New York State EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

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

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

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

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
Joseph C. Wilson Foundation Academy	261600010068	Rochester City School District	N/A	Cohort 2	www.rcsdk12.org

Superintendent	School Principal (If appointed since the last reporting period, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Dr. Carmine Peluso	Rhonda Neal	July 2021	Rhonda Morien, Chief of Schools	K - 8	N/A

Executive Summary
Please provide a *plain-language summary* of this combined report and continuation plan to both reflect the changes and progress made since the last reporting period and to describe how actions taken to implement lead strategies, engage the community, and enact Receivership powers during the past quarter will provide a basis for developing a data-informed continuation plan for the next school year. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*. Applicable links must be made publicly available prior to submitting the report.
Wilson Foundation Academy (WFA) continues to remain focused on social-emotional and grade-level learning. During our grade-level team meetings, teachers focused on grade-level instruction, magnetic reading, high-leverage strategies, and discourse moves. Wednesdays our teachers participated in four hours of professional development after-school (monthly). Our staff will continue these meetings in the 23-24SY. For 2022-23SY, there was a laser focus on SEL. 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 will continue to implement the SEL curriculum. As our School-based Planning Team reflected on this school year, we confirmed the need to improve the overall Academic Culture of our school. The Academic Culture for 23-24SY will encompass both SEL and high leveraged strategies outlined in the DTSDE Tenet 4 Pillars of Effective Instruction. Tenet 4 is all about engaging with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding. **In the 23-24SY:**   - Our school will reinstitute WFA's Instructional Leadership Team 23-24SY (Tenet 4.). Our ILT team will encompass Admins, Instructional Coaches, teachers and support staff.   - Continue to provide professional learning on Wednesdays   - Two grade level meetings (A and C days) this year   - Changed our Master Schedule to accommodate all grade level teachers being free at the same time for both grade level meetings and intervention time.   - Our levers this year are Literacy, Math, Academic Discourse and Academic Culture: SEL & Tenet 4   **Our priority structures are:**   - On-going: Working with our MTSS District-level Team to ensure WFA has solid action plans for our school (including AIS plans). June 29th WFA's Leadership Team participated in professional learning on Building Level RtI Plan for the 2023.2024 School Year. This professional learning session enabled our team to identify tiered interventions (academic, behavior and SEL) for our building.   - On-going: Understanding and application of Workshop Model across WFA.   - On-going: Identifying and unpacking of Grade-Level Standards   - Support & strengthen Tier 1 instruction   - Identify & refine common instructional strategies

- Consistent and regular formative assessments
- Monitor student progress
- Adjust lessons as needed
- Provide student feedback
- Active Community Engagement Team (CET) meetings.

Our District's Superintendent Conference days, WFA's Professional Development Plan, and Wednesday's professional learning align with our school's improvement plan.

On-going: WFA will track Wildly Important Goals (WIGs). 23-24SY our Leader in Me Coach and WFA have formed a Lighthouse Team, which consists of Teacher Leaders. The Lighthouse Team will build capacity of teachers in Scoreboarding and students tracking their own learning.

A few challenges as we start the new year:
- Instructional Coach vacancies.
- Middle School Grades 7th / 8th continues to be transient grade levels; vacancies in ELA, Social Studies, Science, and SPED. Working closely with Human Resources to close the gaps in staffing for next year.
- Challenges of hiring certified staff in Technology, Art and Family and Consumer Sciences.

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

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

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

Average Daily Attendance and Chronic Absenteeism Rate by Year				
	2018-2019	**2019-2020**	**2021-2022**	**2022-2023 (YTD)**
Average Daily Attendance Rate	88.6%	90.2%	81.4%	82.5%
Chronic Absenteeism Rate	37.2%	N/A SIRS 107	64.4%	51.64%

Suspension % Rate and Number by Category				
	2018-2019	**2019-2020**	**2021-2022**	**2022-2023 (YTD)**
Out-of-School Suspensions	14.5%/#85	9.6%/#53	13.4%/#61	68%/#80
Duplicated Suspensions	23%/#136	14.84%/#80	42.86%/#195	29.29%/#116
Unduplicated Suspensions	13.5%/# 78	8.35%/#45	16.70%/#76	14.65%/#58
ELL Suspensions	6.4%/#12	2.6%/# 3	1.3%/# 1	.5%/#2
SWD Suspensions	.98%/# 1	21.9%/#20	49.4%/# 42	27.59%/#

Suspension Tracking and Reporting Addendum

Out of School Suspensions #: 53 Students had at least one incidence of OSS

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

Duplicated Suspensions #: 53

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

Unduplicated Suspensions #: 80

Number of students suspended out of school one time.

English Language Learners (ELL) Suspensions #: 1

Number of ELL students suspended at least one time.

Students with Disabilities (SWD) Suspensions #: 16

Number of students with disabilities suspended at least one time.

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

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

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

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

Final Report and Reflection on Lead Strategies Applied during April 29, 2023 – June 30, 2023		Lead Strategies that will Guide the 2023-2024 School Year Continuation Plan	
List the lead strategies that guided the school's improvement work during the 2022-2023 school year, including any that were discontinued.	For each lead strategy, provide context for why the strategy was selected as a key lever for improvement based on data trends, as well as whether the lead strategy will be maintained during the next school year.	List the lead strategies that will guide the school's improvement plan during the 2023-2024 school year.	Explain why the lead strategy listed was selected based on current data trends, and how the lead strategy will help to achieve progress toward this year's demonstrable improvement targets.
1. Academic Vocabulary and Discourse	This continues to be a lever for us based on the persistent inequities identified from various data points. Students struggle to utilize academic vocabulary, which impacts their ability to solve equations and interpret data. 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	1. Academic Discourse	This is a lever for us based on the persistent inequities identified from various data points. Although students have improved on their use of academic vocabulary, there continues to be too much teacher talk, and not enough student-led discourse in classrooms. Based on walkthrough data, feedback from District and NYSED visits, we want to build student voice in order to increase ownership of learning, inform instruction and better guide assessment.

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<td>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 to the responses of others
- 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

Vocabulary:

- Teacher uses explicit vocabulary instruction (e.g. Frayer model or Visual Vocab Strategy)
- Use of multiple modalities to introduce/reinforce vocabulary
- Teachers encourages students to actively use vocabulary terms
- Vocabulary words posted in classroom
- Use of strategies appropriate for ELL/SWD (if appropriate)
- Use of vocabulary related to Problem Of Week /Article Of the Week (if appropriate)</td>
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<td>Our school will continue to work with our District's ELA and Math Departments on implementing high keveraged strategies to support this lever.

We are supporting all staff to actively teach and utilize grade-level appropriate strategies for Accountable Talk and Discourse.

We will continue 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
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- Use of Culturally Responsive Teaching methods

Data:

- I-Ready Spring 22-23</td>
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	Our school continues to work with our District's ELA 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. ● Problem and Article of the Week (POW/AOW), Problem of the Day; ● Using RDW, RACE, BUCK, Frayer model, Mole strategy; 3 Reads and implementing active word walls. Resources: Professional Learning Plan Data: ● i-Ready Fall Reading 22-23 ● i-Ready Fall Math 22-23 ● I-Ready Lessons Passed ● WFA Data Dashboard 22-23 ● i-Ready Proficiency Data OnThe Move ● i-Ready Math Winter ● i-Ready Math Spring		● I-Ready Spring Math 22-23 ● i-Ready Fall Reading 22-23 ● i-Ready Fall Math 22-23 ● I-Ready Lessons Passed ● WFA Data Dashboard 22-23 ● i-Ready Proficiency Data OnThe Move ● i-Ready Math Winter ● i-Ready Math Spring

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| 2.Academic Culture: Social and Emotional Learning | • 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 Principal Handbook yields high percentages of our students sitting as a high Level 1 for ELA and Math, which confirms quality Tier 1 instruction is needed in our school. As we are embarking upon NYS tests, our teachers are working in their intervention blocks with high-Level 1s (students) with identified strategies to move them to Level 2 or higher. Link
• 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.
• Tier 2 Interventions started in early November after we have had time to collect 6 weeks of baseline data. A key notice this quarter was the lack of AIS plans for scholars. Academic Intervention Services (AIS) are designed to assist all students who are at risk of not achieving the state learning standards in English language arts, mathematics, social studies, or science, or who do not meet or exceed the designated performance levels on state assessments. There appears to be a *disconnect* between teachers creating AIS plans versus submitting referrals to the CARE Team/Problem Solving Team awaiting consultation for CSE / specialized educational services. **Action Plan**: WFA's SBPT Team creates 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. | 2. Academic Culture: Social and Emotional Learning & Tenet 4 Instruction | This is a lever for us based on feedback from NYSED to create SEL Curriculum; and reflection from our SBPT to build consistency and stronger instructional climate in our school by focusing on Tenet 4 and implementing the following:

• 2 Week Grades Updated in PSchool
• 5 Week Progress Report Grades 6 - 8 mailed home to parents
• Clear Expectations for all teachers on emergency sub plans/lessons.
• Instruction: Every Minute Counts
• Assessments: 90-100% completion of I-Ready and CFA grade level data.
• SEL and Behavioral Tiered Supports
• ELA RTI Academic Plans Tiered Supports
• Leverage and implement the Math RTI Academic Plans Tiered Supports
• Need to build capacity for quality Tier 1 instruction.
• Commitment: If we build community relationships (students & adults); implement Tenet 4; and create student agency, then this builds trust and establishes a strong academic culture. These are important to reach our school-wide goals.
• Administrators will monitor the implementation of the SEL curriculum via classroom walkthroughs across K - 8.
SEL curriculum
• We've established a Lighthouse Team of teachers who will build capacity of other teachers in Leader in Me Scoreboards. We will continue to track our WIGS and teach students to track their own learning.
• On-going: Our school is a participant in the Office of Attorney General's work to implement strategies to |

	- Administrators continue to monitor the implementation of the SEL curriculum via classroom walkthroughs across K - 8. [SEL curriculum](#) - 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 on Shifting the Way We View and Do Discipline. - Our Suspension Data as of March 20, 2023: Current Suspensions 79 22-23 Goal 176 Difference 97 - We have the Center for Youth (CFY) on-site supporting our Lion Helpzone for Middle School Scholars and Tiger House for Elementary Scholars. The Helpzoneis 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. [Lion Helpzone](#) [Tiger House](#) - During the last Friday of the month, we celebrate Wildcat Pride Day. Our Houses ended March's National Reading Month with a *rooaar!!!*. We had guest readers, upper elementary scholars reading to kindergarteners, admin readers, scholars dressed as their favorite characters, etc. [Photos](#) - Our Studio 678 Photo Club wrapped up the 2022-2023 year. Student work will be on exhibit at three locations this spring, [George Eastman Museum's Gallery Obscura](#), [Image City's Neuberger Gallery](#), and City Hall's Link Gallery. *The Real Story, Photographs & Writing by members of Studio 678. See* [Studio678](#) for an overview of our Photo Club and the fantastic work the scholars have accomplished this year.		- reduce suspensions. Administrators will participate in professional development on Shifting the Way We View and Do Discipline. - On-going: Center for Youth (CFY) 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. [Lion Helpzone](#) [Tiger House](#) - On-going: During the last Friday of the month, we will continue to celebrate Wildcat Pride Days. - On-going: Afterschool Clubs: Studio 678 Photo Club; Robotics Club and Lego League - K – 2 Scholars participate in Primary Project. Primary Project is a national evidence-based program that helps children adjust to school, gain confidence, social skills, and focus on learning. Through play, Primary Project addresses children's school adjustment difficulties and increases their chances for success. Attached is the Teacher Rating Scale and Associate Rating Scale for this year's data. The green row indicates growth which all of our scholars showed. [ACRS](#) [TCRS](#)

	● WFA had a Grade 7th Scholar participate in an annual spelling bee for scholarship funds and she won her grade level spelling bee! We are so proud of the Grade 7 Lion Spelling Bee ● 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. Below is the teacher's data (TCRS) along with the coordinator's data (ACRS). You can definitely see the growth in both charts but most importantly, the teachers see growth in classrooms based on the work of our Paraprofessionals with our scholars. There are a total of 13 scholars this quarter and most of them are from our Kindergarten classes. TCRSData CoordinatorData As we continue our work throughout the year, additional data will be forthcoming.		
3. Academic Commitment: Literacy	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. **Literacy Commitment:** As we address how teachers <u>explicitly model strategies for reading comprehension, citing evidence and supporting their claims</u>, then students' capacity to use evidence to support their claims and reading comprehension will improve because they will <u>receive modeling, direct feedback, and guidance</u> they can apply across a wide range of content areas. Laser-focus classroom walkthroughs (CWT) and coaching sessions with teachers (e.g. monitoring the work, inclusive of feedback).	3. Academic Commitment: Literacy	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). Although students are able to read and have strong phonemic awareness, they struggle to comprehend, make inferences-analyze text through writing. **Literary Commitment:** As we address how teachers explicitly model strategies for reading comprehension, making inferences, citing evidence and supporting their claims, then students' capacity to use evidence to support their claims , reading comprehension, and analyzing texts through writing will improve because they will receive modeling, direct

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. We embarked upon a vacancy in February in ELA Middle School. We were able to secure another Long Term Sub until the end of the year. The good news is the employee is a retired ELA Teacher and she started with us on March 6th.

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 scheduled a Summer Institute for August 15 - August 18, 2022. Our Summer Institute topics were the Workshop Model (deeper dives), Culturally Responsive Teaching, SEL, 4DX/WIGs, and Data/DDI School Improvement work. The same as last year, our Leadership Team is working on building the agenda for our Summer Institute in August 2023.

Our school has been working with our District's ELA Department. They have conducted professional development with staff via our weekly Wednesday Receivership Meetings. They are scheduled to work with our team on the ELA Hallmarks.   Based on our last OISR visit, the team decided to we should go deeper with our PD topics associated with our levers instead of wide (e.g.adding additional topics):
- Unpacking the standards
- Implementing high leveraged strategies to support levers
- Workshop Model and Learning Targets
- Wildly Important Goals (WIGS)
- Academic Vocabulary
- WIGs
- Reading Progressions
- Close Reading
- ELA Hallmarks

feedback and guidance they can apply across a wide range of content areas.

Schoolwide Literacy Approach:
- RACE
- 3 Reads
- Reading and Writing Rubrics
- Discussion Protocols

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 a school, we are committed to working with Leader in Me on tracking and monitoring our WIGs for reading and writing. Working with our Lighthouse Team to confirm our WIGs for ELA (e.g.reading/ writing).

August 2023 Network 3 Principals and designee will be attending "Teachers College Writer's Professional Development". The goal is to turnkey tools and high leveraged strategies to teachers, for them to use with students in the classroom.

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 scheduled a Summer Institute for August 2023. Our Summer Institute topics will include Academic Discourse, Culturally Responsive Teaching, SEL, 4DX/WIGs, and Data/DDI School Improvement work. The same as last year, our Leadership Team is working on building the agenda for our Summer Institute in August.

| | 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: i-Ready Fall Reading 22-23 i-Ready Fall Math 22-23 I-Ready Lessons Passed WFA Data Dashboard 22-23 Final Continuation Plan 21-22 i-Ready Proficiency Data On The Move i-Ready Reading Winter I-Ready Reading Spring Priority Steps for ELA: Focus on our high Level 1 scholar, to move them to Level 2 or higher through quality tier 1 instruction, more independent learning, For ELA we have a total of 93 scholars flagged as a high Level 1 (30%). Leverage our Coach and ELA Department to assist our long-term subs in middle school. | | Our school will continue to work with our District's ELA Department. They will conduct professional development with staff via our weekly Wednesday Receivership Meetings. Topics may include: Unpacking the standards Implementing high leveraged strategies to support levers Workshop Model and Learning Targets Wildly Important Goals (WIGS) Academic Vocabulary/Discourse Writer's Workshop Rubrics Leverage and implement the ELA RTI Academic Plans Tiered Supports

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: |

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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.

Leader in Me Coach conducted professional development in March during our Half Day/ Superintendent Conference day on "Scoreboarding". See feedback from our LIM Coach

During the last Friday of the month, we celebrate Wildcat Pride Day. Our Houses ended March's National Reading Month with a *rooaar*. We had guest readers, upper elementary scholars reading to kindergarteners, admin readers, scholars dressed as their favorite characters, etc. Photos

WFA's Scholars participated in a Creative Writing Contest sponsored by the Women's Club of Pittsford. The purpose of the contest was the encouragement of creative writing skills in youth (grades 6-8) and recognition of outstanding achievements in writing to enhance self-esteem. WFA had seven (7) winners who placed in first, second or third place, in the categories of short story and poetry. Each of our winners received monetary gifts for their creative writing. Photo
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I-Ready Spring 22-23
I-Ready Spring Math 22-23
i-Ready Fall Reading 22-23
i-Ready Fall Math 22-23
I-Ready Lessons Passed
WFA Data Dashboard 22-23
i-Ready Proficiency Data OnThe Move
i-Ready Math Winter
i-Ready Math Spring

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<td>4. Academic Commitment: Math</td>
<td>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.</td>
<td>4. Academic Commitment: Math</td>
<td>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.</td>
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	Math Commitment: As we address how teachers <u>explicitly model and provide scaffolded support</u>, then students will be able to <u>identify specific and accurate math concepts to solve challenging word problems</u> because students will have multiple opportunities to <u>practice strategies and reflect </u>on how they are solving complex math problems. Laser-focus classroom walkthroughs (CWT) and coaching sessions with teachers (e.g. monitoring the work, inclusive of feedback). ● Our school is focusing on GL teachers utilizing the math district curriculum with fidelity. ● Our school is working with our District's Math Department, to conduct professional development (PD). 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 using problem of the week (POW) and article of the week (AOW). This includes reading, drawing, writing (RDW); boxing the question, underlining important information, circling vocabulary words and knock-out information you don't need (BUCK); Frayer model; and restating the question, answering the question, citing text evidence and provide an explanation (RACE). ● Our school is implementing the highly leveraged math strategies learned via professional development, such as the 3-Reads. ● Semester 2: Principal Neal is working with Dr. Paco in conducting classroom walkthroughs utilizing the "Culturally Responsive Instruction Observation Protocol (CRIOP)". It is a classroom observation tool to guide and assess teachers' growth in implementing culturally responsive practices in mathematics. There are sections of the CRIOP tool, we can focus on "academic vocabulary and discourse". The CRIOP classroom walkthroughs monitor teacher practice to support		**Math Commitment:** 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. ● Our school will continue to work with our District's Math Department, to conduct professional development (PD). We have scheduled them to conduct PD with staff via our weekly Wednesday Receivership Meetings and assist with grade level meetings. ● Our math teachers will participate in our District's Math Department Professional Learning Community. ● Our math lead teachers will also facilitate our Wednesday PDs and co-facilitate with our District's Math Department. ● Our school is implementing the highly leveraged math strategies learned via professional development, such as the 3-Reads. ● We will conduct classroom walkthroughs to assess teacher's growth in implementing culturally responsive practices in mathematics (CRIOP tool); assess the use of academic discussion protocols; and teachers teaching grade level standards in math via district curriculum. ● Leverage and implement the Math RTI Academic Plans Tiered Supports ● 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

building academic vocabulary and discourse, and individual instructional coaching is also focused on instructional and language routines to facilitate discourse in the classroom.

Data:
- [i-Ready Fall Reading 22-23](#)
- [i-Ready Fall Math 22-23](#)
- [I-Ready Lessons passed](#)
- [WFA Data Dashboard 22-23](#)
- [Final Continuation Plan 21-22](#)
- [i-Ready Proficiency Data On The Move](#)
- [i-Ready Reading Winter](#)
- [I-Ready Reading Spring](#)

Priority Steps for Math:
- Prioritize student learning with a focus on moving our NYS high level 1 scholar, to move them to Level 2 or higher through quality tier 1 instruction and targeted intervention. For Math, we have a total of 91 scholars flagged as a high Level 1 (29%).
- 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 walkthroughs.

Leader in Me Coach came in to conduct professional development in March during our Half Day/ Superintendent Conference day on "Scoreboarding". See feedback from our [LIM Coach](#)

student discourse, exit tickets, and classroom walkthroughs.

Our school will continue to work with our District's Math Department on professional learning via the followig topics:

- Unpacking the standards
- Implementing high leveraged strategies to support levers
- Workshop Model and Learning Targets
- Wildly Important Goals (WIGS)
- Academic Vocabulary/Discourse
- Math Rubrics

Data:
- [I-Ready Spring 22-23](#)
- [I-Ready Spring Math 22-23](#)
- [i-Ready Fall Reading 22-23](#)
- [i-Ready Fall Math 22-23](#)
- [I-Ready Lessons passed](#)
- [WFA Data Dashboard 22-23](#)
- [Final Continuation Plan 21-22](#)
- [i-Ready Proficiency Data On The Move](#)
- [i-Ready Reading Winter](#)
- [I-Ready Reading Spring](#)

New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

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 specific strategies, action steps, goals, and commitments to support progress toward the Demonstrable Improvement Indicator targets.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#33 **3-8 ELA All Students MGP** 22-23 Progress Target: **45.3** ([SIRS- 112](#))	**Strategies & Action Steps toward progress:** **Strategy:** Implement RCSD curricula through high-quality, grade-level instruction with a specific emphasis on academic vocabulary & discourse. **Implemented Action Steps:** ● Hired a long-term sub on March 6th until the end of the year (e.g. retired ELA teacher), as we embarked upon a vacancy mid-year. ● Fidelity to RCSD ELA curriculum ● 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, Frayer model, personal thesaurus) improve knowledge and application of Tier 2 & 3 [vocabulary](#).	**Data-informed rationale for the strategies and action steps indicated** ☐ [WFA Data Dashboard 22-23](#) ☐ [I-Ready Spring 22-23](#) ☐ [Fall](#) 2022 iReady Data vs Winter 2023 iReady Data ☐ [CFA Data](#) ☐ According to the **iReady Reading Winter** diagnostic, 84% of students performed at grade level for phonemic awareness but only 19% performed at grade level for overall reading comprehension, and only 17% performed at grade level for vocabulary. ☐ According to the **iReady Spring diagnostic**, 90% of students performed at grade level for phonemic awareness but only 23% performed at grade level for overall reading comprehension, and only 26% performed at grade level for vocabulary

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	● 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 difficulties and increases their chances for success. ● Primary Project: Below is the teacher's data (TCRS) along with the coordinator's data (ACRS). There are a total of 13 scholars this	☐ 70% of K-8 students are passing iReady lessons with at least 70% ☐ Monthly average of 25% of students engaging with iReady lessons for 30-49 minutes per week **Emerging trends & future action steps:** ☐ 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 ☐ Monitor Quality Tier 1 Instruction using MTSS Tools ☐ Prioritize goal setting using 4DX methodology to ensure increased passing rates on iReady Personalized Path lessons; and increased percentages on Lesson Time-on-Task.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	quarter and most of them are from our Kindergarten classes. TCRSData CoordinatorData	☐ Implement the ELA RTI Academic Plans Tiered Supports **Adjustments made to continuation plan based on data:** ☐ Pivot from the breadth of professional learning topics to a more intense focus on a singular topic over the course of several weeks; essentially a deeper dive into one area in order to amplify the adoption of common strategies and offer deeper learning experiences for students ☐ Coaching cycles with a goal of improving data-informed small group instruction ☐ Additional layer of 4DX goal setting with teachers and students to meet a target of 30-49 minutes per week on iReady Personalized Path. ☐ 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	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		Hyperlinks, data sets, relevant documents: ☐ Wednesday PD Revised Schedule ☐ CFA Data ☐ CFA Data Protocol ☐ Classroom Profiles ☐ ELL Classroom Protocols ☐ Primary Project ACRS TCRS
#39 **3-8 Math All Students MGP** 22-23 Progress Target: **46.4**	**Strategy**: Implement RCSD curricula through high-quality, grade-level instruction with a specific emphasis on academic vocabulary & discourse. **Action Steps:** ● Teachers using the RCSD Math curriculum with fidelity. ● Grades 7 and 8 Math teachers attending Illustrative Math professional development.	**Data-informed rationale for the strategies and action steps indicated** ☐ WFA Data Dashboard 22-23 ☐ Classroom Profiles ☐ I-Ready Spring Math 22-23 ☐ Fall i-Ready Data ☐ CFA Data ☐ According to the **iReady Math Winter** diagnostic, 10% of students performed at grade level for numbers and operations (number sense); 9% performed at grade level for algebraic thinking; 11% performed at grade level for measurement and data; and 10%

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

([SIRS- 112](#))	● Teacher Leaders attend the Math Leadership Cohorts and turnkey the material with the staff.
	● Weekly professional development aligned to our school levers.
	● Math department providing professional development on academic discourse.
	● Employ grade-level instructional strategies (semantic mapping, Frayer model, personal thesaurus) to improve knowledge and application of Tier 2 & 3 vocabulary.
	● Utilize grade-level appropriate math strategies such as turn and talk, 3 reads, and RDW to promote academic discourse among students.
	● On-going: iReady will be analyzed against Fall Diagnostic data.
	● Develop a deeper working knowledge of the reports and tools available through i-ready with staff.
		performed at grade level for geometry. Data indicates 94% of our scholars are not performing at grade level in math.
		☐ According to the **iReady Math Spring** diagnostic, 22% of students performed at grade level for numbers and operations (number sense); 19% performed at grade level for algebraic thinking; 21% performed at grade level for measurement and data; and 17% performed at grade level for geometry. Data indicates 85% of our scholars are not performing at grade level in math.
		☐ 89% of K - 8 students are passing their [iReady lessons](#) with at least 70%.
		☐ A monthly average of 28% of students engage with iReady lessons for 30-49 minutes per week.
		
		Emerging trends & future action steps:
		☐ 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 Schoolwide Math Approach:
		    ☐ 3 Reads
		    ☐ Discussion Protocols
		    ☐ Math Rubrics

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		☐ [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; and increased percentages on Lesson Time-on-Task. ☐ Once a month supported Math Planning PD after school, teachers can take what was learned from the Math department's 2 hr PD and their data to lesson plan with the support of the math lead teachers. **Adjustments made to continuation plan based on data:** ☐ Pivot from the breadth of professional learning topics to a more intense focus on a singular topic over the course of several weeks; essentially a deeper dive into one area in order to amplify the

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		adoption of common strategies and offer deeper learning experiences for students ☐ Coaching cycles with a goal of improving data-informed small group instruction ☐ Additional layer of 4DX goal setting with teachers and students to meet a target of 30-49 minutes per week on iReady Personalized Path ☐ LIM Lighthouse Team coaching teachers on scoreboards and student ownership of learning. ☐ Via Datawise work, narrow 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. ☐ Principal Neal will continue to work with Dr. Paco in conducting classroom walkthroughs utilizing the Culturally Responsive Instruction Observation Protocol (CRIOP). It is a tool to guide and assess teachers' growth in implementing culturally responsive practices in mathematics. The CRIOP tool focuses on one of our levers - - academic discourse.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		Hyperlinks, data sets, relevant documents: ☐ I-Ready Spring Math 22-23 ☐ Classroom Profiles ☐ Fall i-Ready Data ☐ CFA Data ☐ CFA Data Protocol ☐ Wednesday PD Revised Schedule ☐ ELL Classroom Protocols ☐ CRIOP Tool ☐ Primary Project ACRS TCRS
#100 3-8 ELA All Students Core Subject PI	**Strategies & Action Steps toward progress:** **Strategy:** Implement RCSD curricula through high-quality, grade-level instruction with a specific emphasis on academic vocabulary & discourse. **Implemented Action Steps:** ● Hired a long-term sub on March 6th until the end of the year (e.g. retired ELA teacher), as we embarked upon a vacancy mid-year.	**Data-informed rationale for the strategies and action steps indicated** ☐ WFA Data Dashboard 22-23 ☐ I-Ready Spring 22-23 ☐ Fall 2022 iReady Data vs Winter 2023 iReady Data ☐ CFA Data

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
22-23 Progress target: **62.3** (SIRS- 106)	● Fidelity to RCSD ELA curriculum ● 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, 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 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	☐ According to the **iReady Reading Winter** diagnostic, 84% of students performed at grade level for phonemic awareness but only 19% performed at grade level for overall reading comprehension, and only 17% performed at grade level for vocabulary. ☐ According to the **iReady Spring diagnostic**, 90% of students performed at grade level for phonemic awareness but only 23% performed at grade level for overall reading comprehension, and only 26% performed at grade level for vocabulary ☐ 70% of K-8 students are passing iReady lessons with at least 70% ☐ Monthly average of 25% of students engaging with iReady lessons for 30-49 minutes per week **Emerging trends & future action steps:** ☐ 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:

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

	school, 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.
	
	● Primary Project: Below is the teacher's data (TCRS) along with the coordinator's data (ACRS). There are a total of 13 scholars this quarter and most of them are from our Kindergarten classes. TCRSData CoordinatorData
		○ 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; and increased percentages on Lesson Time-on-Task.
		
		Adjustments made to continuation plan based on data:
		☐ Pivot from the breadth of professional learning topics to a more intense focus on a singular topic over the course of several weeks; essentially a deeper dive into one area in order to amplify the adoption of common strategies and offer deeper learning experiences for students
		☐ Coaching cycles with a goal of improving data-informed small group instruction
		☐ Additional layer of 4DX goal setting with teachers and students to meet a target of 30-49 minutes per week on iReady Personalized Path.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		☐ 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 **Hyperlinks, data sets, relevant documents:** ☐ Wednesday PD Revised Schedule ☐ CFA Data ☐ CFA Data Protocol ☐ Classroom Profiles ☐ ELL Classroom Protocols ☐ Primary Project ACRS TCRS
#110 3-8 Math All	**Strategy**: Implement RCSD curricula through high-quality, grade-level instruction with a specific emphasis on academic vocabulary & discourse. **Action Steps:**	**Data-informed rationale for the strategies and action steps indicated** ☐ WFA Data Dashboard 22-23 ☐ Classroom Profiles ☐ I-Ready Spring Math 22-23

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
Students Core Subject PI 22-23 Progress Target: **47.2** ([SIRS- 106](#))	● Teachers using the RCSD Math curriculum with fidelity. ● Grades 7 and 8 Math teachers attending Illustrative Math professional development. ● Teacher Leaders attend the Math Leadership Cohorts and turnkey the material with the staff. ● Weekly professional development aligned to our school levers. ● Math department providing professional development on academic discourse. ● Employ grade-level instructional strategies (semantic mapping, Frayer model, personal thesaurus) to improve knowledge and application of Tier 2 & 3 vocabulary. ● Utilize grade-level appropriate math strategies such as turn and talk, 3 reads, and RDW to promote academic discourse among students. ● On-going: iReady will be analyzed against Fall Diagnostic data. ● Develop a deeper working knowledge of the reports and tools available through i-ready with staff.	☐ [Fall i-Ready Data](#) ☐ [CFA Data](#) ☐ According to the **iReady Math Winter** diagnostic, 10% of students performed at grade level for numbers and operations (number sense); 9% performed at grade level for algebraic thinking; 11% performed at grade level for measurement and data; and 10% performed at grade level for geometry. Data indicates 94% of our scholars are not performing at grade level in math. ☐ According to the **iReady Math Spring** diagnostic, 22% of students performed at grade level for numbers and operations (number sense); 19% performed at grade level for algebraic thinking; 21% performed at grade level for measurement and data; and 17% performed at grade level for geometry. Data indicates 85% of our scholars are not performing at grade level in math. ☐ 89% of K - 8 students are passing their [iReady lessons](#) with at least 70%. ☐ A monthly average of 28% of students engage with iReady lessons for 30-49 minutes per week. **Emerging trends & future action steps:**

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

		☐ 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 Schoolwide 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; and increased percentages on Lesson Time-on-Task.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		☐ Once a month supported Math Planning PD after school, teachers can take what was learned from the Math department's 2 hr PD and their data to lesson plan with the support of the math lead teachers. **Adjustments made to continuation plan based on data:** ☐ Pivot from the breadth of professional learning topics to a more intense focus on a singular topic over the course of several weeks; essentially a deeper dive into one area in order to amplify the adoption of common strategies and offer deeper learning experiences for students ☐ Coaching cycles with a goal of improving data-informed small group instruction ☐ Additional layer of 4DX goal setting with teachers and students to meet a target of 30-49 minutes per week on iReady Personalized Path ☐ LIM Lighthouse Team coaching teachers on scoreboards and student ownership of learning. ☐ Via Datawise work, narrow the focus to discussion protocols in Math classrooms.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		☐ Continue to utilize grade-level appropriate strategies (close reading, discussion prompts & sentence starters) and protocols to increase the frequency of academic discourse. ☐ Principal Neal will continue to work with Dr. Paco in conducting classroom walkthroughs utilizing the Culturally Responsive Instruction Observation Protocol (CRIOP). It is a tool to guide and assess teachers' growth in implementing culturally responsive practices in mathematics. The CRIOP tool focuses on one of our levers - - academic discourse. **Hyperlinks, data sets, relevant documents:** ☐ I-Ready Spring Math 22-23 ☐ Classroom Profiles ☐ Fall i-Ready Data ☐ CFA Data ☐ CFA Data Protocol ☐ Wednesday PD Revised Schedule ☐ ELL Classroom Protocols ☐ CRIOP Tool ☐ Primary Project ACRS TCRS

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#150 Grades 4 and 8 Science All Students Core Subject PI 22-23 Progress Target: **131.2** ([SIRS-106](#))	**Strategies & Action Steps toward progress:** **Q4 Update:** RCSD has adopted K-5 Science Amplify Curriculum. RCSD has adopted 6-8 Science Curriculum OpenSciEd. **Strategy:** Workshop Model ● Utilizing grade-level appropriate strategies throughout the components of the workshop model. ● Unpacking the Learning Targets during the lesson and revisiting them at the end of the lesson. ● IB Learner Profiles being infused into the curriculum/lessons. ● Utilizing grade-level appropriate materials, effectively using checks for understanding and appropriate wait time, using direct instruction. ● Utilize appropriate wait time, effective use of differentiation, as well as use smooth transitions.	**Emerging trends & future action steps:** ☐ Continue for Grades 4 - 6 to the goal set for class averages of 70% or higher on cumulative and end-of-unit science tests/projects. ☐ 23-24SY Earth Science for Grade 8 scholars, instead of Living Environment. **Adjustments made to continuation plan based on data:** ☐ Work with Elementary teachers to create a Science Lab for Elementary Students in the 2023-2024 school year, to provide hands-on experiences for labs, exploration, and stem-related activities (e.g. based on science standards). **Hyperlinks, data sets, relevant documents:** ☐ K - 5 Science Amplify Curriculum [Pacing](#) [Scope and Sequence](#) [Smore](#) ☐ OpenSciEd [Curriculum](#) [Smore](#)

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

#160
 	
EM Chronic Absenteeism - All Students
 	
22-23 Progress Target: **28**
 	
(SIRS-107)
	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 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.
		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
		☐ Chronic: 44.6% (>10%)
		☐ Monitoring ADA, chronic absenteeism, no-shows
		
		Emerging trends & future action steps:
		☐ Partnership with ROC Restorative
		☐ CSSC engagement 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

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	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". 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.	☐ New Parent Liaison hired and he is conducting Home Visits ☐ Partnering with CO's Attendance Blitz Team **Adjustments made to continuation plan based on data:** ☐ Adjustments based on issues with incorrect attendance-still working to assure attendance is accurate for students out for ISS/OSS, no-show, etc. ☐ SEL Curriculum Map was finalized and rolled out to Middle Schools in Semester 2, walkthroughs should now reflect that focused feedback in Advisory. **Hyperlinks, data sets, relevant documents:** ☐ WFA Attendance Meeting Minutes 22-23 ☐ SEL Curriculum ☐ Reduce Suspensions ☐ Our Suspension Data as of March 20, 2023: Current Suspensons 79

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		22-23 Goal 176 Difference 97
#180 **3-8 ELP Success Ratio - All Students** 22-23 Progress Target: **0.8** (SIRS- 113)	**Strategies & Action Steps toward progress:** **Strategy:** Implement RCSD curricula through high-quality, grade-level instruction with a specific emphasis on academic vocabulary & discourse. **Implemented Action Steps:** ● Hired a long-term sub on March 6th until the end of the year (e.g. retired ELA teacher), as we embarked upon a vacancy mid-year. ● Fidelity to RCSD ELA curriculum ● 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, 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	**Data-informed rationale for the strategies and action steps indicated** ☐ WFA Data Dashboard 22-23 ☐ I-Ready Spring 22-23 ☐ Fall 2022 iReady Data vs Winter 2023 iReady Data ☐ CFA Data ☐ According to the **iReady Reading Winter** diagnostic, 84% of students performed at grade level for phonemic awareness but only 19% performed at grade level for overall reading comprehension, and only 17% performed at grade level for vocabulary. ☐ According to the **iReady Spring diagnostic**, 90% of students performed at grade level for phonemic awareness but only 23% performed at grade level for overall reading comprehension, and only 26% performed at grade level for vocabulary ☐ 70% of K-8 students are passing iReady lessons with at least 70% ☐ Monthly average of 25% of students engaging with iReady lessons for 30-49 minutes per week

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

	● 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 a 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.
	
	● Primary Project: Below is the teacher's data (TCRS) along with the coordinator's data (ACRS). There are a total of 13 scholars this quarter and most of them are from our Kindergarten classes. TCRSData CoordinatorData
		Emerging trends & future action steps:
		☐ 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; and increased percentages on Lesson Time-on-Task.
		
		Adjustments made to continuation plan based on data:

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	Surveyed our ENL teachers for an update on our ENL scholars: ● Teachers know the current language level. ● Teachers cultivate relationships with ENL students. ● Teachers are being culturally responsive through lesson planning and consistent messaging. ● Teachers are teaching language skills across the curriculum. ● Teachers are differentiating instruction for ENL students (multiple modalities).	☐ Pivot from the breadth of professional learning topics to a more intense focus on a singular topic over the course of several weeks; essentially a deeper dive into one area in order to amplify the adoption of common strategies and offer deeper learning experiences for students ☐ Coaching cycles with a goal of improving data-informed small group instruction ☐ Additional layer of 4DX goal setting with teachers and students to meet a target of 30-49 minutes per week on iReady Personalized Path. ☐ 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. **Hyperlinks, data sets, relevant documents:** ☐ Wednesday PD Revised Schedule ☐ CFA Data

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

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

Final Report with Reflection on Lead Strategies Utilized during April 29, 2023 – June 30, 2023	2023-2024 School Year Continuation Plan for Meeting this Indicator

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#2 **Plan for and implement Community School Model** 22-23 Progress Target: (please see Community Schools	**Strategies & Action Steps toward progress:** **Strategy:** Social and Emotional Learning (SEL) There were two significant data points from the 2021-2022 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 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.	**Data-informed rationale for the strategies and action steps indicated** *Based on Qtr 3* We have designed explicit procedures for Middle School students to receive assistance from the Lion Help Zone - - restore, reflect, and send scholars back to class to resume regular instruction in a timely manner. With two Center For Youth staff members, we are able to divide support based on Elementary and Middle School SEL needs. We have also established the Time To Reflect Room (TTR) for students who need longer SEL supports prior to transitioning to class. **Emerging trends & future action steps:** ☐ Establish Community Engagement Team (CET Meetings) ☐ Conduct Needs Assessment (awaiting for Department to confirm next step)

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
[Guidebook](#) to ensure DI is met)	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.	☐ School-wide Surveys Community School ☐ *Remedy* any "reds" in our Community School Guidebook ☐ CSSC and Instructional Leadership Team to work on the DDI decisions and strategies encompassed in the Community School Guidebook. ☐ *New CSSC reporting structure* **Adjustments made to continuation plan based on data:** ☐ Lion Help Zone ☐ Time To Reflect (TTR) Room ☐ Additional Center For Youth (CFY) Advocate ☐ Align our Community School Guidebook to our Continuous Improvement Plan. **Hyperlinks, data sets, relevant documents:** ☐ [Reduce Suspensions](#)

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		☐ Middle School Protocols ☐ Time To Reflect Room ☐ Partnership Inventory ☐ Delivery Schedule Foodlink ☐ Community Schools Site Meetings
#6 **Family and Community Engagement (DTSDE Tenet 6)** 22-23 Progress Target:	**Strategy**: Social and Emotional Learning (SEL) There were two significant data points from the 2021-2022 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) worked with teachers to create targeted themes, activities, and SEL curriculum. In addition, 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	**Data-informed rationale for the strategies and action steps indicated** ***Based on quarter 3*** ☐ 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 ☐ We have been assigned two Center for Youth staff members (CFY) to support our Lion Help Zone. Our Lion Help Zone was established in the 22-23SY. Center for Youth provides assistance in the Lion Help Zone and facilitates SEL practices for middle school and elementary students such as meditations, restorative circles, and meeting one on one with scholars.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
90% phase 1; 67% phase 2	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, Daily Check-ins, PAWS Tickets, Brain Breaks, and Fitness Breaks.	☐ We have designed explicit procedures for Middle School students to receive assistance from the Lion Help Zone - - restore, reflect and send scholars back to class to resume to regular instruction in a timely manner. With two Center for Youth staff members, we are able to divide support based on Elementary and Middle School SEL needs. We have also established the Time To Reflect Room (TTR) for students who need longer SEL support prior to transitioning to class to ensure they have the time they need in order to resume successfully to regular instruction. **Emerging trends & future action steps:** ☐ 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.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		☐ We are continuously monitoring the data of the Lion Help Zone and the Time To Reflect Room to ensure that we make the necessary and appropriate changes to ensure the students are getting the support they need in order to be successful. **Adjustments made to continuation plan based on data:** ☐ Hired a new Parent Liaison for our school in March 2023. ☐ Partner with the Department of Parent Engagement, our CSSC, CET Team, and the school community to build the capacity of our PAWS (Parent) Organization within our school. ☐ We continue to communicate with teachers regarding the data of the Lion Help Zone and the data of the Time To Reflect Room. **Hyperlinks, data sets, relevant documents:** ☐ October Event ☐ Holiday Event ☐ Adopt A Family

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		☐ Sample Sign-in Sheets ☐ Black History Event ☐ Sample Signatures from Parent Reengagement Meetings ☐ **Lion Help Zone** ☐ **Time to Reflect Room**
#102 **3-8 ELA Black Core Subject PI** 22-23 Progress Target: **65.6**	**Strategies & Action Steps toward progress:** **Strategy:** Implement RCSD curricula through high-quality, grade-level instruction with a specific emphasis on academic vocabulary & discourse. **Implemented Action Steps:** ● Hired a long-term sub on March 6th until the end of the year (e.g. retired ELA teacher), as we embarked upon a vacancy mid-year. ● Fidelity to RCSD ELA curriculum	**Data-informed rationale for the strategies and action steps indicated** ☐ WFA Data Dashboard 22-23 ☐ I-Ready Spring 22-23 ☐ Fall 2022 iReady Data vs Winter 2023 iReady Data ☐ CFA Data ☐ According to the **iReady Reading Winter** diagnostic, 84% of students performed at grade level for phonemic awareness but only 19% performed at grade level for overall reading comprehension, and only 17% performed at grade level for vocabulary.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
([SIRS-106](#))	● 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, 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	☐ According to the **iReady Spring diagnostic**, 90% of students performed at grade level for phonemic awareness but only 23% performed at grade level for overall reading comprehension, and only 26% performed at grade level for vocabulary ☐ 70% of K-8 students are passing [iReady lessons](#) with at least 70% ☐ Monthly average of 25% of students engaging with [iReady lessons](#) for 30-49 minutes per week **Emerging trends & future action steps:** ☐ 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

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	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. ● Primary Project: Below is teacher's data (TCRS) along with coordinator's data (ACRS). There are a total of 13 scholars this quarter and most of them are from our Kindergarten classes. TCRSData CoordinatorData	○ 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; and increased percentages on Lesson Time-on-Task. **Adjustments made to continuation plan based on data:** ☐ Pivot from the breadth of professional learning topics to a more intense focus on a singular topic over the course of several weeks; essentially a deeper dive into one area in order to amplify the adoption of common strategies and offer deeper learning experiences for students ☐ Coaching cycles with a goal of improving data-informed small group instruction ☐ Additional layer of 4DX goal setting with teachers and students to meet a target of 30-49 minutes per week on iReady Personalized Path.

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

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#105 **3-8 ELA ED Core subject PI** 22-23 Progress Target: **59** (SIRS- 106)	**Strategies & Action Steps toward progress:** **Strategy:** Implement RCSD curricula through high-quality, grade-level instruction with a specific emphasis on academic vocabulary & discourse. **Implemented Action Steps:** ● Hired a long term sub on March 6th until the end of the year (e.g. retired ELA teacher), as we embarked upon a vacancy mid-year. ● Fidelity to RCSD ELA curriculum ● 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, Frayer model, personal thesaurus) improve knowledge and application of Tier 2 & 3 vocabulary.	**Data-informed rationale for the strategies and action steps indicated** ☐ WFA Data Dashboard 22-23 ☐ I-Ready Spring 22-23 ☐ Fall 2022 iReady Data vs Winter 2023 iReady Data ☐ CFA Data ☐ According to the **iReady Reading Winter** diagnostic, 84% of students performed at grade level for phonemic awareness but only 19% performed at grade level for overall reading comprehension, and only 17% performed at grade level for vocabulary. ☐ According to the **iReady Spring diagnostic**, 90% of students performed at grade level for phonemic awareness but only 23% performed at grade level for overall reading comprehension, and only 26% performed at grade level for vocabulary ☐ 70% of K-8 students are passing iReady lessons with at least 70% ☐ Monthly average of 25% of students engaging with iReady lessons for 30-49 minutes per week

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

	● 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 difficulties and increases their chances for success.
		Emerging trends & future action steps:
		☐ 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	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	● Primary Project: Below is the teachers data (TCRS) along with the coordinator's data (ACRS). There are a total of 13 scholars this quarter and most of them are from our Kindergarten classes. TCRSData CoordinatorData	☐ Prioritize goal setting using 4DX methodology to ensure increased passing rates on iReady Personalized Path lessons; and increased percentages on Lesson Time-on-Task. **Adjustments made to continuation plan based on data:** ☐ Pivot from the breadth of professional learning topics to a more intense focus on a singular topic over the course of several weeks; essentially a deeper dive into one area in order to amplify the adoption of common strategies and offer deeper learning experiences for students ☐ Coaching cycles with a goal of improving data-informed small group instruction ☐ Additional layer of 4DX goal setting with teachers and students to meet a target of 30-49 minutes per week on iReady Personalized Path. ☐ 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	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		☐ Continue to utilize grade-level appropriate strategies (close reading, discussion prompts & sentence starters) and protocols to increase the frequency of academic discourse **Hyperlinks, data sets, relevant documents:** ☐ Wednesday PD Revised Schedule ☐ CFA Data ☐ CFA Data Protocol ☐ Classroom Profiles ☐ ELL Classroom Protocols ☐ Primary Project ACRS TCRS
#115 **3-8 Math ED Core Subject PI**	**Strategy**: Implement RCSD curricula through high-quality, grade-level instruction with a specific emphasis on academic vocabulary & discourse. **Action Steps:**	**Data-informed rationale for the strategies and action steps indicated** ☐ WFA Data Dashboard 22-23 ☐ Classroom Profiles ☐ I-Ready Spring Math 22-23 ☐ Fall i-Ready Data ☐ CFA Data

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
2022-23: Progress Target: **44.9** ([SIRS-106](#))	● Teachers using the RCSD Math curriculum with fidelity. ● Grades 7 and 8 Math teachers attending Illustrative Math professional development. ● Teacher Leaders attend the Math Leadership Cohorts and turnkey the material with the staff. ● Weekly professional development aligned to our school levers. ● Math department providing professional development on academic discourse. ● Employ grade-level instructional strategies (semantic mapping, Frayer model, personal thesaurus) to improve knowledge and application of Tier 2 & 3 vocabulary. ● Utilize grade-level appropriate math strategies such as turn and talk, 3 reads, and RDW to promote academic discourse among students. ● On-going: iReady will be analyzed against Fall Diagnostic data. ● Develop a deeper working knowledge of the reports and tools available through i-ready with staff.	☐ According to the **iReady Math Winter** diagnostic, 10% of students performed at grade level for numbers and operations (number sense); 9% performed at grade level for algebraic thinking; 11% performed at grade level for measurement and data; and 10% performed at grade level for geometry. Data indicates 94% of our scholars are not performing at grade level in math. ☐ According to the **iReady Math Spring** diagnostic, 22% of students performed at grade level for numbers and operations (number sense); 19% performed at grade level for algebraic thinking; 21% performed at grade level for measurement and data; and 17% performed at grade level for geometry. Data indicates 85% of our scholars are not performing at grade level in math. ☐ 89% of K - 8 students are passing their [iReady lessons](#) with at least 70%. ☐ A monthly average of 28% of students engage with iReady lessons for 30-49 minutes per week. **Emerging trends & future action steps:**

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

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		☐ Prioritize goal setting using 4DX methodology to ensure increased passing rates on iReady Personalized Path lessons; and increased percentages on Lesson Time-on-Task. ☐ Once a month supported Math Planning PD after school, teachers can take what was learned from the Math department's 2 hr PD and their data to lesson plan with the support of the math lead teachers. **Adjustments made to continuation plan based on data:** ☐ Pivot from the breadth of professional learning topics to a more intense focus on a singular topic over the course of several weeks; essentially a deeper dive into one area in order to amplify the adoption of common strategies and offer deeper learning experiences for students ☐ Coaching cycles with a goal of improving data-informed small group instruction ☐ Additional layer of 4DX goal setting with teachers and students to meet a target of 30-49 minutes per week on iReady Personalized Path ☐ LIM Lighthouse Team coaching teachers on scoreboards and student ownership of learning.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		☐ Via Datawise work, narrow 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. ☐ Principal Neal will continue to work with Dr. Paco in conducting classroom walkthroughs utilizing the Culturally Responsive Instruction Observation Protocol (CRIOP). It is a tool to guide and assess teachers' growth in implementing culturally responsive practices in mathematics. The CRIOP tool focuses on one of our levers - - academic discourse. **Hyperlinks, data sets, relevant documents:** ☐ I-Ready Spring Math 22-23 ☐ Classroom Profiles ☐ Fall i-Ready Data ☐ CFA Data ☐ CFA Data Protocol

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

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

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

New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

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

| **Community Engagement Team:**

Community School Site Coordinator: Reyita Perez
Principal: Rhonda Neal
Assistant Principal: David Dorsey

Teachers
Rector, Alan: Building Sub
Little, Sheena: Teacher
Hudson, Wanda: Teacher
Allen Jackson: Teacher Assistant
Woods, Melissa- Social Worker
Giannelli, Camille- Speech and Language Teacher

Student Representatives:
Flower-Cummings Melodi
Jamison, A'Nylah
Seitzinger, Eric
Hayes, Armani | Recommendations made by the CET during this reporting period and how each was used to inform the implementation of the school's improvement plan:

CET has continued to focus on student leadership, student attendance, family engagement, and community partnerships. A pressing priority is obtaining community partners. The CET team provided insights on quarterly reports, school communications, and information to share on the CET website.CET members have provided valuable information on ways to connect with families and best-share information. |

Parent Liaison Jackson, Daryl **Parents** Clausell, Janitza Jamison, Shaqyana Johnson, Kelly (**President PAWS Parent Group)** **Aenon Baptist Church:** Pastor Herman Alston **Zion Hill Baptist Church:** Dr. Richard Douglass and Rev. Grace Douglass **Center for Youth:** Kia Brooks, Michael Brown and Akire Tucker **St. John Fisher and University of Rochester:** Post-Secondary Education **Fisher Associates:** Roseann B. Schmid **Pathways to Peace:** Anthony Hall **Foodlink:** Sheila Williams **SWCC EDUCATION COMMITTEE**: John Boutet **Central Office:** Executive Director Community Schools**:** Kelli Briggs & **Director Community Schools:** Lieselle Taylor Our new Community School Site Coordinator, has focused her recruiting efforts on new members for the CET Team, with a focus on students, community partners and parents.	

Part V – Powers of the Receiver Provide a summary of the use of the School Receiver's powers during 2022-2023 school year.	Describe the anticipated use of the School Receiver's powers during the 2023-2024 school year (pursuant to those identified in Commissioners Regulation §100.19).

Part VI – Assurance and Attestation

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

Name of Receiver (Print): _Carmine Peluso_
Signature of Receiver:
Date: _7/20/22_

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

Name of CET Representative (Print): _Michael Brown_
Signature of CET Representative*:
Title of CET Representative: _Social Learning Expert_
Date: _7/18/23_

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

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

WFA