation

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the community engagement teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): Terry J. Dade, Superintendent  
Signature of Receiver: *Terry J. Dade (ad.)*  
Date: October 31, 2019

By signing below, I attest to the fact that the community engagement team has had the opportunity to provide input into this quarterly report, and the opportunity to review, and update if necessary, its 2019-2020 community engagement team plan and membership.

Name of CET Representative (Print): \_\_\_\_\_  
Signature of CET Representative: \_\_\_\_\_  
Date: \_\_\_\_\_



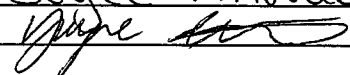
Name of Receiver (Print): \_\_\_\_\_

Signature of Receiver: \_\_\_\_\_

Date: \_\_\_\_\_

By signing below, I attest to the fact that the community engagement team has had the opportunity to provide input into this quarterly report, and the opportunity to review, and update if necessary, its 2019-2020 community engagement team plan and membership.

Name of CET Representative (Print): Joyce Akwaa

Signature of CET Representative: 

Date: 10/29/19