

ESSA-Funded Programs – Quarter 3 Report

QUARTER 3: JANUARY 2025 - MARCH 2025
OFFICE OF GRANTS & PROGRAM
ACCOUNTABILITY



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Title I, Part A – Improving Basic Programs Operated by LEAs

Purpose and Overview

Title I, Part A, under the Every Student Succeeds Act (ESSA), provides essential funding to school districts with a high percentage of students from low-income families. This grant's primary goal is to ensure that all students have equitable access to high-quality education, with particular emphasis on closing the academic achievement gaps that can arise due to economic disadvantages. By focusing on resources for underperforming schools, Title I, Part A supports interventions to improve student performance in core academic areas, enhance social-emotional development, and create a foundation for long-term educational success. This funding directly supports RCSD's Strategic Plan objectives in *Equity*, *Student Achievement*, and *Whole Child Development* by providing tools, resources, and support staff tailored to meet these goals in a high-need context.

For the 2024-2025 school year, RCSD's preliminary allocation is \$30,415,880, with additional carryover funds bringing the total to \$31,460,000. RCSD will target:

1. Literacy and math interventions for at-risk students.
2. Digital resources to support ELA and math.
3. Expanded SEL supports for students
4. Full-day kindergarten

Title I, Part A Goals

Strategic Plan Priority 1: Instructional Excellence: Preparing Students for Life

Goal 1A: Increase the percentage of students in grades 3-8 who are proficient on the NYS ELA assessment to 25% in June 2025.

Goal 1B: Increase the percentage of students proficient in the 3rd grade NYS ELA assessment to 29% in June 2025.

- At least 37% of students in grades K-8 are scoring at *Early on Grade Level* and *Mid or Above Grade level* for Reading by the Spring i-Ready 2025 assessment.

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- At most 25% of students are performing *2 or More Grade Levels Below* for Reading by the Spring 2025 i-Ready assessment.

Goal 1C: Increase the percentage of students in grades 3-8 who are proficient in the NYS Math assessment to 23.6% by June 2025.

- At least 27% of students in grades K-8 are scoring at *Early on Grade Level* and *Mid or Above Grade level* for Math by the Spring 2025 i-Ready assessment.
- At most 25% of students are performing *2 or More Grade Levels Below* for Math by the Spring 2025 i-Ready assessment.

Goal 1D: Increase the number of students earning 5 or more credits in 9th grade to 78% by June 2025.

- At least 25% of students in grades 7-8 will perform *1 Grade Level Below* for both Math and Reading.
- At least 75% of eligible 7th and 8th grade students will complete i-Ready Reading and Math placement during the Fall and Spring assessments.

Strategic Plan Priority 2: Provide Healthy, Joyful, and Inclusive School Culture and Climate

Goal 2A: At least 73% of all RCSD schools will implement restorative practices with fidelity.

Goal 2B: Reduce the percentage of overall out-of-school suspension to 10.3% or less by June 2025.

Goal 2C: Reduce the chronic absenteeism rate to 68.2% or less by June 2025.

Evaluation and Monitoring:

Progress will be tracked via i-Ready assessments, attendance data, and climate surveys to assess alignment with RCSD's Strategic Plan goals.

Title I, Part A Overall Fiscal Progress

Category	Amount
Budget	\$31,460,000
Pre-encumbrance	\$239,529
Encumbrance	\$2,448,310
Expense	\$18,804,051
Balance	\$9,968,111

Title I, Part A Programmatic Progress

Strategic Priority Goal	Expense	Q3 Progress
Goal 1A: Increase the percentage of students in grades 3-8 who are proficient on the NYS ELA assessment from 16% to 40% by June 2028.	Reading Teachers	RCSD employs a comprehensive reading program to support literacy at all grade levels focusing on foundational skills at the K-2 grade levels. This is furthered by the adoption of myView, LETRS, and CKLA to provide explicit reading instruction.
Goal 1B: All students reading by third grade – increase the percentage of students proficient on 3rd grade NYS ELA from 15% to 50% by June 2028.		The following table shows a breakdown of services provided (dosing) by school. During Q3, reading teachers provided a total of 8236 sessions to 567 students across these 9 schools.
Goal 1C: Increase the percentage of		

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students in grades 3-8 who are proficient on the NYS math assessment from 14% to 40% by 2028.

Goal 1D: Increase the number of students earning five or more credits in 9th grade from 70% to 90% by June 2028.

Intervention
Prevention
Teachers

Instructional
Coaches

School	# of Students Who Received Services (1/6/2025 - 3/31/2025)	# of Sessions Attended (1/6/2025 - 3/31/2025)	Average Number of Sessions Attended per Student
School No. 15	63	1188	18.86
School No. 16	67	930	13.88
School No. 17	39	696	17.85
School No. 33	134	1995	14.89
School No. 34	56	1182	21.11
School No. 45	51	601	11.78
School No. 260	51	689	13.51
School No. 263	45	327	7.27
School No. 272	61	628	10.3
Total	567	8236	14.53

K-6 and 7-8 coaches participate in monthly centralized training. Training for 7/8 coaches is led by EL Education. As of March 31st, all K - 6 coaches have led a coaching cycle. Teachers at the K - 6 level participate in coaching cycles. 9-12 coaches participate in centralized training 2 times a month. 1 meeting is led by the Coordinator of Instructional Programs to share professional development for the coaching program. The other meeting is led by content directors. Coaches share this information in collaborative planning time with the teams at their schools.

The table below provides a breakdown of professional learning sessions and attendance for interventionists, reading teachers, K-6 instructional coaches, 7-8 instructional coaches, and 9-12 instructional coaches.

		<table><tr><th>S/N</th><th>Name of Coach Group</th><th># of Sessions</th><th>Total Participants</th></tr><tr><td>1</td><td>Interventionists</td><td>2</td><td>60</td></tr><tr><td>2</td><td>Reading Teachers</td><td>3</td><td>82</td></tr><tr><td>3</td><td>K-6 Instructional Coaches</td><td>5</td><td>116</td></tr><tr><td>4</td><td>7-8 Instructional Coaches</td><td>2</td><td></td></tr><tr><td>5</td><td>9-12 Instructional Coaches</td><td>5</td><td>104</td></tr><tr><td colspan="2">Total</td><td>17</td><td>362</td></tr></table>	S/N	Name of Coach Group	# of Sessions	Total Participants	1	Interventionists	2	60	2	Reading Teachers	3	82	3	K-6 Instructional Coaches	5	116	4	7-8 Instructional Coaches	2		5	9-12 Instructional Coaches	5	104	Total		17	362
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		<p>Note: Data is unavailable for 7-8 instructional coaches total participation.</p>																												
	Virtual Academy TOAs	<p>The Virtual Academy Teachers on Assignment (TOA) supports students in the Virtual Academy of Rochester (VAR) by facilitating online credit recovery (OCR) and initial credit courses, including AP and dual credit offerings. These teachers provide academic support, progress monitoring, and meaningful contact to ensure student success in a self-paced, blended learning environment. Reporting to the Director of Learning Management Systems, they work across multiple schools to bridge virtual learning with student achievement. This quarter, their impact will be measured through course enrollment, credits recovered, and course completion rates.</p>																												
		<p>The following tables show a breakdown of Virtual Academy Teachers and the content areas they support.</p>																												

Full Time Virtual Academy Teachers on Assignment	
Position	FTE
ELA	2
eLearning Support	2
Health/PE	2
Mathematics/Computer	3
Registrar/Coordinator	1
Science	2
Social Studies	2
Spanish	1
Visual Arts	1
Total Positions	16

Extra Block Virtual Academy Teachers on Assignment	
Position	FTE
Mandarin	0.2
American Sign Language	0.2
Counselor	0.2
Total Positions	0.6

As of 05/09/25 the RCSD Virtual Academy has facilitated the completion of 668 courses through 4 different course types (outlined below).

Virtual Academy Completed Courses as of end of Q3	
Course Type	# of courses completed
Online Credit Recovery (OCR)	427
Virtual Initial Credit (VIC)	181
AP & Dual Placement (College Credit) (APD)	8
Blended Credit Attainment (in collaboration with jail placement) (BCA)	52
Total Courses Completed through Q3	668

Enrollment is rolling so that the programs can be responsive to student needs. As such, the following table is a point in time enrollment that covers what students have been enrolled in throughout from Q1 to Q3 as well as courses students may be currently enrolled in or planning to take in the remainder of SY 2024/25. For instance, programs like Marking Period Recovery see a significant uptick in enrollment in the later parts of the school year due to student need as courses progress. As of 05/09/25, 1860 students have enrolled in Virtual Academy Courses completing a total of 3604 courses.

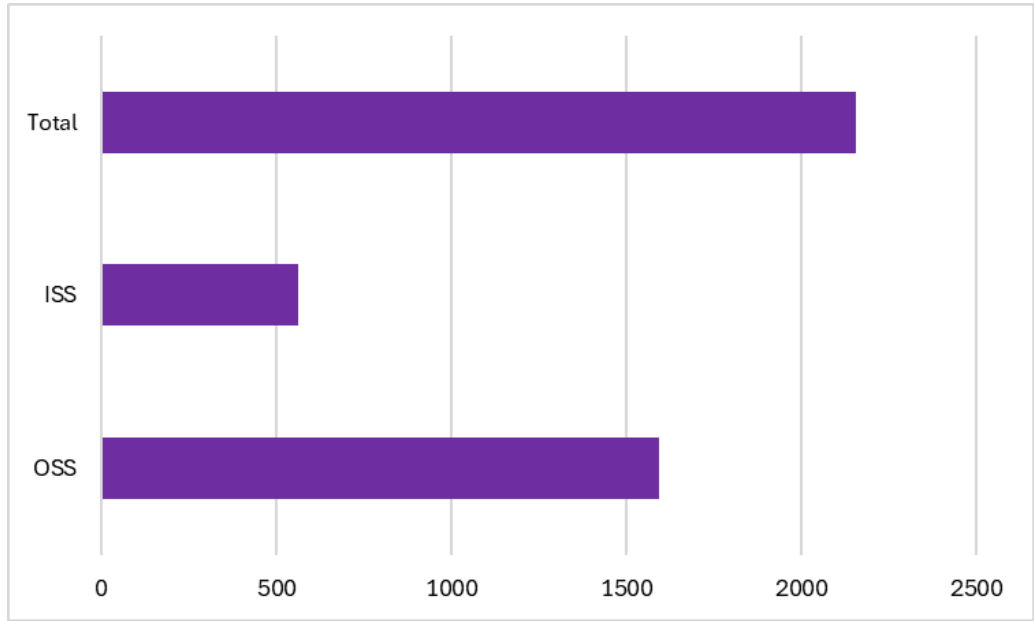
		<table border="1"> <thead> <tr> <th colspan="3">Virtual Academy Course Enrollment for SY 2024/25 as of Q3</th></tr> <tr> <th>Course Type</th><th># of students enrolled</th><th># of courses</th></tr> </thead> <tbody> <tr> <td>Online Credit Recovery (OCR)</td><td>927</td><td>2161</td></tr> <tr> <td>Virtual Initial Credit (VIC)</td><td>484</td><td>819</td></tr> <tr> <td>AP & Dual Placement (College Credit) (APD)</td><td>106</td><td>128</td></tr> <tr> <td>Blended Credit Attainment (in collaboration with jail placement) (BCA)</td><td>56</td><td>111</td></tr> <tr> <td>Marking Period Recovery (MPD)***</td><td>287</td><td>385</td></tr> <tr> <td>Total Courses Completed through Q3</td><td>1860</td><td>3604</td></tr> </tbody> </table> <p>Please note that the reduction for OCR and ADP courses are due to dropouts or courses dropping.</p>	Virtual Academy Course Enrollment for SY 2024/25 as of Q3			Course Type	# of students enrolled	# of courses	Online Credit Recovery (OCR)	927	2161	Virtual Initial Credit (VIC)	484	819	AP & Dual Placement (College Credit) (APD)	106	128	Blended Credit Attainment (in collaboration with jail placement) (BCA)	56	111	Marking Period Recovery (MPD)***	287	385	Total Courses Completed through Q3	1860	3604
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Goal 2B: By 2028, the District will reduce the percentage of overall out-of-school suspensions to less than 8.5%.	Behavior Intervention Programming Counselors at Elementary Schools	<p>Help Zones, operated in partnership with the Center for Youth, provide on-site support and intervention for students facing behavioral, social-emotional, or academic challenges. Staffed by trained professionals, Help Zones offer a safe space where students can de-escalate, receive counseling, and develop strategies to successfully re-engage in learning. By addressing immediate concerns and reducing classroom disruptions, Help Zones play a vital role in improving student well-being, attendance, and academic engagement. This quarter, their impact will be assessed through student utilization data, intervention outcomes, and re-engagement rates.</p> <p>The table below shows the interventions available at all Center for Youth Help Zones against the number of times that a Help Zone was utilized from 1/6/2025 - 3/31/2025.</p>																								

Intervention	# of Times Utilized
Circle	129
Mediation	1212
Group/Workshop	586
Lunch Bunch	1096
Check in/ Check out	5877
Break (5 min or less)	1733
In Class Support	2157
Restorative Conversation	4837
Academic Support	282
Social Emotional Support	1662
Re-entry Meeting	9
Parent Contact	15
Home Visit	2
Food/Clothing Closet	110
Total	19707

The following figure represents the data displayed above which demonstrates graphically which interventions had the highest incidence of utilization through Q3.

		<div><p># of Times Utilized</p><table><thead><tr><th>Practice</th><th># of Times Utilized (Approximate)</th></tr></thead><tbody><tr><td>Food/Clothing Closet</td><td>100</td></tr><tr><td>Home Visit</td><td>50</td></tr><tr><td>Parent Contact</td><td>20</td></tr><tr><td>Re-entry Meeting</td><td>10</td></tr><tr><td>Social Emotional Support</td><td>1600</td></tr><tr><td>Academic Support</td><td>300</td></tr><tr><td>Restorative Conversation</td><td>4800</td></tr><tr><td>In Class Support</td><td>2100</td></tr><tr><td>Break (5 min or less)</td><td>1700</td></tr><tr><td>Check in/ Check out</td><td>5800</td></tr><tr><td>Lunch Bunch</td><td>1100</td></tr><tr><td>Group/Workshop</td><td>600</td></tr><tr><td>Mediation</td><td>1200</td></tr><tr><td>Circle</td><td>100</td></tr></tbody></table></div>	Practice	# of Times Utilized (Approximate)	Food/Clothing Closet	100	Home Visit	50	Parent Contact	20	Re-entry Meeting	10	Social Emotional Support	1600	Academic Support	300	Restorative Conversation	4800	In Class Support	2100	Break (5 min or less)	1700	Check in/ Check out	5800	Lunch Bunch	1100	Group/Workshop	600	Mediation	1200	Circle	100
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Goal 2A: By 2028, 100% of RCSD schools will implement restorative practices with fidelity.	ROC Restorative TOAs	<p>Monthly professional development sessions have been offered to train staff in restorative practices. 200 students from 18 schools have been trained in student-led restorative practices. 81 requests have been fulfilled to provide community building opportunities at schools.</p> <p>Suspension and Student Discipline Data – Baseline for Goal 2A</p> <p>As part of our efforts to achieve Goal 2A—ensuring 100% of RCSD schools implement restorative practices with fidelity by 2028—we are establishing a baseline for suspension and student discipline data.</p> <p>During Quarter 3, RCSD recorded a total of 2,157 total suspensions, including 1,593 out-of-school suspensions (OSS) and 564 in-school suspensions (ISS), affecting 1,440 unique students. Below is a graphical display of the total number of suspensions and the breakdown of suspensions by ISS and OSS</p>																														

from January 6th, 2025 to March 31st, 2025.



To assess the effectiveness of restorative practices and Help Zones in reducing exclusionary discipline, we will continue to analyze suspension trends through Quarter 4. This analysis will help measure the impact of these interventions on student behavior, engagement, and overall school climate.

Title II, Part A – Supporting Effective Instruction

Purpose and Overview

Title II, Part A is designed to improve the quality of instruction by investing in educators' professional growth and supporting recruitment and retention efforts. This grant recognizes that highly skilled teachers and leaders are essential to students' academic success. Title II funds are used for professional development in high-need areas, such as STEM, bilingual education, and culturally responsive teaching. The program also aids in recruiting and retaining diverse, qualified teachers to meet the specific needs of the district. Title II, Part A aligns with RCSD's Strategic Plan objectives by advancing *High-Quality Teaching* and *Diversity and Inclusion*, which are fundamental for building an effective and representative teaching workforce committed to student achievement and equitable education.

For the 2024-2025 school year, RCSD's preliminary allocation is \$2,475,145, with additional carryover funds bringing the total to \$2,633,840. RCSD will target:

1. High-quality instruction across all core areas.
2. Support for trauma-affected students.
3. Targeted coaching and professional development for teachers.

Title II, Part A Goals

Strategic Plan Priority 1: Instructional Excellence: Preparing Students for Life

Goal 1A: Increase the percentage of students in grades 3-8 who are proficient on the NYS ELA assessment to 25% in June 2025.

Goal 1B: Increase the percentage of students proficient on the 3rd grade NYS ELA assessment to 29% in June 2025.

- At least 37% of students in grades K-8 are scoring at *Early on Grade Level* and *Mid or Above Grade level* for Reading by the Spring i-Ready 2025 assessment.
- At most 25% of students are performing *2 or More Grade Levels Below* for Reading by the Spring 2025 i-Ready assessment.

Goal 1C: Increase the percentage of students in grades 3-8 who are proficient on the NYS Math assessment to 23.6% by June 2025.

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Goal 1D: Increase the number of students earning 5 or more credits in 9th grade to 78% by June 2025.

- At least 25% of students in grades 7-8 will perform *1 Grade Level Below* for both Math and Reading.
- At least 75% of eligible 7th and 8th grade students will complete i-Ready Reading and Math placement during the Fall and Spring assessments.

In addition to the student academic achievement goals RCSD has identified the following Title II-specific goals related to the RCSD Strategic Plan 2024-2029, specific to professional learning and instructional coaching activities:

- Increase employee engagement in professional development activities by at least 2.5%, with the average participant feedback rating of 3 out of 4 or higher on professional development activities.

The following goals will assess progress toward teacher recruitment and retention activities:

- Increase the percentage of RCSD teachers identifying as BIPOC to at least 25.5% by June 2025.
- Increase employee retention rate to at least 90.1% by June 2025 through the successful implementation of retention initiatives and employee well-being programs.

Evaluation and Monitoring:

Feedback from teachers, retention rates, and student performance data will guide adjustments to the program.

Title II Overall Fiscal Progress

Category	Amount
Budget	\$2,856,000
Pre-encumbrance	\$0

Category	Amount
Encumbrance	\$189,447
Expense	\$1,308,390
Balance	\$1,358,163

Title II Programmatic Progress

Strategic Priority Goal	Expense	Q3 Progress
<p>Goal 1B: All students reading by third grade – increase the percentage of students proficient on 3rd grade NYS ELA from 15% to 50% by June 2028.</p> <p>Goal 1C: Increase the percentage of students in grades 3-8 who are proficient on the NYS math assessment from 14% to 40% by 2028.</p> <p>Goal 1D: Increase the number of students earning five or more credits in 9th grade from 70% to 90% by June 2028.</p>	<p>Professional Development related to reading instruction</p> <p>Professional Development related to the provision of intervention services</p>	<p>In Q3, 30 reading teachers attended monthly training sessions. A total of 27 sessions were offered, covering 21 unique topics. See the table “Reading Teachers Training” below for the list of topics.</p> <p>Professional development for reading teachers was also offered during Q3. Four professional development sessions were offered during Q3 covering two unique topics (see the table “PD Offerings” below). The total number of teachers participating in monthly PD varies. For instance, there were 12 participants for the monthly PD on Reading Instruction.</p>

		<table><tr><th>S/N</th><th>Reading Teacher Training</th></tr><tr><td>1</td><td>Data Chats_ i-Ready Data</td></tr><tr><td>2</td><td>ARG Best Practices</td></tr><tr><td>3</td><td>Data trackers & Updates</td></tr><tr><td>4</td><td>Goal 1B alignment</td></tr><tr><td>5</td><td>Transfer Process</td></tr><tr><td>6</td><td>Closing the Gap: Video-Pedro Noguera</td></tr><tr><td>7</td><td>Chatting Up the Data</td></tr><tr><td>8</td><td>Boxing Protocol</td></tr><tr><td>9</td><td>i-Ready Data Growth</td></tr><tr><td>10</td><td>Expeditionary Learning presentation</td></tr><tr><td>11</td><td>5R Framework Reflection</td></tr><tr><td>12</td><td>Knowledge Gap article</td></tr><tr><td>13</td><td>Criss Cross out articles</td></tr><tr><td>14</td><td>Natalie Wexler Visit & Presentation</td></tr><tr><td>15</td><td>Closing the Achievement Gap</td></tr><tr><td>16</td><td>Collaboration #12 & #45</td></tr><tr><td>17</td><td>Data Reflection</td></tr><tr><td>18</td><td>Teaching Reading to Africa</td></tr><tr><td>19</td><td>Shifting Learning Objectives into Personalized Student Goals article</td></tr><tr><td>20</td><td>American Children: When Home and School Language Differ</td></tr><tr><td>21</td><td>MyView Reading Routin Companion Comparison</td></tr></table> <table><tr><th>S/N</th><th>PD Offerings</th></tr><tr><td>1</td><td>Amplify Enhanced Planning</td></tr><tr><td>2</td><td>Knowledge Gap: Collegial Read by Natalie Wexler</td></tr></table>	S/N	Reading Teacher Training	1	Data Chats_ i-Ready Data	2	ARG Best Practices	3	Data trackers & Updates	4	Goal 1B alignment	5	Transfer Process	6	Closing the Gap: Video-Pedro Noguera	7	Chatting Up the Data	8	Boxing Protocol	9	i-Ready Data Growth	10	Expeditionary Learning presentation	11	5R Framework Reflection	12	Knowledge Gap article	13	Criss Cross out articles	14	Natalie Wexler Visit & Presentation	15	Closing the Achievement Gap	16	Collaboration #12 & #45	17	Data Reflection	18	Teaching Reading to Africa	19	Shifting Learning Objectives into Personalized Student Goals article	20	American Children: When Home and School Language Differ	21	MyView Reading Routin Companion Comparison	S/N	PD Offerings	1	Amplify Enhanced Planning	2	Knowledge Gap: Collegial Read by Natalie Wexler
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<p>Goal 1A: Increase the percentage of students in grades 3-8 who are proficient on the NYS ELA assessment from 16% to 40% by June 2028.</p> <p>Goal 1B: All students reading by third grade – increase the percentage of students proficient on 3rd grade NYS ELA from 15% to 50% by June 2028.</p> <p>Goal 1C: Increase the percentage of students in grades 3-8 who are proficient on the NYS math assessment from 14% to 40% by 2028.</p> <p>Goal 1D: Increase the number of students earning five or more credits in 9th grade from 70% to 90% by June 2028.</p>	<p>Professional Development related to ELA instruction</p> <p>Professional Development related to Math instruction</p>	<p>In Q3, 12 meetings were held to plan, review and discuss the 2024-25 professional learning sessions and strategic thinking regarding the RCSD's ELA & Math program interventions. 18 staff participated in these professional learning planning sessions. However, the number of weekly participants varied. On average 7 staff, facilitated by the Executive Director, participated in the weekly PD planning and strategic thinking sessions.</p> <p>Professional learning sessions for ELA and Math program interventions were held through Q3. The table below shows the professional learning topics and audiences in Q3. Note that multiple sessions were offered for each audience type and the different topics are given in the third column on the right in the following table.</p> <table border="1" data-bbox="894 591 1953 993"> <thead> <tr> <th>S/N</th> <th>Audience</th> <th>Professional Learning Topic</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Multi-Tiered Systems of Supports Liaisons</td> <td>Data-Based Decision-making, School Showcase, General Feedback, Breaking Down Bias in Problem-Solving</td> </tr> <tr> <td>2</td> <td>District Staff</td> <td>RGR HD Word P1, P2</td> </tr> <tr> <td>3</td> <td>CO TOAs</td> <td>Coaching for Equity</td> </tr> <tr> <td>4</td> <td>SPDG</td> <td>Aligning school & district goals, School support completing the TFI</td> </tr> <tr> <td>5</td> <td>District Staff</td> <td>i-Ready Lit Tasks</td> </tr> <tr> <td>6</td> <td>SPDG DLT</td> <td>DLT Purpose, District Implementation Plan Development, School support completing the TFI</td> </tr> <tr> <td>7</td> <td>Interventionist</td> <td>Interventionists Presentations, Math NYS Testing Analysis</td> </tr> <tr> <td>8</td> <td>#53 Staff</td> <td>RGR HD Word, iMAKeIT Fractions</td> </tr> </tbody> </table> <p>In Q3, a total of 51 professional learning sessions on ELA instruction and math were provided to 1260 participants, with a focus on the science of reading, reading interventions, and math interventions. The table below shows the courses offered in math and ELA, the school or department, the total number of sessions, and the total participants.</p>	S/N	Audience	Professional Learning Topic	1	Multi-Tiered Systems of Supports Liaisons	Data-Based Decision-making, School Showcase, General Feedback, Breaking Down Bias in Problem-Solving	2	District Staff	RGR HD Word P1, P2	3	CO TOAs	Coaching for Equity	4	SPDG	Aligning school & district goals, School support completing the TFI	5	District Staff	i-Ready Lit Tasks	6	SPDG DLT	DLT Purpose, District Implementation Plan Development, School support completing the TFI	7	Interventionist	Interventionists Presentations, Math NYS Testing Analysis	8	#53 Staff	RGR HD Word, iMAKeIT Fractions
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S/N	Course Name	School/Department	# of Sessions	Total Participants
1	ELA_eLearning: UFLI for Tier 3 Intervention	ELA Online	2	59
2	ELA_LETRS: Science of Reading - Volume 1 Unit 1	ELA	2	14
3	ELA_LETRS Science of Reading ONLINE Course Work Volume	ELA	1	3
4	ELA_LETRS Science of Reading Volume 1 Unit 2	ELA	2	6
5	ELA_LETRS Science of Reading ONLINE Course Work Volume	ELA	1	2
6	ELA_LETRS Science of Reading ONLINE Course Work Volume	ELA	1	4
7	ELA_LETRS Science of Reading ONLINE Course Work Volume 1 Unit 4	ELA	1	2
8	ELA_LETRS Science of Reading Volume 1 Unit 3	ELA	1	2
9	ELA_LETRS Science of Reading Volume 1 Unit 4	ELA	1	1
10	ELA_LETRS Science of Reading Volume 2 Unit 5	ELA	1	3
11	ELA_AMIRA: Getting Started, Introduction to Amira	ELA	1	9
12	ELA_Lexia Power Up Data Coaching	ELA	1	5
13	ELA_LETRS: Science of Reading - Volume 1 Unit 3 PUBLIC	ELA	1	2
14	ELA_LETRS Science of Reading Volume 2 Unit 6	ELA	2	4
15	ELA_LETRS Science of Reading Volume 2 Unit 7	ELA	4	80
16	ELA_LETRS Science of Reading Volume 2 Unit 8	ELA	8	161
17	ELA_Really Great Reading BLAST program for Tier 3 Intervention	ELA	1	2
18	Really Great Reading HD Word program for Tier 3 Intervention	ELA	1	17
19	ELA_Improving Reading for Older Students- Module 2: Word Recognition and Reading Fluency	ELA	1	18
20	ELA_AMIRA: Data Reports	ELA	2	15
21	ELA_LETRS Science of Reading Local Facilitator Symposium	ELA	1	11
22	Superintendent's Conference Day: Grade 6 ELA Session	ELA	1	44
23	Superintendent's Conference Day: 9-12 ELA Session	ELA	1	32
24	Superintendent's Conference Day: EL Session	ELA	1	171
25	MTH_eLearning: Using First in Math to Support Students'	Math Online	1	30
26	MTH_eLearning: Access to Multiplication and Divisions for	Math Online	1	25
27	MTH_eLearning: Intro Number Sense	Math Online	1	7
28	MTH_Elementary Instructional Council	Math	3	7
29	MTH Intentionally Implementing Illustrative Math	Math	4	9
30	Superintendent's Conference Day: 9-12 Math Session	Math	1	43
31	Superintendent's Conference Day: iMAKIt K-6 Math	Math	1	472
Total			51	1260

		To provide a comparison, in Q1 & Q2, a total of 33 professional learning sessions on ELA instruction were provided to 454 participants, with a focus on EL curriculum, and NYS Standards. 7 professional learning sessions on Math instruction were provided to 533 participants in Q1 & Q2.
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Title III – Language Instruction for English Language Learners and Immigrant Students

Purpose and Overview

Title III, Part A provides funds to support English Language Learners (ELL) in developing language proficiency and achieving academic success. These resources help create an inclusive, bilingual educational environment that values students' linguistic and cultural backgrounds. Aligned with RCSD’s Strategic Plan, Title III addresses *Equity*, *Student Achievement*, and *Community Engagement*, helping ELL students and their families thrive within the school community.

For the 2024-2025 school year, RCSD’s preliminary allocation is \$533,353, with additional carryover funds bringing the total to \$584,645. RCSD will target:

1. ELL academic coaching and bilingual education.
2. Family engagement through bilingual resources.
3. Translation services for effective communication.

Title III, Part A - ELL Goals

Strategic Plan Priority 1: Instructional Excellence: Preparing Students for Life

Goal 1A: Increase the percentage of students in grades 3-8 who are proficient on the NYS ELA assessment to 25% in June 2025.

Goal 1B: Increase the percentage of students proficient on the 3rd grade NYS ELA assessment to 29% in June 2025.

Office of Grants and Program Accountability
 Prepared by: Lauren McKoy, Brennen Colwell, Annetta Snell, and Abate Kenna

- At least 37% of students in grades K-8 are scoring at *Early on Grade Level* and *Mid or Above Grade level* for Reading by the Spring i-Ready 2025 assessment.
- At most 25% of students are performing *2 or More Grade Levels Below* for Reading by the Spring 2025 i-Ready assessment.

Goal 1C: Increase the percentage of students in grades 3-8 who are proficient on the NYS Math assessment to 23.6% by June 2025.

- At least 27% of students in grades K-8 are scoring at *Early on Grade Level* and *Mid or Above Grade level* for Math by the Spring 2025 i-Ready assessment.
- At most 25% of students are performing *2 or More Grade Levels Below* for Math by the Spring 2025 i-Ready assessment.

Goal 1D: Increase the number of students earning 5 or more credits in 9th grade to 78% by June 2025.

- At least 25% of students in grades 7-8 will perform *1 Grade Level Below* for both Math and Reading.
- At least 75% of eligible 7th and 8th grade students will complete i-Ready Reading and Math placement during the Fall and Spring assessments.

In addition to the student academic achievement goals included in Title I, Part A, RCSD has identified the following Title III ELL-specific goals, aligned to the RCSD Strategic Plan 2024-2029. Title III ELL initiatives, including the ELL/ENL Coaches, staff professional development, and adult learning opportunities for parents, will help the District meet the following Title III-specific objectives:

- The ratio of ELL student dropouts in Grades 7-12 will decrease to less than 7%.
- Increase access to individualized learning supports and accommodations to support ELL students access to the curriculum.

Evaluation and Monitoring: Language proficiency assessments and family engagement metrics will guide program improvements

Title III Overall Fiscal Progress

Category	Amount
Budget	\$600,000
Pre-encumbrance	\$0

Category	Amount
Encumbrance	\$4,275
Expense	\$184,450
Balance	\$411,274

Title III Programmatic Progress

Strategic Priority Goal	Expense	Q3 Progress
<p>Goal 1A: Increase the percentage of students in grades 3-8 who are proficient on the NYS ELA assessment from 16% to 40% by June 2028.</p> <p>Goal 1B: All students reading by third grade – increase the percentage of students proficient on 3rd grade NYS ELA from 15% to 50% by June 2028.</p> <p>Goal 1C: Increase the percentage of students in grades 3-8 who are proficient on the NYS math assessment from 14% to 40% by 2028.</p> <p>Goal 1D: Increase the number of students earning five or more credits in 9th grade from 70% to 90% by June 2028.</p>	<p>Summer programming - Summer Language Academy</p> <p>Professional Development related to English Language Learners</p> <p>ELL Coaches</p> <p>iStation to support ELL programming</p>	<p>NA - Activity to occur in quarter 4</p> <p>NA - Activity to occur in quarter 4</p>

Title IV, Part A – Student Support and Academic Enrichment

Purpose and Overview

Title IV, Part A provides broad-based funding to support well-rounded education, safe and inclusive learning environments, and technology integration in classrooms. This grant promotes academic enrichment beyond core subjects, addresses social-emotional needs, and enhances digital literacy. Title IV, Part A, aligns with RCSD's Strategic Plan by promoting *Whole Child Development*, *Student Achievement*, and *Community Engagement*, fostering a learning environment that values each student's well-being and preparedness for the future.

For the 2024-2025 school year, RCSD's preliminary allocation is \$2,365,439, with additional carryover funds bringing the total to \$2,500,000. RCSD will target:

1. Arts, civics, and STEM enrichment programs.
2. SEL initiatives like restorative practices.
3. Digital literacy resources and dual-credit courses.

Title IV, Part A Goals

Strategic Plan Priority 2: Provide Healthy, Joyful, and Inclusive School Culture and Climate

Goal 2B: Reduce the percentage of overall out-of-school suspension to 10.3% or less by June 2025.

Goal 2 C: Reduce the chronic absenteeism rate to 68.2% or less by June 2025.

In addition to the student academic achievement goals included in Title I, Part A, RCSD has identified the following Title IV-specific goals and objectives related to the RCSD Strategic Plan 2024-2029 for Effective Use of Technology:

- Instructional Teacher on Assignment (TOA) will support students participating in Dual-Enrollment courses.

- Instructional Technology TOAs will support the effective implementation of the District's Instructional Technology Plan for in and out of school time.

Evaluation and Monitoring:

RCSD will use participation rates, behavioral data, and technology assessments to evaluate program effectiveness.

Title IV Overall Fiscal Progress

Category	Amount
Budget	\$2,500,000
Pre-encumbrance	\$534
Encumbrance	\$147,811
Expense	\$1,569,152
Balance	\$782,502

Title IV Programmatic Progress

Strategic Priority Goal	Expense	Q3 Progress
Goal 2B: By 2028, the District will reduce the percentage of overall out-of-school suspensions to less than 8.5%.	Center for Youth HelpZone contract	See page 11 for suspension data.
Goal 2C: Reduce the chronic absenteeism rate to 68.2% or less by June 2025	ROC Restorative TOAs	Same as above

Title I, School Improvement Grant 1003 Basic

Purpose and Overview

Schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI) are required under Section 1003 of the Elementary and Secondary Education Act (ESEA) to receive funds directed towards initiatives to meet progress goals outlined in the District Comprehensive Improvement Plan (DCIP) and School Improvement Plans (SIPs). CSI schools receive \$250,000 in additional funding; ATSI schools receive \$150,000; TSI schools receive \$75,000; and Target Districts receive \$50,000 in additional funding.

The RCSD currently has 2 schools identified as TSI, 4 schools identified as ATSI, 18 schools identified as CSI, and 6 schools in Receivership (CSI-R) making the total amount allocated under Title I, School Improvement 1003 Basic \$6,800,000.

1003 Basic Overall Fiscal Progress

Category	Amount
Budget	\$6,800,000
Pre-encumbrance	\$27,395
Encumbrance	\$1,162,248
Expense	\$3,377,140
Balance	\$2,233,217

1003 Basic Programmatic Progress

Strategic Priority Goal	Expense	Q3 Progress
<p>Goal 1A: Increase the percentage of students in grades 3-8 who are proficient on the NYS ELA assessment from 16% to 40% by June 2028.</p> <p>Goal 1B: All students reading by third grade – increase the percentage of students proficient on 3rd grade NYS ELA from 15% to 50% by June 2028.</p> <p>Goal 1C: Increase the percentage of students in grades 3-8 who are proficient on the NYS math assessment from 14% to 40% by 2028.</p> <p>Goal 1D: Increase the number of students earning five or more credits in 9th grade from 70% to 90% by June 2028.</p>	<p>Intervention Prevention Teachers</p> <p>Instructional Coaches</p> <p>Hourly pay to support additional programming</p>	<p>See above.</p> <p>See above.</p> <p>No updates. As of December 31st, 2024, 21 schools are providing students with additional programming opportunities.</p>
<p>Goal 2B: By 2028, the District will reduce the percentage of overall out-of school suspensions to less than 8.5%.</p>	<p>Center for Youth HelpZone Contract</p>	<p>See above.</p>

Title I, School Improvement Grant 1003 Targeted

Purpose and Overview

Schools that have been identified as Comprehensive Support and Improvement Schools in Receivership (CSI-R) for multiple consecutive years are eligible to receive funds under Title I, School Improvement 1003 Targeted. Each school is allocated \$200,000 to support school improvement initiatives aligned with identified targets for the school year. RCSD receives a total of \$1,200,000 in Title I, School Improvement 1003 Targeted funds.

1003 Targeted Fiscal Progress

Category	Amount
Budget	\$1,200,000
Pre-encumbrance	\$0
Encumbrance	\$199,689
Expense	\$557,936
Balance	\$442,375

1003 Targeted Programmatic Progress

Strategic Priority Goal	Expense	Q3 Progress
Goal 1A: Increase the percentage of students in grades 3-8 who are	Intervention Prevention Teachers	See above.

<p>proficient on the NYS ELA assessment from 16% to 40% by June 2028.</p> <p>Goal 1B: All students reading by third grade – increase the percentage of students proficient on 3rd grade NYS ELA from 15% to 50% by June 2028.</p> <p>Goal 1C: Increase the percentage of students in grades 3-8 who are proficient on the NYS math assessment from 14% to 40% by 2028.</p> <p>Goal 1D: Increase the number of students earning five or more credits in 9th grade from 70% to 90% by June 2028.</p>	<p>Instructional Coaches</p> <p>Hourly pay to support additional programming</p>	<p>See above.</p> <p>See above.</p>
<p>Goal 2B: By 2028, the District will reduce the percentage of overall out-of school suspensions to less than 8.5%.</p>	<p>Center for Youth HelpZone Contract</p>	<p>See above.</p>