New York State
EDUCATION DEPARTMENT
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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 <u>and</u> 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 <u>*must be posted*</u> 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 Walton Spencer School No. 16	261600010016	Rochester City School District	N/A	Cohort 2	https://www.rcsdk12.org/innovation
Superintendent	**School Principal** (*If appointed since the last reporting period, attach resume*)	**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	LIsa Garrow	July, 2018	Rhonda Morien Chief of Schools	PreK-6	N/A

Executive Summary
At School #16, we're committed to improving education for our students. Here's a summary of our recent progress and future plans, explained in simple terms for everyone in our community: Focus Areas and Strategies: 1. Writing Improvement: We're dedicated to making our students better writers. Teachers are getting special training to teach writing standards effectively. We're using clear guidelines and student work analysis to track progress. We've planned classroom observations to ensure these methods are working well. 2. Quality Classroom Discussions: We want our classrooms to have meaningful discussions. Our teachers are learning how to ask better questions. We're observing classes to make sure discussions are top-notch. Teachers will also reflect on their teaching methods using a specific tool. 3. Trusting Relationships: Building trust between students and staff is crucial. We're providing training to create trusting relationships. Regular observations help us adjust our practices. We're also using surveys to measure progress. 4. Tackling Absenteeism: We're working hard to ensure students come to school regularly. We're analyzing attendance data and making plans for students who miss school. We're meeting families to understand their challenges. We're involving our community and providing incentives to boost attendance. 5. Parent Involvement: Parent involvement is vital for our students' success. We're organizing workshops and evening events to engage parents. We're also having regular breakfast meetings with parents and sending out surveys to understand their needs better. Wildly Important Goals (WIGS):

We have two big goals: to improve reading and math skills using a program called i-Ready. We're getting coaching support and creating action plans based on student performance data.

Recent Changes:
We've made important changes, like filling a new position to support our community. We've also identified areas where students need more help and made plans to address those gaps. Plus, we've introduced incentives to encourage regular school attendance.

Looking Ahead:
Our plans are data-driven. We're constantly watching how well our strategies are working and making changes when needed. We're involving our community and parents every step of the way to create the best learning environment for our students.

For more detailed information, you can find the complete report and related updates on our school website. Thank you for your ongoing support in making School #16 a great place to learn and grow!

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 Date of Capture: 10/06/2023	SWD: N=69/19.3% Total Current Enrollment/Registrant Counts: N= 358 ELL:N=10/2.8% SWD/ELL percentage total: N= 3/4.3%

Average Daily Attendance and Chronic Absenteeism Rate by Year				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	88.4%	81.7%	83.1%	85.2%
Chronic Absenteeism Rate	Covid%	60.1%	49.2%	27.7%

Suspension % Rate and Number by Category				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Out-of-School Suspensions	.7%/2	1.9%/6	.53%/2	0/0
Duplicated Suspensions	1.54%/6	.8%/3	.27%/1	0/0
Unduplicated Suspensions	1.7%/7	1.6%/6	.53%/2	0/0
ELL Suspensions	0/0	0/0	0/0	0/0
SWD Suspensions	0/0	2.4%/2	5.8%/4	0/0

Suspension Tracking and Reporting Addendum
Out of School Suspensions #:
Number of students who received at least one day of out of school suspension. 0
Duplicated Suspensions #
Number of the same student(s) suspended more than one time. 0
Unduplicated Suspensions #:
Number of students suspended out of school one time. 0
English Language Learners (ELL) Suspensions #:
Number of ELL students suspended at least one time. 0
Students with Disabilities (SWD) Suspensions #:
Number of students with disabilities suspended at least one time. 0

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.
Standards-based writing will increase from a baseline of 14% in September 2023, to 90% by June 2024, as evidenced by standards-based learning targets unpacked by the teacher and students' ability to articulate what element of writing they are working on to become a better writer.		In the 2023-2024 school year, we will focus on standards-based writing in grades K-6. Student work will be analyzed using rubrics that were created to assess students' command of the appropriate writing standards. Teachers will unpack the writing standards to understand the expectations for grade-appropriate writing. A calendar for implementing building-wide writing genres was developed and will be followed. Students will complete pre- and post-assessments for each genre. Teachers will use pre-assessment data, through the use of a standards-based profile sheet specific to the genre, to determine the course of their instruction. Post-assessment data will identify efficacy of instruction and areas of improvement.
The level (quality) of questioning in classroom discussion will improve from 90% at level 1 to 90% at level 2 by June 2024 as evidenced by the Levels of Discourse rubric.		For 2023-24, we will continue to use talk protocols for higher levels of questioning in math. We will increase our focus on 3 Reads in Read, Draw, Write with an emphasis on the 'Draw'. Math teachers will increase opportunities for writing so students will express and explain their thinking and reasoning during the workshop closing. Attention will be given to key math vocabulary. Teachers will teach vocabulary words within the context and students will use the words in writing when explaining the thinking and reasoning.

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.
Trusting relationships between staff and students will increase from 69% to 80% by June 2024 as measured by the Leader In Me MRA Survey.		Staff will participate in professional development on building trusting relationships (self, staff to staff and staff to students).
Chronic Absenteeism will decrease from 57% to 37% by June 2024.		The Attendance Team has a system in place that tracks students. Using multiple supports and systems that have been developed, the team to dissolve barriers and create year-long incentives. Attendance incentives are key to improving our attendance during the 2023-2024 School Year as evident from last year's data.
Increase family attendance at school events from 60% to 80% by June 2024.		Parent workshops will be identified and conducted based on the beginning of the year needs assessment survey. Incentives for parents, along with dinner, will be provided.

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.	• 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.

| 100 3-8 ELA All Students Core Subject PI | | **Goal:**
Standards-based writing will increase from a baseline of 14% in September 2023 to 90% by June 2024, as evidenced by standards-based learning targets unpacked by the teacher and students' ability to articulate what element of writing they are working on to become a better writer.

Lead Measure:
A sampling of student work will be collected and analyzed using standards-based rubrics.

Lead Measure:
Class profile sheets, based on standards, will be utilized during team days to evaluate pre- and post-assessments for each genre. Based upon the data, teachers and coaches will identify areas of improvement to be addressed during instruction.

Strategies and Action Steps
● Unpack the writing standards and use them to drive instruction
● Use profile sheets for each genre to identify areas of need based on pre- and post-assessment data
● Create action plans, based on i-Ready Diagnostic data to focus on skill gaps in reading. In grades 3-6, action plans often entail citing information
● Continue to utilize the RACE strategy
● Based on Spring 2023 and Fall 2023 i-Ready data, a focus is also needed on reading comprehension (literal and informational) and vocabulary which will be addressed in action plans.
● Ongoing professional learning on using data, standards, tier 1 instruction, and discourse
● TOA to co-teach and plan with teachers | **Data/Data Trends**
i-Ready Fall Diagnostic shows kindergarten - sixth grade proficiency as 9% mid or above grade level, 40% one grade level below and 51% two or more grade levels below.

Walkthrough data from Writer's Workshop shows that 100% of teachers and students observed were focused on the correct genre. Writing anchor charts were evident in 80% of the observations. Students were observed using rubrics 20% of the time.

The narrative pre-assessment results for grades three through six are below. |

Grade	Performance Level		
	1	2	3-4
3	44%	53%	3%
4	50%	47%	3%
5	37%	50%	13%
6	56%	38%	6%

The data includes the eight ASD students in third grade and nine students in our sixth grade 12:1:1.

Links: 2023-24 i-Ready Data, Action Plans*, 2023-24 Writing Genre
*Link contains PII and will not be active for Public view

110 3-8 Math All Students Core Subject PI		**Goal:** The level (quality) of questioning in classroom discussion will improve from 90% at level 1 to 90% at level 2 by June 2024 as evidenced by the Levels of Discourse rubric. **Lead Measure:** Administration will conduct weekly walkthroughs to observe and analyze the use of Mathematical Discussion Protocols, teacher talk moves, and questioning strategies, and students' engagement in the discussion during Math Workshop. **Lead Measure:** The Instructional Leadership Team will conduct regular school-wide learning walks to observe/analyze the use of mathematical discussion protocols, talk moves and questioning strategies, and student engagement during Math Workshop. Based on the data, the school will identify job-embedded professional development and peer observations as needed. **Strategies and Action Steps:** • Provide students with rich mathematical discussions, utilize discussion protocols, and ensure students demonstrate thinking and reasoning skills when solving word problems. • Use Effective Talk Formats, Talk Moves, and Pose Purposeful Questions. Add new talk strategies to teachers' repertoire. Continue to utilize the "100 Questions to Promote Mathematical Discourse" as a guide and reference for facilitating effective mathematical discussion. • Provide students with effective comprehension strategies and visual models to solve word problems. • Provide students with frequent writing opportunities in math.	**Data/Data Trends** **i-Ready Diagnostic:** Fall i-Ready Diagnostic shows overall 2% of students scored on grade level or higher, 40% scored one grade level below, and 58% performed at two or more grade levels below. i-Ready assesses students at their current grade levels and instruction began just over a month ago. Consequently, most grade level content has not been taught yet so many students are performing at one or more grade levels below. **Walkthrough Data:** Walkthrough data collected in October 2023 shows that 75% of teachers and students participated in mathematical discussion using the turn and talk protocol. 50% of teachers used talk moves and questioning strategies. **New York State Assessment Proficiency Results**

Math

Grade	21-22	22-23	Increase
3	23.7%	26.1%	2.4%
4	2.8%	15%	12.2%
5	0%	2.7%	2.7%
6	5.1%	10.2%	5.1%
Total	8%	14%	6%

Links to Data:
i-Ready Quarterly Report 2023-2024
Math CFA 2023-2024
R³DW Data
Action Plans

		● Conduct rigorous instruction that provides students with appropriate learning experiences that are diverse and equitable. ● Teachers self-evaluate and reflect on their mathematical discourse in the classrooms based on levels 0 and 1 for the 5 categories: *Teacher Role*, *Questioning, Explaining Mathematical Thinking , Mathematical Representations, and Building Student Responsibility within the Community*. ● Incorporate New York State released questions into core instructions as part of morning work or application practice. ● Focus on knowledge of content and pedagogy during Team Days and professional learning. ● Ongoing professional learning from the district math department for cohort training. ● Embed 3 Reads in the **R**ead of RDW, a school-wide strategy. RDW changes to R³DW.	
160 EM Chronic Absenteeis m - All Students		**Strategies:** ● Cultivate strong relationships between students, teachers, and families ● Provide supports for chronically absent students when they return to class ● Reduce student tardiness to reduce chronic absenteeism ● Use tardy and absentee data to find at-risk students ● Use positive reinforcement to improve student attendance **Action Steps implemented:** ● Implement school-wide attendance incentives for classrooms, target chronically absent students, and acknowledge students with perfect attendance and attendance growth. ● Bi-weekly attendance meetings ● Tiered system to identify tier 1, 2, and 3 students ● School-wide attendance incentives	**Data and Rationale** ● [JWS School 16 (23-24) Weekly Attendance Report](#) ● [2023-2024 School 16's Attendance Incentive Slide Presentation](#)

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.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• 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		**Strategies & Action Steps toward progress:**
		Action Steps Implemented:
		• Hired a new Community Liaison Specialist to implement the Community School Model, 9/25/23
		New Partnerships
		• Golisano Children's Hospital Partnership
		  ○ Telemedicine appointments from school.
		• Pillars of Hope
		  ○ Tutoring and Mentoring
		Continuation of partnerships:
		• Formed a partnership with Nazareth College to provide teacher mentorship and field experience for MCC Education students. This, in turn, provides classroom teachers with instructional support.
		• Established a partnership with Vision Financial Group to provide parent and staff workshops surrounding financial literacy.
			Open House 9/21/23 - 86 Families attended
			
			Parent Survey -
			To be completed 11-7-2023

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• 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.

		• Engaged in the RCSD process to establish an after-school program for the 2023 -2024 school year in partnership with the community-based program Breaking All Barriers.
		 • Conducted parent and school needs assessments in the form of surveys. Data was collected on the need for integrated tutoring services and community resources. The links to the surveys are below.
		 School 16 Tutoring Integrated Services: 19 Ward Community Association
		 Data:
		 • Community Engagement Meetings
		 • 23-24 CET Meeting Dates and Team links (Updated)
		 • Administrators and parents meet over Brunch to address concerns. 11/6/2023
		 • Soup, Sip, and See (parent workshop to build community and provide school and community-based resources), 12/14/23
		 Parent Empowerment (pulling resources from the community to work collectively with parents to empower). 5/16/2024
		   • Debt Management Parent Workshop, 2/8/24
		   • Open House 9/21/23
		   • Leaders in Dads (Leading dads to become advocates in their children learning) 11/9/23.
		   • Parent engagement 11/16/23 (Fair housing programs and Credit repair).	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• 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.
		• Project Fair 3/21/24 • Mother and Son Ball 5/10/24 • Father and Daughter Ball 6/7/24	
6 Family and Community Engagement		**Strategies & Action Steps toward progress:** • Survey families for new workshop interests • Continue traditional events and create new events • Research possible name update as community requested • Build upon partnerships and create new partnerships • Host monthly Community Engagement Team meetings to inform and collaborate with diverse stakeholders to build community and meet the needs of students and families. • 23 - 24 CET Meeting Dates • We are in the process of partnering with the 19th Ward Community Association to provide integrated tutoring services to support students in reading and math. The teacher needs assessment survey is below. • School 16 Tutoring Integrated Services: 19 Ward Community Association • Established a partnership with Living Word Church to support school-wide attendance incentives.	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- 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.
102 3-8 ELA Black Core Subject PI		**Goal:** Standards-based writing will increase from a baseline of 14% in September 2023 to 90% by June 2024, as evidenced by standards-based learning targets unpacked by the teacher and students' ability to articulate what element of writing they are working on to become a better writer. **Lead Measure:** A sampling of student work will be collected and analyzed using standards-based rubrics. **Lead Measure:** Class profile sheets, based on standards, will be utilized during team days to evaluate pre- and post-assessments for each genre. Based upon the data, teachers and coaches will identify areas of improvement to be addressed during instruction. **Strategies and Action Steps** - Unpack the writing standards and use them to drive instruction - Use profile sheets for each genre to identify areas of need based on pre- and post-assessment data - Create action plans, based on i-Ready Diagnostic data to focus on skill gaps in reading. In grades 3-6, action plans often entail citing information	**Data/Data Trends** i-Ready Fall Diagnostic shows kindergarten - sixth grade proficiency as 9% mid or above grade level, 40% one grade level below and 51% two or more grade levels below. Walkthrough data from Writer's Workshop shows that 100% of teachers and students observed were focused on the correct genre. Writing anchor charts were evident in 80% of the observations. Students were observed using rubrics 20% of the time. The narrative pre-assessment results for grades three through six are below.

Grade	Performance Level		
	1	**2**	**3-4**
3	44%	53%	3%
4	50%	47%	3%

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• 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.
		• Continue to utilize the RACE strategy • Based on Spring 2023 and Fall 2023 i-Ready data, a focus is also needed on reading comprehension (literal and informational) and vocabulary • Ongoing professional learning on using data, standards, tier 1 instruction, and discourse • TOA to co-teach and plan with teachers	<table><tr><td>5</td><td>37%</td><td>50%</td><td>13%</td></tr><tr><td>6</td><td>56%</td><td>38%</td><td>6%</td></tr></table> The data includes the eight ASD students in third grade and nine students in our sixth grade 12:1:1. Links: 2023-24 i-Ready Data, Action Plans, 2023-24 Writing Genre
115 3-8 Math ED Core Subject PI		**Goal:** The level (quality) of questioning in classroom discussion will improve from 90% at level 1 to 90% at level 2 by June 2024 as evidenced by the Levels of Discourse rubric. **Lead Measure:** Administration will conduct weekly walkthroughs to observe and analyze the use of Mathematical Discussion Protocols, teacher talk moves, and questioning strategies, and students' engagement in the discussion during Math Workshop. **Lead Measure:**	**Data/Data Trend:** **i-Ready Diagnostic:** Fall i-Ready Diagnostic shows overall 2% of students scored on grade level or higher, 40% scored one grade level below, and 58% performed at two or more grade levels below. i-Ready assesses students at their current grade levels and instruction began just over a month ago. Consequently, most grade level content has not been taught yet so many students are performing at one or more grade levels below.

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		The Instructional Leadership Team will conduct regular school-wide learning walks to observe/analyze the use of mathematical discussion protocols, talk moves and questioning strategies, and student engagement during Math Workshop. Based on the data, the school will identify job-embedded professional development and peer observations as needed. **Strategies and Action Steps:** • Provide students with rich mathematical discussions, utilize discussion protocols, and ensure students demonstrate thinking and reasoning skills when solving word problems. • Use Effective Talk Formats, Talk Moves, and Pose Purposeful Questions. Add new talk strategies to teachers' repertoire. Continue to utilize the "100 Questions to Promote Mathematical Discourse" as a guide and reference for facilitating effective mathematical discussion. • Provide students with effective comprehension strategies and visual models to solve word problems. • Provide students with frequent writing opportunities in math. • Conduct rigorous instruction that provides students with appropriate learning experiences that are diverse and equitable. • Teachers self-evaluate and reflect on their mathematical discourse in the classrooms based on levels 0 and 1 for the 5 categories: *Teacher*	**Walkthrough Data:** Walkthrough data collected in October 2023 shows that 75% of teachers and students participated in mathematical discussion using the turn and talk protocol. 50% of teachers used talk moves and questioning strategies. **New York State Assessment Proficiency Results** **Math** 	Grade	21-22	22-23	Increase	 |---|---|---|---| 	3	23.7%	26.1%	2.4%	 	4	2.8%	15%	12.2%	 	5	0%	2.7%	2.7%	 	6	5.1%	10.2%	5.1%	 	Total	8%	14%	6%	 **Links to Data**: i-Ready Quarterly Report 2023-2024

Receivership, 2023-2024 Q1 Report/OISR_Sept.23
(As required under Section 211(f) of NYS Ed. Law)

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		Role, Questioning, Explaining Mathematical Thinking , Mathematical Representations, and Building Student Responsibility within the Community. ● New York State released questions into core instructions as part of morning work or application practice. ● Focus on knowledge of content and pedagogy during Team Days and professional learning. ● Ongoing professional learning from the district math department for cohort training. ● Embed 3 Reads in the **R**ead of RDW, a school-wide strategy. RDW changes to R^{3}DW.	Math CFA 2023-2024 R^{3}DW Data Action Plans
105 3-8 ELA ED Core Subject PI		**Goal:** Standards-based writing will increase from a baseline of 14% in September 2023 to 90% by June 2024, as evidenced by standards-based learning targets unpacked by the teacher and students' ability to articulate what element of writing they are working on to become a better writer. **Lead Measure:** A sampling of student work will be collected and analyzed using standards-based rubrics. **Lead Measure:**	**Data/Data Trends** i-Ready Fall Diagnostic shows kindergarten - sixth grade proficiency as 9% mid or above grade level, 40% one grade level below and 51% two or more grade levels below. Walkthrough data from Writer's Workshop shows that 100% of teachers and students observed were focused on the correct genre. Writing anchor charts were evident in

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• 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.
		Class profile sheets, based on standards, will be utilized during team days to evaluate pre- and post-assessments for each genre. Based upon the data, teachers and coaches will identify areas of improvement to be addressed during instruction. **Strategies and Action Steps** • Unpack the writing standards and use them to drive instruction • Use profile sheets for each genre to identify areas of need based on pre- and post-assessment data • Create action plans, based on i-Ready Diagnostic data to focus on skill gaps in reading. In grades 3-6, action plans often entail citing information • Continue to utilize the RACE strategy • Based on Spring 2023 and Fall 2023 i-Ready data, a focus is also needed on reading comprehension (literal and informational) and vocabulary • Ongoing professional learning on using data, standards, tier 1 instruction, and discourse • TOA to co-teach and plan with teachers	80% of the observations. Students were observed using rubrics 20% of the time. The narrative pre-assessment results for grades three through six are below. (see table below) The data includes the eight ASD students in third grade and nine students in our sixth grade 12:1:1. Links: 2023-24 i-Ready Data, Action Plans, 2023-24 Writing Genre

	Performance Level		
Grade	**1**	**2**	**3-4**
3	44%	53%	3%
4	50%	47%	3%
5	37%	50%	13%
6	56%	38%	6%

Part IV – Community Engagement Team (CET)
<u>The Community Engagement Team</u> *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

• 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.	• 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.
Ernestine Brown - Community School Liaison Specialist Lisa Garrow - Principal Robert Burns - Vice Principal John Boutet - 19th Ward Community Member Michele Michel - ELA Instructional Support Teacher Lieselle Taylor - Director of Community Schools Pam Kuek - Math Instructional Support Teacher Amy Schramm - Art Teacher Nancy Weinstein - Kindergarten Teacher Courtney Smart - Kindergarten Teacher Vacant - Parent Liaison Maggie Englehart - School Psychologist Jay Ross Roberta McGill - Clergy Ms. Barton - Center for Youth Joise Mclarty - 19th Ward Community Member 5th Grade Student 6th Grade Student	The Community Engagement Team recommends continuing with the community school philosophy. They want to continue to build community partnerships within the 19th Ward and beyond. Ongoing work must be done to continue to strengthen relationships with families and the community in order to tackle chronic absenteeism, provide integrated academic and social-emotional support for students, and meet the needs of families. CET Link and Agenda

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.

At School #16, there is mandatory professional learning on Wednesdays after school for most RTA staff. Topics include, but are not limited to: data dissemination and analysis, Leader in Me, writing - standards, progressions, looking at student work, and next steps, math - curriculum, pacing, and discussion protocols, i-Ready action planning, implementation of 4DX - student goal setting, portfolios, progress tracking, and celebrating, intervention, and Multi Tiered Systems of Support.

We continue our second year of Magnetic Reading implementation in grades kindergarten through second. The program fills gaps within our curriculum in regards to phonics and phonemic awareness.

School 16 Professional Learning Calendar

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.*

Two new demonstrable indicators were added this year;
#3 Student Attendance
#112 3 - 8 Math Black Core Subject PI
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 Commissioners Regulation §100.19.

Receivership, 2023-2024 Q1 Report/OISR_Sept.23
 (As required under Section 211(f) of NYS Ed. Law)

Name of Receiver (Print):   *Carmine Peluso*
Signature of Receiver:
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):   *Michele Michel*
Signature of CET Representative*:   *Michele Michel*
Title of CET Representative: *ELA Support Teacher (RTA)*
Date: *10/30/2023*

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