

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

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

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

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

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
Dr. Charles T. Lunsford School No. 19	261600010019	Rochester City School District	N/A	Cohort 2	https://www.rcsdk12.org/innovation
Superintendent	School Principal <i>(If appointed since the last reporting period, attach resume)</i>	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Dr. Carmine Peluso	Moniek Silas-Lee	July, 2017	Rhonda Morien Chief of Schools	PreK-8	N/A

Executive Summary

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

The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*. Applicable links must be made publicly available prior to submitting the report.

During this first quarter, we have continued to focus on our four lead strategies as our guide through Receivership. Our lead strategies are as follows:

- CCTM (Collaborative Co-teaching Model) - Focuses on the delivery of instruction designed to meet scholars where they are through presenting grade-level content
- Restorative Practices - Focuses on the social-emotional needs of scholars, as well as, embodying sense of belonging
- Community Schools/Engagement - Focuses on creating mutually beneficial partnerships that directly align with the interests, wants, and needs of our school community and the greater community
- Arts4All - Focuses on arts education and integration designed to provide our scholars with experiences in various arts (visual, instrumental, mindfulness, dance, etc.)

Continued additional areas of focus:

- Improving student performance to meet receivership metrics continues to be the top priority in meeting the needs of our students. We have remained focused on our indicators and utilizing building-wide strategies such as CASE for math (Close read, Analysis, Solve, and Explain) and CEA for literacy (Claim, Evidence, and Analysis).

Reflection:

- This year we will focus on enhancing our instruction with a focus on student discourse, vocabulary and standards based writing based on our iReady data.
- We will also align with the RCSD in terms of assessments and tools provides students and staff with consistent grade-level instruction that is on pace.
- We will continue the CCTM instructional delivery model utilized by staff continues to ensure strong implementation based on the feedback from NYSED visits and our building walkthrough data.

Professional learning continues to be prioritized to successfully support the effective implementation of our model and our alignment with the district's guiding principles.

- Every child deserves to engage with grade-level content every day.
- Our students must engage with high-quality, culturally responsive experiences where they are affirmed, seen, and valued.
- Professional learning also includes The 4 Disciplines of Execution for Educators and alignment with supporting data and strategies for improvement.

We are continuing to focus on data using schoolwide data protocols. This is allowing us to monitor our growth and make predictions regarding meeting our level 1 and level 2 indicators. Our professional learning for the SY2324 will continue to be guided by this process of data analysis.

Other exciting highlights that occurred during this last reporting period are as follows:

- School-wide growth in both math the reading iReady diagnostics (Fall 2022 to Fall 2023)
- Arts4All -
 - School wide musical, Matilda, has begun.
- Science field trips and experiences
- Schoolwide participation in monitoring, displaying, and celebrating growth and lessons passed in i-Ready
- Our Parent Teacher Student Association along with our Community Site Coordinator-led Community and Family Engagement team is organizing a variety of family and community events monthly including:
 - Family Meet and Greet - September
 - Hispanic Heritage Celebration - October
- We have continued to maintain a food pantry that helps to support the needs of our school families.
- We must provide equitable experiences to every child across the district that is not dependent on where they live or go to school.

Overview of School Demographic and Four-Year Trend Data
 Use the following template to provide demographic and four-year trend data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 5 of this Reporting Document to determine related calculations .

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

Data Source: ROC 3D and SIRS Date of Capture: 10/2/23	Total Current Enrollment/Registrant Counts: N= 319 SWD: N= 80/ 25.1% ELL: N= 10 /3.1% SWD/ELL percentage total N= 2/ 0.6%
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Average Daily Attendance and Chronic Absenteeism Rate by Year				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	89.0%	80.6%	80.5%	82.6%
Chronic Absenteeism Rate	39.5%	72.6%	62%	46.2%

Suspension % Rate and Number by Category				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Out-of-School Suspensions	13.6%/ N=54	13.4%/N=43	12.7%/N=41	2.1%/N=7
Duplicated Suspensions	10.0%/N=40	6.2%/N=20	5.5%/N=18	.30%/N=1
Unduplicated Suspensions	23.1%/N=92	14.3%/N=46	12.7%/N=41	1.8%/N=6
ELL Suspensions	0%/N=0	0%/N=0	0%/N=0	0%/N=0
SWD Suspensions	23.5%/N=28	15.5%/N=14	15.7%/N=14	3.75%/N=3

Suspension Tracking and Reporting Addendum

Duplicated Suspensions #: 1
Number of the same student(s) suspended more than one time.

Unduplicated Suspensions #: 11
Number of students suspended out of school one time.

English Language Learners (ELL) Suspensions #: 0
Number of ELL students suspended at least one time.

Students with Disabilities (SWD) Suspensions #: 3
Number of students with disabilities suspended at least one time.

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

- When responding to prompts pertaining to the *Quarterly Report #1*, identify processes:
 - Used throughout Quarter 1 to assess the impact of *strategies implemented* to improve student learning outcomes.
 - For assessing the impact on student learning outcomes that will be newly implemented during the new school year.
- Frame how the implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
 - Claims should be evidentiary in nature.
 - Reported information and related data should be accessible and able to be reviewed upon request.
- To ensure sustained application of key data where strategy implementation results in *long-term sustainable growth*, District and school Leadership should *assess the impact* of identified lead strategies on student learning, as aligned to Technical Assistance and Support sessions and diagnostic review feedback.

Part I- Lead Strategies for School Improvement

Include 3-4 core lead strategies that are central to the school's improvement plan. Such strategies 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 to serve as overarching approaches for strategically implementing targeted action plans leading to demonstrable improvement.

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

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
1. Community Schools - Engagement		<ul style="list-style-type: none"> ● Collaboration of various partnerships to support academic and social-emotional learning (SEL) ● Provides spaces, training, and events for families ● Directly aligns with attendance DII <p>Progress:</p> <ul style="list-style-type: none"> ● Increased in overall school attendance and community events
2. Restorative Practices		<ul style="list-style-type: none"> ● Use of partnerships (Gandhi and Center for Youth) to support all stakeholders in (SEL) ● Directly aligns with school safety DII <p>Progress:</p> <ul style="list-style-type: none"> ● Overall reduction in school suspensions highlighted in K-6 ● Increased sense of belonging
3. Arts4All - Arts integration and education program		<ul style="list-style-type: none"> ● Utilizes partnerships (Hochstein School of Music and Dance, Memorial Art Gallery, etc.) ● Promotes deeper learning through arts integration ● Provides safe outlets to combat student stress ● Directly aligns with academic, school safety and attendance DIIs <p>Progress:</p> <ul style="list-style-type: none"> ● Increased sense of belonging ● Increased school attendance specifically on Wednesdays during programming ● Promotes positive SEL ● Promotes academic achievement

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4. CCTM (Collaborative Co-Teaching Model)		<ul style="list-style-type: none"> ● Functions as a best practice instructional delivery model ● Provides small group/differentiated instruction ● Embedded professional learning for staff ● Directly aligns with academic DII's <p>Progress:</p> <ul style="list-style-type: none"> ● Provided embedded professional learning ● Will encompass more in depth strands such as: <ul style="list-style-type: none"> ○ math discourse ○ vocabulary ○ writing

Part II – Demonstrable Improvement Level 1 Indicators

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

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

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . Describe how the data trends for this reporting cycle will inform future action steps. Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report. 																																														
33: 3-8 ELA All Students MGP		<p>Strategies:</p> <ul style="list-style-type: none"> CEA (Claim, evidence, and analysis) Strategy CCTM (Collaborative Co-Teaching Model) 	<p>Specific Data/Evidence:</p> <p>NYS Data: 3-8 ELA Proficiency Building-wide: 25.4%</p> <table border="1" data-bbox="1190 789 2018 1029"> <thead> <tr> <th rowspan="2">NYS Levels</th> <th colspan="4">ELA Proficiency - By Grade Levels</th> <th rowspan="2">Proficiency (% of 3s and 4s)</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>9</td> <td>6</td> <td>8</td> <td>0</td> <td>34.8%</td> </tr> <tr> <td>4th</td> <td>4</td> <td>6</td> <td>10</td> <td>9</td> <td>65.5%</td> </tr> <tr> <td>5th</td> <td>15</td> <td>4</td> <td>3</td> <td>1</td> <td>17.4%</td> </tr> <tr> <td>6th</td> <td>17</td> <td>7</td> <td>3</td> <td>1</td> <td>14.3%</td> </tr> <tr> <td>7th</td> <td>27</td> <td>10</td> <td>2</td> <td>0</td> <td>5.1%</td> </tr> <tr> <td>8th</td> <td>8</td> <td>19</td> <td>7</td> <td>1</td> <td>22.8%</td> </tr> </tbody> </table> <p>i-Ready:</p> <ul style="list-style-type: none"> Green – increase 2% (9 students) Yellow – increase 6% (24 students) Red – decrease 9% (5 students) <p>Data Trends/Next Steps:</p> <ul style="list-style-type: none"> Informs student academic groups by both heterogeneous and homogeneous groups to include needed scaffolds and/or differentiation 	NYS Levels	ELA Proficiency - By Grade Levels				Proficiency (% of 3s and 4s)	1	2	3	4	3rd	9	6	8	0	34.8%	4th	4	6	10	9	65.5%	5th	15	4	3	1	17.4%	6th	17	7	3	1	14.3%	7th	27	10	2	0	5.1%	8th	8	19	7	1	22.8%
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Part III – Demonstrable Improvement Level 2 Indicators

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

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

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
2: Plan for and implement Community School Model		<p>Strategies & Action Steps toward progress:</p> <ul style="list-style-type: none"> • Additional partnerships for Arts4All programming • Increase use of Community room • Increase events for families and community • Use of all social media platforms • Increased use of food pantry with appointment option • New Partnerships- Lollipop Farm, U Of R • PTSA Events • SBPT Committees- Restorative Practice, Arts4All, and Community Engagement • Monthly CET meetings • Family Bulletin in main with updated information 	<ul style="list-style-type: none"> • Community Meet and Greet • Food Pantry • Hispanic Heritage Celebration • Social Media Launch <p>Adjustments made to continuation plan based on data:</p> <ul style="list-style-type: none"> • Offer appointments and walk-ins for food pantry • Robocalls and flyers for school-wide events • Increase use of social media platforms • Arts4All Surveys

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6: Family and Community Engagement (DTSDE Tenet 6)		<p><u>Data trends to inform future action items by communicating:</u></p> <ul style="list-style-type: none"> • Arts4ALL programming and participation • Event participation (sign-in sheets and surveys) • SBPT Committee Goal Setting Document • Updated Partnership Inventory • Family Information Bulletin Board in the main hallway. • Monthly Newsletter sent to families <p><u>Strategies & Action Steps toward progress:</u></p> <ul style="list-style-type: none"> • School wide events- Hispanic Heritage • Continue parent groups-STRONG Fathers and establish Lunsford Moms (tentative meeting Nov.2) • Update all social media platforms with information for parents in regard to the following: <ul style="list-style-type: none"> • Lunsford Strong Food Pantry • School-wide events • Collaborate with PTSA • Make food pantry accessible to school families and the community 	<p>Adjustments made to continuation plan based on data:</p> <ul style="list-style-type: none"> • Offer appointments and walk-ins for food pantry • Robocalls and flyers for school-wide events • Increase use of social media platforms • Arts4All Surveys <p>CET meeting to discuss strategies to further build upon our community school model</p> <ul style="list-style-type: none"> • weekly communication with neighborhood partners • share monthly • create monthly newsletter <p>Recommendations made by the CET during this reporting period and how each was used to inform the implementation of the school’s improvement plan:</p> <p>Community Engagement</p> <ul style="list-style-type: none"> • Invite neighborhood organizations into the school community • Communicate weekly with partners around trends • Share school data on an ongoing basis • Continue to create and recruit community members and families to join school focus groups
102: 3-8 ELA Black Core Subject PI		<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • CEA (Claim, evidence, and analysis) Strategy • CCTM (Collaborative Co-Teaching Model) 	<p><u>Specific Data/Evidence:</u></p> <p>NYS Data: 3-8 ELA Proficiency Building-wide: 25.4%</p>

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115: 3-8 Math ED Core Subject PI		<p>Strategies:</p> <ul style="list-style-type: none"> CASE (Close read, Analyze, Solve, Explain) CCTM (Collaborative Co-Teaching Model) <p>Future Action Items:</p> <ul style="list-style-type: none"> Math discourse - use of discourse rubric Economy of Language - book study 	<p>Specific Data/Evidence: NYS Data: 3-8 Math Proficiency Building-wide: 26.9%</p> <table border="1" data-bbox="1319 594 2322 922"> <thead> <tr> <th colspan="6" style="background-color: red; color: white;">Math Proficiency - By Grade Levels</th> </tr> <tr style="background-color: red; color: white;"> <th>NYS Levels</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>Proficiency (% of 3s and 4s)</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>5</td> <td>7</td> <td>6</td> <td>5</td> <td>47.8%</td> </tr> <tr> <td>4th</td> <td>3</td> <td>6</td> <td>10</td> <td>10</td> <td>68%</td> </tr> <tr> <td>5th</td> <td>14</td> <td>6</td> <td>3</td> <td>1</td> <td>16.6%</td> </tr> <tr> <td>6th</td> <td>16</td> <td>6</td> <td>4</td> <td>2</td> <td>21.4%</td> </tr> <tr> <td>7th</td> <td>33</td> <td>8</td> <td>0</td> <td>0</td> <td>0%</td> </tr> <tr> <td>8th</td> <td>27</td> <td>2</td> <td>7</td> <td>1</td> <td>21.6%</td> </tr> </tbody> </table> <p>i-Ready:</p> <ul style="list-style-type: none"> Green – increase 11% (27students) Yellow – increase 18% (48 students) Red – decrease 30% (42 students) <p>Data Trends/Next Steps:</p> <ul style="list-style-type: none"> Small group tutoring Vertical teams <p>Adjustments: NONE</p> <p>Links:</p>	Math Proficiency - By Grade Levels						NYS Levels	1	2	3	4	Proficiency (% of 3s and 4s)	3rd	5	7	6	5	47.8%	4th	3	6	10	10	68%	5th	14	6	3	1	16.6%	6th	16	6	4	2	21.4%	7th	33	8	0	0	0%	8th	27	2	7	1	21.6%
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			DCTL#19 - Math iReady Comparison

Part IV – Community Engagement Team (CET)

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

Recommendations made by the CET, including how the school community and community at-large were engaged to (1) provide input into the school’s Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team Plan and membership for the 2023-2024 SY should be included and detailed below.

**Note: Administrative, teachers, and parent representative members of the CET must be selected through the process as established in Commissioner’s Regulations 100.11(b)*

Report Out of 2023-2024 CET Plan Implementation

- | | |
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| <ul style="list-style-type: none"> List the constituent categories of stakeholders that have participated as CET members during this reporting period. Include any changes made to the CET’s membership during this reporting period. Include the role/title of any new members. Provide data and related evidence used to measure the impact and efficacy of the CET. Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school’s improvement plan. | <ul style="list-style-type: none"> Outline the process by which new members of the CET will be identified and selected*. Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members. An outline of the school’s plan for CET meeting agenda development, the identification of action items, the role of stakeholders, and how progress will be monitored, and goal attainment measured and reported. Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner. |
|---|--|

<p>School 19 CET Members Moniek Silas-Lee, Principal Elizabeth Cross, Elementary Assistant Principal Yarritza Delgado, Community Site Coordinator John Boutet, SWCC Eleanor Coleman, Catholic Family Center Rebekka Cranmer, Elementary Teacher Jane Morse, Geneseo College Gareth Warren, Alpha Psi Alpha Fraternity Alicia Bell, Parent Liaison Carmen Jones, Flint Rec Center Laquanda Fields, Library Media Specialist Crystal Simmons, Geneseo College Inger Williams, Links for Kids Jennifer Owens- UYMA Candice Williams-Healthi Kids Network Vonda Joiner-Yang, School Social worker Lavell Silas-Parent/PTSA Alicia Evans-Healthi Kids/Common Ground</p>	<p>CET meeting to discuss strategies to further build upon our community school model</p> <ul style="list-style-type: none"> weekly communication with neighborhood partners share monthly create monthly newsletter transition from virtual meetings to in-person meetings <p>Recommendations made by the CET during this reporting period and how each was used to inform the implementation of the school’s improvement plan:</p> <p>Community Engagement</p> <ul style="list-style-type: none"> Invite neighborhood organizations into the school community Communicate weekly with partners around trends Share school data on an ongoing basis Continue to create and recruit community members and families to join school focus groups <p>DCTL#19 - CET agendas and presentations & CET Members</p>
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Part V – Powers of the Receiver

Provide a summary of the use of the School Receiver’s powers during this reporting period.

This quarter, all receivership schools in the Rochester City School District continued to provide four hours a month of paid professional development with their RTA staff. All receivership schools received a specialized phonics program and training for implementation. This program (Magnetic Reading) aligns with our assessment too and will fill curricular phonic and phonemic awareness gaps. Two middle schools will not receive new enrollments for the remainder of the year to limit their class size from further increases. All receivership schools have received training from HCI on their specialized placement processes that started significantly earlier this year to improve retention and hiring practices. A specialized staff has been added to improve coherence, visioning, and targeted support to instructional coaches and teachers.

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

The following DI has changed since the previous reporting:

38: 3-8 ELA ED students MGP

Lead Strategy:

CCTM (collaborative Co-Teaching Model)

Strategies:

- CEA (Claim, evidence, and analysis) Strategy
- CCTM (Collaborative Co-Teaching Model)

Future Action Items:

- Vocabulary Instruction
- Economy of Language - book study



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

Name of Receiver (Print): Carmine Peluso
Signature of Receiver: [Signature]
Date: 10/30/23

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

Name of CET Representative (Print): Alina Bell
Signature of CET Representative*: [Signature]
Title of CET Representative: Parent Liaison
Date: 10/23/23

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