



**Welcome to Our  
Open House!**  
October 5, 2022



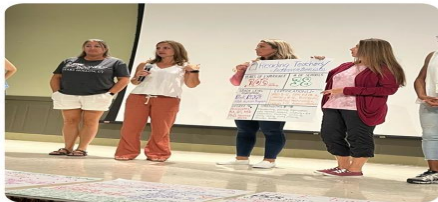
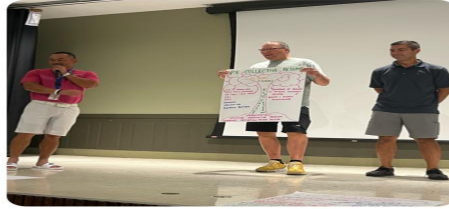
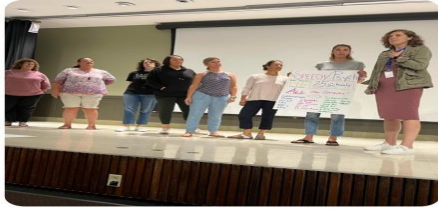
*John James Audubon School No. 33*

Soaring to do our best, soaring for success!

## **Agenda**

- **Meet our staff**
- **Purpose of the Public Hearing**
- **Review of school data/school priorities**
- **Attendance**
- **Tips and reminders**
- **Title 1 Information**
- **PTA**
- **School #33 Social Media**
- **Classroom visits**

# Meet our staff



PIC-COLLEGE

# Administration Team

Principal	Dr. Melody Martinez-Davis	
Assistant Principals	Dr. Margaret Brazwell	PreK -K
	Michelle Killings	Grey House
	Thomas Pappas	Blue House
	Lisa Pritchard	Gold House
Community Site	Alexci Reyes	K-6
Coordinator		
Building Secretaries	Emily Gaudio	K-6
	Ivelisse Cosme	Pre-K

# Instructional Team

Angelique Delorme

Instructional Coach

Gwendolyn Fisher

SEL Coach

Shawna Hochedel

Instructional Coach

Meghan Mirrioni

SEL Coach

Lisette Vargas

Technology Integration Coach

## Support Services:

Parent Liaisons

Mary Peoples K-6; Tomasa Molina PreK

Associate Director

Lawanda Brown

Social Workers

Veronica Garcia, Lora Lindsey &  
Gwen Fisher, Lissette Ocasio

Counselor

Harry Roldan

Center For Youth

Ty Bell, Chakosha Rice,

Sherice Lawhorn, LaToya McGrady &  
Rhonda Wade

Family Therapist

Aaron Davis



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# Public Hearing

## *Receivership*

- Purpose of the Public Hearing
- What is Receivership?
- CIP Plan/School Priorities
- Review of School Data
- Feedback



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# Purpose of the Public Hearing

- Discuss the performance of the school
- Share the Goals and Indicators
- Collect Feedback







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# What Is Receivership?

- State law requires “persistently struggling” or “struggling” schools to make rapid achievement gains.
- If schools do not meet improvement targets, the District is required to appoint an outside receiver approved by the State or NYSED can decide to close the school.



# Receivership Schools Must:

- Communicate the school's status
- Establish a School Community Engagement Team
- Submit a state-approved intervention model or comprehensive education plan
- Conduct a Public Hearing



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## **School 33 Receivership Status**

- **Accountability status based on the school's achievement data from 2019-2022.**
- **Because of Covid 19, we received an additional year to make achievement gains -2023**

# INDICATORS FOR 2023

- ❖ 3-8 ELA Scores
- ❖ 3-8 Math Scores
- ❖ 4 grade Science
- ❖ Percentage of Chronic Absenteeism
- ❖ Family and Community Engagement (DTSDE Tenet 6)
- ❖ Implementation of social-emotional learning competencies and community school model while building community partnerships

# DATA POINTS

Grade	<b>John James Audubon, No. 33</b>			
	NYS ELA Scores		NYS Math Scores	
	Level 3 & 4	Level 2-4	Level 3 & 4	Level 2-4
K				
1				
2				
3	8.60%	37.10%	8.00%	28.60%
4	3.30%	22.30%	0.00%	8.10%
5	7.00%	26.10%	0.00%	7.90%
6	35.20%	56.50%	13.20%	36.80%

## **SCHOOL # 33 Priorities**

- **Implement RCSD curriculums through high-quality, grade-level instruction.**
- **Embed social-emotional learning competencies through the PBIS framework, curriculum, and school systems and structures.**
- **Use data to differentiate instruction.**

# English Language Arts Instruction



**Goal 1:** Increase the percentage of students reading at grade level according to 2022 iReady Spring Diagnostic data from 14% to 50% by June 2023.

**Goal 2:** 100% of our students will meet their growth goals in reading based on iReady data by June 2023.

# Math Instruction



**Goal 1:** Increase the percentage of students demonstrating math knowledge at grade level according to 2022 iReady Spring Math Diagnostic data from 11% to 55% by June 2023.

**Goal 2:** 100% of our students will meet their growth goals in Math based on iReady data by June 2023.



# Social-emotional Learning (SEL)

**Goal:** 100% of staff will utilize the PBIS framework to support instructional practices and student wellness to create a positive school climate by January 2023.



The image shows four laminated posters arranged in a 2x2 grid. The top row contains 'SOAR... at Arrival' and 'SOAR... at Dismissal' in English. The bottom row contains the Spanish equivalents: 'SOAR... a la llegada' and 'SOAR... en el momento del despedido'. Each poster is organized into a table with four rows: Safe, On Task, Always Caring, and Ready for Success. Each row includes a brief description of the behavior, a small icon, and a visual representation of the SOAR acronym (S, O, A, R).

SOAR... at Arrival	
<b>Safe</b>	Walk into the building Follow your house color path Use the railing going up and down the stairs
<b>On Task</b>	Go directly to your class Stay to the right on the stairs Use indoor voices once inside
<b>Always Caring</b>	Greet people as you walk by Wear your mask over mouth and nose
<b>Ready for Success</b>	Keep feet quiet but moving Accept redirection first time it is given Have all of your belongings with you

SOAR... at Dismissal	
<b>Safe</b>	Walk down the stairs and stay on the right side Stay in line with an adult to the gym and through the bus loop Remain on the bus or in the gym after you're dropped off
<b>On Task</b>	Be ready and prepared for dismissal Listen for the announcement Follow teacher instruction
<b>Always Caring</b>	Use a quiet voice or smile as you pass by people you know Wear your mask over mouth and nose Be aware of your surroundings and pay attention to others
<b>Ready for Success</b>	Use the bathroom before leaving your classroom Have all of your belongings with you

SOAR... a la llegada	
<b>Seguro</b>	Entrar en el edificio Sigue el camino del color de tu casa Utiliza la barandilla al subir y bajar las escaleras
<b>En la tarea</b>	Vaya directamente a su clase Manténgase a la derecha en las escaleras Utilizar las voces interiores un vez dentro
<b>Siempre cuidando</b>	Saludar a la gente al pasar Llevar la máscara sobre la boca y la nariz
<b>Preparados para el éxito</b>	Mantener los pies quietos pero en movimiento Aceptar la redirección la primera vez que se da Llevar todas sus pertenencias contigo

SOAR... en el momento del despedido	
<b>Seguro</b>	Baja las escaleras y manténgase en el lado derecho Permanecer en la fila con un adulto hasta el gimnasio y a través del bucle de autobuses Permanecer en el autobús o en el gimnasio después de que se digan "¡Adiós!"
<b>En la tarea</b>	Estar listo y preparado para el despedido Escuche el anuncio Seguir las instrucciones de profesor
<b>Siempre cuidando</b>	Saluda o sonríe tranquilamente al pasar junto a personas conocidas Llevar la máscara sobre la boca y la nariz Ser consciente de tu entorno y prestar atención a los demás
<b>Preparados para el éxito</b>	Ir al baño antes de salir de la clase Llevar todas sus pertenencias contigo

# Attendance Matters!



# Important Reminders for Families

- ★ Discuss concerns and questions with your child's teacher
- ★ Reach out to our parent liaison, school counselor or social workers for additional support



# What is Title I?

## Part A –

- Elementary and Secondary Education Act, 1965
- Provides additional funding to schools to
  - support additional learning opportunities for students;
  - ensure that all students have the chance to receive a high-quality education;
  - increase family engagement

# Administration of Grants

## Rules of thumb:

- Expenditures must be reasonable and necessary to carry out the goals of the grant
- Allowable under the intent of the grant
- Must be in addition to required instructional services provided to students as part of their regular school day

# How are Title I funds used at my school?

## Supplemental Instruction

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- Hiring of additional Reading or Intervention Teachers
- Providing after school, Saturday or break programs
- Purchasing of additional resources to support student learning (books, software, supplies and materials)

## The school should...

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- Notify parents if their child is participating in extra programs and update parents on their child's progress
- Offer information about the professional qualifications of their child's teacher
- Notify parents on the achievement of their child on NYS assessments

# How are Title I funds used at my school?

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## Parent/Family Engagement Activities

- ☐ Orientations
- ☐ Open House
- ☐ Parent Group Meetings
- ☐ Parent Center Resources
- ☐ More...

## The school should...

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- ☐ Have a parent group and school-based planning team with parents on it
- ☐ Invite parents to participate activities at the school, including developing school improvement plans
- ☐ Communicate with parents in the language that the parent prefers



Every student by face and name.  
Every school, every classroom.  
To and through graduation.

# Questions?

***Lauren McKoy***, Director of Grants for Academic Programs

[lauren.mckoy@rcsdk12.org](mailto:lauren.mckoy@rcsdk12.org)





# Parent Teacher Association: PTA

We need your support, ideas and voice!

Please contact: Ms. Peoples, Parent Liaison  
Mr. Reyes, CSC, or PTA Board Members

# CLASSROOM VISITS

- **We will end this evening's event at 6:00 pm**
- Comments and feedback can be sent to:  
[33info@rcsdk12.org](mailto:33info@rcsdk12.org)

**Thank you so much for joining us!**

**Together in Partnership to Achieve  
Excellence!**

**Phone: 585-482-9290**

**Email: [33info@rcsdk12.org](mailto:33info@rcsdk12.org)**

**Website: [www.rcsdk12.org/33](http://www.rcsdk12.org/33)**

**Twitter: @rcsdsch33**

**Facebook: John James Audubon School 33**