

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:
John James Audubon School No. 33	261600010033	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	Dr. Melody Martinez-Davis	11/09/21	Rhonda Morien Chief of Schools	PreK-6	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.

In the past quarter, our experiences and lessons learned have profoundly influenced our plans for the upcoming school year at John James Audubon, School No. 33. We have identified three key priorities for the 2023-24 academic year.

Our primary focus will be to continue raising student achievement. Notably, our iReady data reflects significant improvement from fall 2022 to spring 2023. The percentage of students reading at or above grade level increased from 6% to 23%, and those performing math at grade level rose from 2% to 14%. Furthermore, we observed improvements in our New York State Education Department Math assessment, particularly for our 3-5 Math All Students Core Subject PI, which increased from 27.8% to 37.5%. Additionally, we managed to reduce chronic absenteeism by 7%.

Our key priorities for the year include:

Implementation of the RCSD curriculums through high-quality instruction.

Embedding social-emotional learning competencies through the Positive Behavior Interventions Systems (PBIS) framework, curriculum, school systems, and partnerships. Using data to differentiate instruction.

We have organized a 3-Day Professional Development Summer Institute for our teaching staff, focusing on unpacking standards, lesson planning, Zones of Regulation, and writing. From September to December, after-school professional learning opportunities will center on implementing the RCSD ELA curriculum, with a specific focus on writing. We've revamped our walkthrough tool to monitor our key strategies and provide constructive feedback to teachers. Additionally, we've initiated a staff study on Dr. Carol Dweck's book, "Mindset: The New Psychology of Success."

Our administrative structure for the upcoming year divides administrators by grade levels, with each assistant principal working alongside a Center For Youth Behavior Specialist and an Instructional Coach. This approach fosters a Grade-level Problem Solving Team, meeting weekly to address student concerns and prevention strategies. We've also invested in crisis intervention training for support staff and established a partnership with St. John Fisher University to enhance de-escalation techniques.

Our approach for the upcoming school year will be data-driven. Teachers will analyze NYS ELA and Math assessments, Performance Reports with Gap Analysis, and Released Question Reports to pinpoint priority standards for student focus. In December, teachers will analyze common formative assessments and gather the necessary tools for implementing the new Science curriculum during grade-level meetings.

While attendance remains a concern, we've met the Attendance Demonstrable Indicator. We will continue to emphasize the importance of regular school attendance and run the Attendance Matters Program with monthly incentives. We recently celebrated over 270 students with perfect attendance in September with a breakfast hosted by the City of Rochester's mayor. Students will use data to track their attendance, reading, and math levels through the Wildly Important Goals (WIGS) and i-Ready processes.

We are actively seeking to recruit two reading interventionists and a community school liaison. The absence of a community liaison impacts our community school work and collaboration with the Community Engagement Team. We remain committed to addressing these challenges collaboratively with the Human Capital Office and the Office of Parent and Community Engagement to fill all three positions.

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

SWD 162/17.9%

Total Current Enrollment/Registrant Counts: N= 904

ELL 173/19.1_%

SWD/ELL percentage total 22/2.4%

Average Daily Attendance and Chronic Absenteeism Rate by Year				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	86.0%	76.6%	78.0%	82.2%
Chronic Absenteeism Rate	50.9%	78.9%	73.2%	55.3%

Suspension % Rate and Number by Category				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Out-of-School Suspensions	4.9%/#56	10.4%/#103	7.8%/#75	.21%/#2
Duplicated Suspensions	2.1%/#24	6.7%/# 67	7.2%/#70	.75%/#7
Unduplicated Suspensions	5.3%/#61	12.8%/# 127	14.2%/#136	1.7%/#16
ELL Suspensions	2.4%/#4	6.3%/#8	8.5%/#14	.56%/#1
SWD Suspensions	8.5%/#22	14.2%/#29	12.5%/#25	1.8%/#3

<u>Suspension Tracking and Reporting Addendum</u>	
<u>Out of School Suspensions #:</u>	Number of students who received at least one day of out of school suspension. 2
<u>Duplicated Suspensions #:</u>	Number of the same student(s) suspended more than one time. 7
<u>Unduplicated Suspensions #:</u>	Number of students suspended out of school one time. 16
<u>English Language Learners (ELL) Suspensions #:</u>	Number of ELL students suspended at least one time. 1

Students with Disabilities (SWD) Suspensions #:

Number of students with disabilities suspended at least one time. 3

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 support accessible to all students to ensure positive social-emotional well-being and active engagement in learning in an inclusive 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. Implementation of Rochester City School District curriculums through high-quality instruction.		Teachers have started implementing RCSD curriculums by utilizing the District’s Pacing Guides and resources from the Teacher’s Tool Kit. Teachers were provided with training on the Instruction for All Resources by Paula Rutherford. We are expected to see tools from this resource in their daily instruction to encourage discourse. Teachers are being provided with professional learning on building opportunities for students to interact daily with rich, complex, grade-level texts through writing. Our classroom teachers have continued using the research-based foundational reading programs <i>Magnetic Reading</i> in Kindergarten through Grade 2 and <i>Phonics for Reading</i> in grades 3-6. Regular monitoring and assessment in all academic areas are used to help track progress and adjust instructional approaches as needed to ensure that all students are challenged and supported in their learning. Listening and speaking protocols have been prioritized in conjunction with discourse protocols. The Workshop Model continues to be an expectation in all classrooms.
2. Embed social-emotional learning competencies through the Positive Behavior Interventions Systems (PBIS) framework, curriculum, school systems, and partnerships.		The School-Wide Positive Behavior Intervention Support (SWPBIS) team continues implementing the PBIS framework throughout the school. Students are recognized daily with SOAR tickets for being Safe, On Task, Always Caring, or Ready for Success. They can use those tickets to purchase desired items at the SOAR store. Classrooms continue to utilize the Zones of Regulation curriculum to support Tier 1 social-emotional learning. Our 5th and 6th grade classrooms are re-engaging this quarter with the ROOTS program (Realizing Others Outstanding Talents) for the 2023-2024 school year. The ROOTS program is designed to help students recognize/realize others' outstanding talents and their outstanding potential. A differentiated professional development on Zones of Regulations was provided to all teachers.

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.
<p>3. Use data to differentiate instruction.</p>		<p>This lead strategy was selected as it aligns with the School 33 Data Wise commitment to address how we create a schoolwide culture of using evidence collaboratively to transform teaching and learning. This way, students will experience instruction that is more responsive to their academic needs and grow in using evidence collaboratively and independently. From our walk-throughs and conversations with teachers, we noticed that learning targets in some of the classrooms needed to be aligned with New York State Standards and differentiated, and some teachers needed help with the pace of instruction. Teachers must consistently utilize student data to inform and differentiate instruction across all classrooms including the iReady data collected from the Fall diagnostic assessments in both ELA and Math.</p> <p>This school year, we will continue transforming grade-level meetings into Professional Learning Communities (PLCs). During Grade Level meetings or after-school PLC meetings, teachers will look at areas like attendance, behavior, coursework, and instructional practices to meet the needs of our students more appropriately. We will also implement Wildly Important Goals (WIGS) to teach students how to use data to set goals and monitor their own progress. Additionally, we implemented iReady, Magnetic Reading, and Foundations for Phonics in grades K-6, respectively. These Tier 1 intervention programs allow teachers to monitor students' progress and use the data as a tool for differentiation of grouping, materials, and instruction.</p> <p>We have seen growth in this area, and we see a continued need for teachers to feel comfortable and confident using data to inform and differentiate instruction. Therefore, we will continue with this same lead strategy in the 23-34 school year and strengthen the concepts of a data-driven professional learning community that utilizes multiple data points to differentiate instruction, objectives, and resources to meet students' needs.</p>

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><u>Strategies & Action Steps toward progress:</u></p> <p>Strategy: Implement Rochester City School District curricula through high-quality, grade-level instruction.</p> <p>Strategy: Use data to differentiate instruction.</p> <p>Implemented Action Steps:</p>	<p>Data: i-Ready ELA Fall 2023 diagnostic data as of October 13, 2023. 670/751 students in grades K-6 took the assessment within the assessment window. The first graph shows overall placement across all grade levels. The second graph shows student placement according to academic domain.</p>

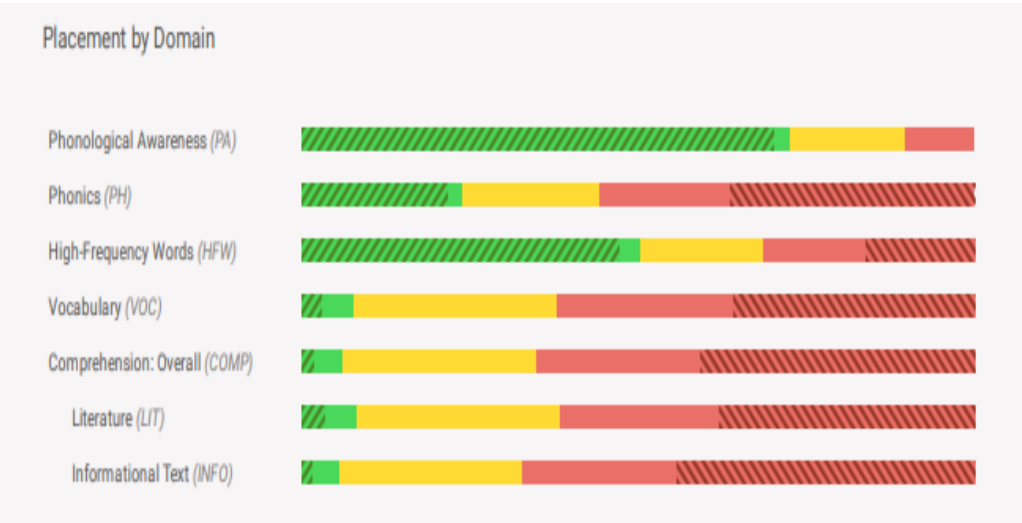
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		<ul style="list-style-type: none"> Magnetic Reading for Grades K-2, exposing students to explicit, systemic foundational skills instruction to students. 100% of intermediate classrooms utilize Phonics for Reading for Grades 3-6 to fortify foundational reading skills. iReady Personalized Lesson Plans Grades K-6. Weekly Grade Level Team Meetings to discuss data for academics, behavior, and coursework. Curriculum pacing charts for all areas are reviewed with teachers regularly at Grade Level Team meetings. Coaches designed and began a New Teacher Induction Building-based Program. Topics for new teachers included classroom management, trauma-informed instruction, planning lessons, standards-based teaching, writing, and utilizing learning targets. 	<p style="text-align: center;">Overall Placement Students Assessed/Total: 677/751</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Placement Category</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Mid or Above Grade Level</td> <td>1%</td> <td>9 Students</td> </tr> <tr> <td>Early On Grade Level</td> <td>4%</td> <td>28 Students</td> </tr> <tr> <td>One Grade Level Below</td> <td>29%</td> <td>199 Students</td> </tr> <tr> <td>Two Grade Levels Below</td> <td>25%</td> <td>167 Students</td> </tr> <tr> <td>Three or More Grade Levels Below</td> <td>40%</td> <td>274 Students</td> </tr> </tbody> </table> <p>diagnostic-results_reading_JJA School #33.pdf</p>	Placement Category	Percentage	Number of Students	Mid or Above Grade Level	1%	9 Students	Early On Grade Level	4%	28 Students	One Grade Level Below	29%	199 Students	Two Grade Levels Below	25%	167 Students	Three or More Grade Levels Below	40%	274 Students
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		<ul style="list-style-type: none"> ● Weekly professional development, focusing on Literacy instruction, specifically writing instruction, using the standards to plan for writing lessons, and creating groups based on student work as scored by a rubric. Recapping the Phonics for Reading Program, the placement test, grouping students, and progress monitoring. ● Instructional Coaches have developed a series of Professional Learning specifically around writing. This series includes topics such as; introducing School 33 Writing Competencies, how to run a Writer’s Workshop, unpacking standards and skills, analyzing and assessing student work, providing feedback, etc. 	<div data-bbox="1365 565 2427 1105"> <p>Placement by Domain</p> <table border="1"> <caption>Approximate Data from Placement by Domain Chart</caption> <thead> <tr> <th>Domain</th> <th>Green with Diagonal Lines</th> <th>Solid Green</th> <th>Solid Yellow</th> <th>Solid Red</th> </tr> </thead> <tbody> <tr> <td>Phonological Awareness (PA)</td> <td>~75%</td> <td>~10%</td> <td>~10%</td> <td>~5%</td> </tr> <tr> <td>Phonics (PH)</td> <td>~25%</td> <td>~10%</td> <td>~15%</td> <td>~50%</td> </tr> <tr> <td>High-Frequency Words (HFW)</td> <td>~70%</td> <td>~10%</td> <td>~15%</td> <td>~5%</td> </tr> <tr> <td>Vocabulary (VOC)</td> <td>~10%</td> <td>~10%</td> <td>~25%</td> <td>~55%</td> </tr> <tr> <td>Comprehension: Overall (COMP)</td> <td>~10%</td> <td>~10%</td> <td>~25%</td> <td>~55%</td> </tr> <tr> <td>Literature (LIT)</td> <td>~10%</td> <td>~10%</td> <td>~25%</td> <td>~55%</td> </tr> <tr> <td>Informational Text (INFO)</td> <td>~10%</td> <td>~10%</td> <td>~25%</td> <td>~55%</td> </tr> </tbody> </table> <p>Data: Spring 2023 NYS ELA assessment score breakdown by grade.</p> </div>	Domain	Green with Diagonal Lines	Solid Green	Solid Yellow	Solid Red	Phonological Awareness (PA)	~75%	~10%	~10%	~5%	Phonics (PH)	~25%	~10%	~15%	~50%	High-Frequency Words (HFW)	~70%	~10%	~15%	~5%	Vocabulary (VOC)	~10%	~10%	~25%	~55%	Comprehension: Overall (COMP)	~10%	~10%	~25%	~55%	Literature (LIT)	~10%	~10%	~25%	~55%	Informational Text (INFO)	~10%	~10%	~25%	~55%
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			<p>Next Steps: Our professional development plan will be updated to include professional learning for classroom teachers on providing targeted intervention in the classroom and methods for scaffolding and differentiation. Teachers have been encouraged to sign up for coaching cycles with our instructional coaches. Building administrators conduct weekly walkthroughs and provide specific feedback to teachers on grade level, engaging, affirming, and meaningful content. In addition, feedback on learning targets is being provided to individual teachers and lesson plans will be collected as necessary to provide actionable feedback. Additionally, we re-shifted our coaches responsibilities so that each house (K-2, 3-4, 5-6) have an instructional coach assigned to them, working closely and focused on Tier 1 instruction.</p>
100: 3-8 ELA All Students Core Subject PI		<p><u>Strategies & Action Steps toward progress:</u></p> <p>Strategy: Implement Rochester City School District curricula through high-quality, grade-level instruction.</p>	<p>Data: i-Ready ELA Fall 2023 diagnostic data as of October 13, 2023. 670/751 students in grades K-6 took the assessment within the assessment window. The first graph shows overall placement across all grade levels. The second graph shows student placement according to academic domain.</p>

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		<p>Strategy: Use data to differentiate instruction.</p> <p>Implemented Action Steps:</p> <ul style="list-style-type: none"> ● Magnetic Reading for Grades K-2, exposing students to explicit, systemic foundational skills instruction to students. ● 100% of intermediate classrooms utilize Phonics for Reading for Grades 3-6 to fortify foundational reading skills. ● iReady Personalized Lesson Plans Grades K-6. ● Weekly Grade Level Team Meetings to discuss data for academics, behavior, and coursework. Curriculum pacing charts for all areas are reviewed with teachers regularly at Grade Level Team meetings. ● Language Arts and Math Assessments. 	<p style="text-align: center;">Overall Placement Students Assessed/Total: 677/751</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Placement Category</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Mid or Above Grade Level</td> <td>1%</td> <td>9 Students</td> </tr> <tr> <td>Early On Grade Level</td> <td>4%</td> <td>28 Students</td> </tr> <tr> <td>One Grade Level Below</td> <td>29%</td> <td>199 Students</td> </tr> <tr> <td>Two Grade Levels Below</td> <td>25%</td> <td>167 Students</td> </tr> <tr> <td>Three or More Grade Levels Below</td> <td>40%</td> <td>274 Students</td> </tr> </tbody> </table>	Placement Category	Percentage	Number of Students	Mid or Above Grade Level	1%	9 Students	Early On Grade Level	4%	28 Students	One Grade Level Below	29%	199 Students	Two Grade Levels Below	25%	167 Students	Three or More Grade Levels Below	40%	274 Students
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		<ul style="list-style-type: none"> ● Coaches designed and began a New Teacher Induction Building-based Program. Topics for new teachers included classroom management, trauma-informed instruction, planning lessons, standards-based teaching, writing, and utilizing learning targets. ● Weekly professional development, focusing on Literacy instruction, specifically writing instruction, using the standards to plan for writing lessons, and creating groups based on student work as scored by a rubric. Recapping the Phonics for Reading Program, the placement test, grouping students, and progress monitoring. ● Instructional Coaches have developed a series of Professional Learning, specifically around writing. This series includes topics such as; introducing School 33 Writing Competencies, how to run a Writer’s Workshop, unpacking standards and skills, analyzing and 	 <p>diagnostic-results_reading_JJA School #33.pdf</p> <p>Data: Spring 2023 NYS ELA assessment score breakdown by grade.</p>

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		assessing student work, providing feedback, etc.	<table border="1" data-bbox="1537 537 2373 1013"> <thead> <tr> <th rowspan="2">Grade</th> <th colspan="2">NYS ELA Scores</th> </tr> <tr> <th>Level 3 & 4</th> <th>Level 2-4</th> </tr> </thead> <tbody> <tr> <td>K</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>14%</td> <td>29%</td> </tr> <tr> <td>4</td> <td>9%</td> <td>32%</td> </tr> <tr> <td>5</td> <td>3%</td> <td>22%</td> </tr> <tr> <td>6</td> <td>14%</td> <td>40%</td> </tr> </tbody> </table> <p data-bbox="1354 1057 2529 1300">Reflection: Based on the percentage of students reading below grade level according to our i-Ready and State assessments, our Academic Intervention Plans have been updated. Intervention teachers have been assigned to our neediest students to provide pull-out intervention services. Our classroom teachers continue to use Magnetic Reading in K-2 and Phonics for Reading in 3-6 to support reading instruction.</p> <p data-bbox="1354 1341 2502 1417">Next Steps: Our professional development plan will be updated to include professional learning for classroom teachers on providing targeted intervention in</p>	Grade	NYS ELA Scores		Level 3 & 4	Level 2-4	K			1			2			3	14%	29%	4	9%	32%	5	3%	22%	6	14%	40%
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			<p>the classroom and methods for scaffolding and differentiation. Teachers have been encouraged to sign up for coaching cycles with our instructional coaches. Building administrators conduct weekly walkthroughs and provide specific feedback to teachers on grade level, engaging, affirming, and meaningful content. In addition, feedback on learning targets is being provided to individual teachers and lesson plans will be collected as necessary to provide actionable feedback. Additionally, we re-shifted our coaches responsibilities so that each house (K-2, 3-4, 5-6) have an instructional coach assigned to them, working closely and focused on Tier 1 instruction.</p>
110:3-8 Math All Students Core Subject PI		<p><u>Strategies & Action Steps toward progress:</u></p> <p>Strategy: Implement Rochester City School District curricula through high-quality, grade-level instruction.</p> <p>Strategy: Use data to differentiate instruction.</p> <p>Implemented Action Steps:</p>	<p>Data:</p> <p>i-Ready Math Fall 2023 diagnostic data as of October 13, 2023. 719/751 students in grades K-6 took the assessment within the assessment window. The first graph shows overall placement across all grade levels. The second graph shows student placement according to academic domain.</p>

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		<ul style="list-style-type: none"> ● i-Ready Personalized Toolbox utilized in grades K-6. ● Weekly grade-level team meetings are held to discuss data for academics, behavior, or coursework. Curriculum pacing charts for all areas were reviewed with teachers regularly at grade-level team meetings and/or during coaching cycles. ● Math Liaisons from each grade level team attended monthly meetings to gain more information from the Math Department. Those liaisons turned the information they learned back to their grade-level teams. ● 100% of Classrooms are implementing the 3Reads Strategy. ● 100% of Classrooms are implementing the RCSD Curriculum. 	<p>Overall Placement</p> <p>Students Assessed/Total: 728/751</p> <table border="1"> <thead> <tr> <th>Placement Category</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Mid or Above Grade Level</td> <td>1%</td> <td>1 Student</td> </tr> <tr> <td>Early On Grade Level</td> <td>31%</td> <td>8 Students</td> </tr> <tr> <td>One Grade Level Below</td> <td>31%</td> <td>227 Students</td> </tr> <tr> <td>Two Grade Levels Below</td> <td rowspan="2">37%</td> <td>225 Students</td> </tr> <tr> <td>Three or More Grade Levels Below</td> <td>267 Students</td> </tr> </tbody> </table> <p> diagnostic-results_math_JJA33.pdf </p>	Placement Category	Percentage	Number of Students	Mid or Above Grade Level	1%	1 Student	Early On Grade Level	31%	8 Students	One Grade Level Below	31%	227 Students	Two Grade Levels Below	37%	225 Students	Three or More Grade Levels Below	267 Students
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160: EM Chronic Absenteeism - All Students		<p><u>Strategies & Action Steps toward progress:</u></p> <p>Strategy: Provide support and interventions to address chronic absenteeism through collaborative planning teams.</p> <p>Implemented Action Steps:</p> <ul style="list-style-type: none"> School #33 Problem-Solving Team monitors data and meets weekly to review referral logs for students in severe chronic or chronically absent categories. TOA, Instructional Coaches, Administrative Assistants, Parent Liaison, and other staff, as designated 	<p>Data:</p> <table border="1" data-bbox="1373 922 2362 1256"> <thead> <tr> <th colspan="5" style="background-color: #d9e1f2;"><u>Average Daily Attendance and Chronic Absenteeism Rate by Year</u></th> </tr> <tr> <th></th> <th>2019-2020</th> <th>2021-2022</th> <th>2022-2023</th> <th>2023-2024 (YTD)</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9e1f2;">Average Daily Attendance Rate</td> <td>86.0%</td> <td>76.6%</td> <td>78.0%</td> <td>82.2%</td> </tr> <tr> <td style="background-color: #d9e1f2;">Chronic Absenteeism Rate</td> <td>50.9%</td> <td>78.9%</td> <td>73.2%</td> <td>55.3%</td> </tr> </tbody> </table> <p>Relevant Documents: Attendance Activities School Year Plan 2023-2024 Attendance Activities School Year Plan 2023-2024-Spanish</p>	<u>Average Daily Attendance and Chronic Absenteeism Rate by Year</u>						2019-2020	2021-2022	2022-2023	2023-2024 (YTD)	Average Daily Attendance Rate	86.0%	76.6%	78.0%	82.2%	Chronic Absenteeism Rate	50.9%	78.9%	73.2%	55.3%
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		<p>by the Administration Team, assist with phone call outreach starting in August to students identified in June 2023.</p> <p>-House Attendance Outreach</p> <ul style="list-style-type: none"> ○ Students brought to the problem-solving team with attendance concerns will have an attendance plan and a case manager assigned to them. ● School #33 Attendance Team and the PBIS committee collaborate on designing and implementing the monthly incentives for students exhibiting perfect, good, and improved attendance. <p>Attendance Incentive Data</p> <ul style="list-style-type: none"> ● Teachers share information with parents about the attendance incentive of the month via SeeSaw or Class Dojo. ● Monthly incentives and tips for parents to combat absenteeism are regularly posted on our social media websites, Class Dojo and SeeSaw. 	<p>House Attendance Outreach Attendance Incentive Data</p> <p>Reflection: In looking at this quarter data, we saw an increase in students attending school. We believe that this is because we were able to contact families that struggled with attendance over the summer to ensure they had all the necessary resources to start the year successfully. We also reflected on last year’s success of our attendance program and a new set of incentives was created for this school year.</p> <p>Next Steps: We will continue to implement our attendance program. The Attendance Committee will continue to meet weekly to review students with chronic absenteeism and make contact with those families to include: home visits, referrals to local agencies for additional support.</p>

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		<ul style="list-style-type: none"> ● PBIS Initiatives to support student engagement and attendance: <ul style="list-style-type: none"> ● SOAR tickets SOAR menu ● Community Building Activities: <ul style="list-style-type: none"> ○ World Read Aloud Day ○ Quarterly House Huddles- focus on WIGS, Attendance data, celebrations ○ Building Wide Reading Competition ○ Principals Book of the Month- focused on specific themes monthly ○ Field Day ○ 6th Grade Community Day (RocRestorative & Playworks) ○ Student Council 	

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**

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Plan for and implement Community School Model		<p>Strategies & Action Steps toward progress:</p> <p>Strategy: Building Community and Family Partnerships.</p> <p>Implemented Action Steps:</p> <ul style="list-style-type: none"> • The partnering agencies that we have continued working with this reporting period include the Center for Youth, Encompass, Community Place, G-2 Strong (Museum of Play), Rochester Regional Health, Connected Communities, ROOTS, and Foodlink. • Robocalls were sent out to remind parents of important dates and 	<p>Reflection: It’s been a challenge to continue the implementation of our Community School Model without a community school liaison. We have tried to maintain most of our partnerships and work through the pillars or a community school. It’s evident that a community school liaison is needed in order to continue with the plan and implementation. Please see the CET section for additional reflection and details.</p> <p>Data: 511/910 students are currently enrolled in our School Based Health Center this year.</p> <ul style="list-style-type: none"> • School Open House • Back to School Event • Community Public Hearing Presentation <p>Next Steps: We will continue to measure and track the metrics for FoodLink to determine the needs of our families as we order food on a bi-weekly or monthly basis and adjust as needed. We will continue to promote our Health Center through</p>

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		<p>information about the Summer Open House event, the Fall Open House, and the first day of school in English and Spanish.</p> <ul style="list-style-type: none"> • Welcome to School 33 Families Packets in several languages were provided to all our families throughout the summer. 	<p>different media platforms. We will also continue to work with the Office or Parent Engagement to hire a community school liaison.</p>
Family and Community Engagement (DTSDE Tenet 6)		<p>Strategy: Building Community and Family Partnerships.</p> <p>Implemented Action Steps:</p> <ul style="list-style-type: none"> • Parent/Student Handbook was translated from English to Spanish and Somalian to meet the language needs of our non-English speaking families. • Robocalls were sent out to remind parents of important dates and information about the Summer Open House event, the Fall Open House, and the first day of school in English and Spanish. 	<p>Reflection: It's been a challenge to continue the implementation of our Community School Model without a community school liaison. We have tried to maintain most of our partnerships and work through the pillars or a community school. It's evident that a community school liaison is needed in order to continue with the plan and implementation. Please see the CET section for additional reflection and details.</p> <p>Data: 511/910 students are currently enrolled in our School Based Health Center this year.</p> <ul style="list-style-type: none"> • School Open House • Back to School Event • Community Public Hearing Presentation <p>Next Steps: We will continue to measure and track the metrics for FoodLink to determine the needs of our families as we order food on a bi-weekly or monthly basis and adjust as needed. We will continue to promote our Health Center through</p>

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		<ul style="list-style-type: none"> • Summer Open House was held where families could come to school to get school supplies and books, meet community partners, get their child's hair cut, and receive lunch and gift cards. • Fall Open House occurred on 9/28/23. Parents and families were invited to the school to listen to a presentation regarding the school's receivership status, engage in conversations with their children's teachers, and learn about and interact with our community partners. • Through meetings with PTA members and parents, we have been able to work through the Title I Family Engagement Grant to ensure this year, we continue to provide creative family engagement events throughout the year. 	<p>different media platforms. We will also continue to work with the Office or Parent Engagement to hire a community school liaison.</p>
35: 3-8 ELA Black Students MGP		<u>Strategies & Action Steps toward progress:</u>	Data: i-Ready ELA Fall 2023 diagnostic data as of October 13, 2023. 670/751 students in grades K-6 took the assessment within the assessment window. The

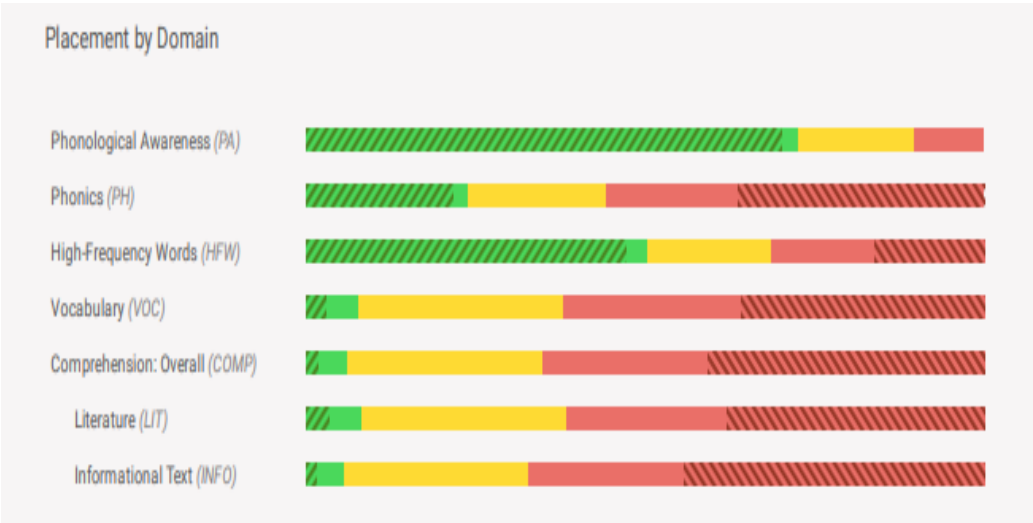
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		<p>Strategy: Implement Rochester City School District curricula through high-quality, grade-level instruction.</p> <p>Strategy: Use data to differentiate instruction.</p> <p>Implemented Action Steps:</p> <ul style="list-style-type: none"> • Magnetic Reading for Grades K-2, exposing students to explicit, systemic foundational skills instruction to students. • Phonics for Reading for Grades 3-6 to fortify foundational reading skills. • iReady Personalized Lesson Plans Grades K-6. • Weekly Grade Level Team Meetings to discuss data for academics, behavior, and coursework. Curriculum pacing charts for all areas are reviewed with teachers regularly at Grade Level Team meetings. • Language Arts and Math Assessments. 	<p>first graph shows overall placement across all grade levels. The second graph shows student placement according to academic domain.</p> <div data-bbox="1478 698 2472 1153"> <p style="text-align: center;">Overall Placement Students Assessed/Total: 677/751</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Mid or Above Grade Level</td> <td>1%</td> <td>9</td> </tr> <tr> <td>Early On Grade Level</td> <td>4%</td> <td>28</td> </tr> <tr> <td>One Grade Level Below</td> <td>29%</td> <td>199</td> </tr> <tr> <td>Two Grade Levels Below</td> <td>25%</td> <td>167</td> </tr> <tr> <td>Three or More Grade Levels Below</td> <td>40%</td> <td>274</td> </tr> </tbody> </table> </div>	Category	Percentage	Number of Students	Mid or Above Grade Level	1%	9	Early On Grade Level	4%	28	One Grade Level Below	29%	199	Two Grade Levels Below	25%	167	Three or More Grade Levels Below	40%	274
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		<ul style="list-style-type: none"> • Coaches designed and began a New Teacher Induction Building-based Program. Topics for new teachers included classroom management, trauma-informed instruction, planning lessons, standards-based teaching, writing, and utilizing learning targets. • Weekly professional development, focusing on Literacy instruction, Speaking and Listening protocols, 4 Disciplines of Execution (Franklin Covey), and Data protocols for team meetings and a focus on Discourse was provided to all teaching staff. • Instructional Coaches have developed a series of Professional Learning specifically around writing. This series includes topics such as; introducing School 33 Writing Competencies, how to run a Writer’s Workshop, unpacking standards and skills, analyzing and assessing student work, providing feedback, etc. 	<div data-bbox="1381 565 2413 1084"> <p>Placement by Domain</p> </div> <p data-bbox="1381 1166 2145 1201"> diagnostic-results_reading_JJA School #33.pdf </p> <p data-bbox="1381 1237 2360 1273"> Data: Spring 2023 NYS ELA assessment score breakdown by grade. </p>

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		<p>and creating groups based on student work as scored by a rubric. Recapping the Phonics for Reading Program, the placement test, grouping students, and progress monitoring.</p> <ul style="list-style-type: none"> • Instructional Coaches have developed a series of Professional Learning specifically around writing. This series includes topics such as; introducing School 33 Writing Competencies, how to run a Writer’s Workshop, unpacking standards and skills, analyzing and assessing student work, providing feedback, etc. 	 <p>diagnostic-results_reading_JJA School #33.pdf</p> <p>Data: Spring 2023 NYS ELA assessment score breakdown by grade.</p>

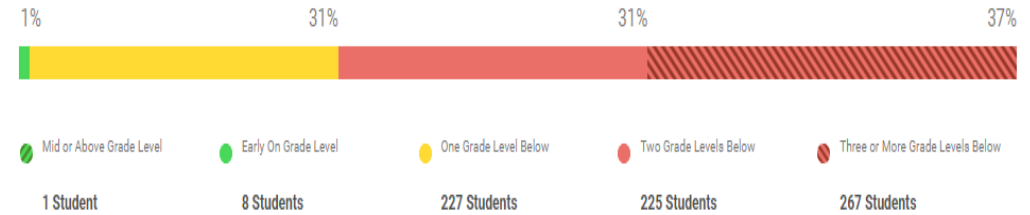
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115: 3-8 Math ED Core Subject PI		<p><u>Strategies & Action Steps toward progress:</u></p> <p>Strategy: Implement Rochester City School District curricula through high-quality, grade-level instruction.</p> <p>Strategy: Use data to differentiate instruction.</p> <p>Implemented Action Steps:</p>	<p>Data: i-Ready Math Fall 2023 diagnostic data as of October 13, 2023. 719/751 students in grades K-6 took the assessment within the assessment window. The first graph shows overall placement across all grade levels. The second graph shows student placement according to academic domain.</p>

- i-Ready Personalized Toolbox utilized in grades K-6.
- Weekly grade-level team meetings are held to discuss data for academics, behavior, or coursework. Curriculum pacing charts for all areas were reviewed with teachers regularly at grade-level team meetings and/or during coaching cycles.
- Ongoing professional development series on Mathematical Discourse was provided in the Spring of 2023.
- Math Liaisons from each grade level team attended monthly meetings to gain more information from the Math Department. Those liaisons turned the information they learned back to their grade-level teams.
- 100% of Classrooms are implementing the 3Reads Strategy.
- 100% of Classrooms are implementing the RCSD Curriculum.

Overall Placement

Students Assessed/Total: 728/751



Placement by Domain



diagnostic-results_math_JJA33.pdf

Data: Spring 2023 NYS MATH assessment score breakdown by grade

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. 																																																
			<table border="1" data-bbox="1378 537 2349 1068"> <thead> <tr> <th colspan="4" data-bbox="1378 537 2349 597">John James Audubon, No. 33</th> </tr> <tr> <th data-bbox="1378 597 1556 704" rowspan="2">Grade</th> <th colspan="2" data-bbox="1556 597 1956 651">NYS ELA Scores</th> <th colspan="2" data-bbox="1956 597 2349 651">NYS Math Scores</th> </tr> <tr> <th data-bbox="1556 651 1760 704">Level 3 & 4</th> <th data-bbox="1760 651 1956 704">Level 2-4</th> <th data-bbox="1956 651 2161 704">Level 3 & 4</th> <th data-bbox="2161 651 2349 704">Level 2-4</th> </tr> </thead> <tbody> <tr> <td data-bbox="1378 704 1556 758">K</td> <td data-bbox="1556 704 1760 758"></td> <td data-bbox="1760 704 1956 758"></td> <td data-bbox="1956 704 2161 758"></td> <td data-bbox="2161 704 2349 758"></td> </tr> <tr> <td data-bbox="1378 758 1556 812">1</td> <td data-bbox="1556 758 1760 812"></td> <td data-bbox="1760 758 1956 812"></td> <td data-bbox="1956 758 2161 812"></td> <td data-bbox="2161 758 2349 812"></td> </tr> <tr> <td data-bbox="1378 812 1556 865">2</td> <td data-bbox="1556 812 1760 865"></td> <td data-bbox="1760 812 1956 865"></td> <td data-bbox="1956 812 2161 865"></td> <td data-bbox="2161 812 2349 865"></td> </tr> <tr> <td data-bbox="1378 865 1556 919">3</td> <td data-bbox="1556 865 1760 919">14%</td> <td data-bbox="1760 865 1956 919">29%</td> <td data-bbox="1956 865 2161 919">13%</td> <td data-bbox="2161 865 2349 919">40%</td> </tr> <tr> <td data-bbox="1378 919 1556 972">4</td> <td data-bbox="1556 919 1760 972">9%</td> <td data-bbox="1760 919 1956 972">32%</td> <td data-bbox="1956 919 2161 972">9%</td> <td data-bbox="2161 919 2349 972">31%</td> </tr> <tr> <td data-bbox="1378 972 1556 1026">5</td> <td data-bbox="1556 972 1760 1026">3%</td> <td data-bbox="1760 972 1956 1026">22%</td> <td data-bbox="1956 972 2161 1026">0%</td> <td data-bbox="2161 972 2349 1026">6%</td> </tr> <tr> <td data-bbox="1378 1026 1556 1068">6</td> <td data-bbox="1556 1026 1760 1068">14%</td> <td data-bbox="1760 1026 1956 1068">40%</td> <td data-bbox="1956 1026 2161 1068">11%</td> <td data-bbox="2161 1026 2349 1068">29%</td> </tr> </tbody> </table> <p data-bbox="1378 1117 2572 1295">Reflection: Based on the breakdown of student needs in i-Ready, the professional learning plan will be updated to focus specifically on Math instruction during Thursday meetings, Grade-level meetings, and optional after-school opportunities. Teachers have been encouraged to sign up for coaching cycles with our instructional coaches.</p> <p data-bbox="1378 1336 2572 1406">Next Steps: We will work with the Math Department Director and coach to determine the best next steps to implement the curriculum and utilize resources</p>	John James Audubon, No. 33				Grade	NYS ELA Scores		NYS Math Scores		Level 3 & 4	Level 2-4	Level 3 & 4	Level 2-4	K					1					2					3	14%	29%	13%	40%	4	9%	32%	9%	31%	5	3%	22%	0%	6%	6	14%	40%	11%	29%
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			<p>that have been included in the Math curriculum, like the Math Modules. Building administrators conduct weekly walkthroughs and provide specific feedback to teachers on grade level, engaging, affirming, and meaningful content (GLEAM). In addition, feedback on learning targets and math fluency is being provided to individual teachers</p>

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. |
|--|---|

CET MEMBERS (Membership will be verified before the first CET meeting later in the Fall)

Paul Clark: Center for Youth - Director of School-Based Programs
Ronda Wade: Center for Youth - Site Coordinator
KeyBank: Maria Hargrove - Bank Manager
Mary Sheffer: Encompass - Encompass Administrator
Renee Abbott: Encompass - Coordinator of Family Navigation
Vignya Dontu: Partners in Reading Program UR-UR Student
Vicky Ortiz: Pillars of Hope - Professional Pillars of Hope Mentor- Instructor (NEW)
Jacob Dyson: G-2 Strong – School-Based Program Coordinator (NEW)
Michael Manioci: Excellus - Community Engagement Program Manager
Lori Shaw: Healthplex - Dental Hygienist Specialist Coordinator
Kara Brown: Connected Communities - Education Project Manager
Colby Parks: Manager of SmileMobile
Dr. Margaret Brazwell : VP School 33
Joyce Duckles: Freedom Schools - UR Professor
Jeremy Smith: Freedom Schools -Community Educator
Jay Becker: Sully Library -Data Support
Gwen Fisher: School 33 SEL Coach
Carmen Lopez: Paraprofessional
Vanessa Correa: Community Place - Foster Grandparent Program Specialist
Nancy Johnson: Rochester Christian Reformed Church - Community Volunteer
Mary Peoples: Parent Liaison
Pastor Bill Gibbons: New Hope Fellowship - Community Volunteer
Kathleen Pendergast: Regional Health - Nurse Practitioner
Andy Rose: REC Center - Recreation Supervisor
Joe DiFiore: Parent
Cara Rager: WXXI - Manager of Educational Training & Family Engagement

After the submission of the Final Report and Continuation Plan, our Community School Coordinator moved abruptly to another position within the District in late August. This caused an unexpected vacancy. The District changed the position from a Community School Coordinator to a Community School Liaison. The main responsibility of hiring for this position is now with the Office of Family and Community Engagement. Before this change, this position was held by a certified NYSED Building Administrator. The position now sits with Civil Services and no longer requires a building-level administration degree or any type of school-related background. This change has presented several challenges for our school and the position remains vacant. Although we do not have a Community School Liaison at this time, the School 33 Administration Team has worked to ensure some of our partnerships remain standing. For example, one of our assistant principals worked together with our Parent Liaison to obtain the necessary certificates and credentials required to restock and operate our school food pantry to support families facing food shortages or uncertainty. Additionally, our clothing closet is being restocked, and families have been notified of our ability to support their needs through our social media platforms and school website. School #33 continues to partner with some of our community agencies to provide push-in and after-school support for our students and their families. The partnering agencies we have continued working with during this reporting period include the Center for Youth, Encompass, Community Place, G-2 Strong (Museum of Play), Rochester Regional Health, Connected Communities, ROOTS, and Foodlink.

Our first CET meeting will be held later in the fall, even in the absence of the Community School Liaison. The following items will be discussed and finalized at this meeting:

- 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, how progress will be monitored, and goal attainment measured and reported.

	<ul style="list-style-type: none">• 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.
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**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)*

Part V – Powers of the Receiver

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

- Early staffing in the spring outside of the teacher's union transfer process
- Purchased Phonics for Reading to be used in small intervention groups grades 3-8
- Starting this academic school year the school purchased Magnetic Reading 2-5 to utilize the fluency and comprehension components to be used in small groups
- A Curriculum Associates Trainer will be training staff using this 3rd - 5th grade program in early November. This trainer will also do some classroom and small intervention group visits and walkthroughs
- Mandated grade-level meetings during the school day with an agenda and focus created by the leadership team
- Thursday professional learning sessions for all teaching staff

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 Demonstrable Indicators were added since the previous report:

- #33: 3-8 ELA All Students MGP
- #35: 3-8 ELA Black Students MGP
- #38: 3-8 ELA ED Students MGP

Refer to Part 1 for a summary of Lead Strategies

Part VI – Assurance and Attestation

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): _____
Signature of Receiver: Caroline Feluso
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): Mary Peoples
Signature of CET Representative*: Mary Peoples
Title of CET Representative: Parent Liaison
Date: 10/27/23

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