

2022-2023 Receivership School Final Report and 2023-2024 Continuation Plan

Report Period: April 29, 2023, to June 30, 2023 (Due July 21, 2023)

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

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

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
Dr. Charles T. Lunsford School No. 19	261600010019	Rochester City School District		Cohort 2	www.rcsdk12.org/innovation

Superintendent	School Principal (If appointed since the last reporting period, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Dr. Carmine Peluso	Moniek Silas-Lee	Appointment date: July 2017	Rhonda Morien - Chief of Schools	PreK-8	N/A

Executive Summary

Please provide a plain-language summary of this combined report and continuation plan to both reflect the changes and progress made since the last reporting period and to describe how actions taken to implement lead strategies, engage the community, and enact Receivership powers during the past quarter will provide a basis for developing a data-informed continuation plan for the next school year.

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

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

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

Continued additional areas of focus:

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

Reflection:

- Looking forward to SY2324 we will focus on revisiting this strategy to encompass math discourse and a strong focus on vocabulary based on our iReady data
- Shifting to align with the RCSD in terms of assessments and tools provides students and staff with consistent grade-level instruction that is on pace. The CCTM instructional delivery model utilized by staff continues to ensure strong implementation based on the feedback from NYSED visits and our building walkthrough data.

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

- Every child deserves to engage with grade-level content every day.
- Our students must engage with high-quality, culturally responsive experiences where they are affirmed, seen, and valued.
- We must provide equitable experiences to every child across the district that is not dependent on where they live or go to school.

- Professional learning also includes The 4 Disciplines of Execution for Educators and alignment with supporting data and strategies for improvement.

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

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

- School-wide growth in both math the reading iReady diagnostics
- Arts4All -
 - Talent Show Extravaganza
- Science field trips and experiences
- Schoolwide participation in monitoring, displaying, and celebrating growth and lessons passed in i-Ready
- Our Parent Teacher Student Association along with our Community Site Coordinator-led Community and Family Engagement team has organized and hosted a variety of family and community events monthly including:
 - School-wide Family Picnic - canceled due to poor air quality
 - Strong Father's Committee - Mother's Day Brunch
- We have continued to maintain a food pantry that helps to support the needs of our school families.

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

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

Data Source:

ROC3D

Date of Capture:

7.11.23

Total Current Enrollment/Registrant Counts: N=

330

SWD

24.2

%

ELL

5

%

SWD/ELL percentage total

24.5

%

Average Daily Attendance and Chronic Absenteeism Rate by Year				
	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
Average Daily Attendance Rate	__87.7__%	__89__%	__80.6__%	__80.5%
Chronic Absenteeism Rate	__46%	_NA__%	__65.9__%	__54%

Suspension % Rate and Number by Category				
	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
Out-of-School Suspensions	__23.8__%/# __76	_31.1__%/# __93__	__22.3__%/# __81__	__26.6__%/# 88
Duplicated Suspensions	_39__%/# 146__	_41__%/# __167	__28__%/# __97	_6__%/# __20__
Unduplicated Suspensions	_16.9__%/# __63__	__21.8__%/# __86__	__13.6__%/# __46__	__20.6__%/# 68__
ELL Suspensions	__0__%/#_0_ —	__0__%/#_0_ —	__0__%/#_0_ —	__0__%/#_0_ —
SWD Suspensions	__%/#__	__%/#__	_41__%/# __30	__8__%/# __10__

Suspension Tracking and Reporting Addendum

Out of School Suspensions #: 88

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

Duplicated Suspensions #: 20

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

Unduplicated Suspensions #: 68

Number of students suspended out of school one time.

English Language Learners (ELL) Suspensions #: 0

Number of ELL students suspended at least one time.

Students with Disabilities (SWD) Suspensions #: 10

Number of students with disabilities suspended at least one time.

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

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

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

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

Final Report and Reflection on Lead Strategies Applied during April 29, 2023 – June 30, 2023		Lead Strategies that will Guide the 2023-2024 School Year Continuation Plan	
List the lead strategies that guided the school’s improvement work during the 2022-2023 school year, including any that were discontinued.	For each lead strategy, provide context for why the strategy was selected as a key lever for improvement based on data trends, as well as whether the lead strategy will be maintained during the next school year.	List the lead strategies that will guide the school’s improvement plan during the 2023-2024 school year.	Explain why the lead strategy listed was selected based on current data trends, and how the lead strategy will help to achieve progress toward this year’s demonstrable improvement targets.
1. Community Schools - Engagement	<ul style="list-style-type: none"> Collaboration of various partnerships to support academic and social-emotional learning (SEL) Provides spaces, training, and events for families Directly aligns with attendance DII Will continue next year 	1. Community Schools - Engagement	<ul style="list-style-type: none"> Increased in overall school attendance and community events
2. Restorative Practices	<ul style="list-style-type: none"> Use of partnerships (Gandhi and Center for Youth) to support all stakeholders in (SEL) Directly aligns with school safety DII 	2. Restorative Practices	<ul style="list-style-type: none"> Overall reduction in school suspensions highlighted in K-6 Increased sense of belonging

	<ul style="list-style-type: none"> • Will continue next year 		
3. Arts4All - Arts integration and education program	<ul style="list-style-type: none"> • Utilizes partnerships (Hochstein School of Music and Dance, Memorial Art Gallery, etc.) • Promotes deeper learning through arts integration • Provides safe outlets to combat student stress • Directly aligns with academic, school safety and attendance DII's • Will continue next year 	3. Arts4All - Arts integration and education program	<ul style="list-style-type: none"> • Increased sense of belonging • Increased school attendance specifically on Wednesdays during programming • Promotes positive SEL • Promotes academic achievement
4. CCTM (Collaborative Co-Teaching Model)	<ul style="list-style-type: none"> • Functions as a best practice instructional delivery model • Provides small group/differentiated instruction • Embedded professional learning for staff • Directly aligns with academic DII's • Will continue next year 	4. CCTM (Collaborative Co-Teaching Model)	<ul style="list-style-type: none"> • Provided embedded professional learning • Will encompass more in depth strands such as: <ul style="list-style-type: none"> ○ math discourse ○ vocabulary and ○ writing

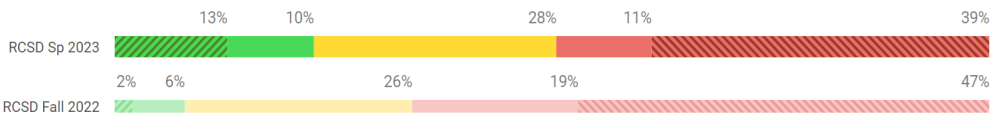
Part II – Demonstrable Improvement Level 1 Indicators:

Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies informed the implementation specific strategies, action steps, goals, and commitments to support progress toward the Demonstrable Improvement Indicator targets.

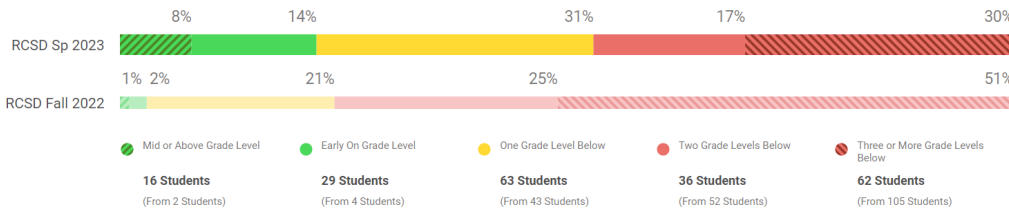
Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
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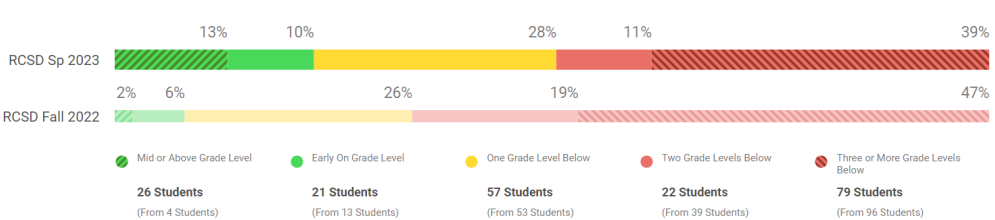
<div>#5</div> <div>School Safety</div> <div>22-23 Progress Target: 1.6</div> <div>(VADIR)</div>	<div>Strategies:</div> <div>PBIS</div> <ul style="list-style-type: none"> Students of the week Monthly STRONG Student Celebrations <div>Morning Meetings</div> <ul style="list-style-type: none"> Monthly - last Friday of the month Special occasions such as i-Ready pep rally <div>Restorative Conversations</div> <ul style="list-style-type: none"> Daily student support Post disciplinary actions Circle Champions training <div>Use of community partners (staffing):</div> <ul style="list-style-type: none"> Center for Youth - 1 staff member Gandhi Institute - 1 staff member Pathways to Peace - 1 staff member Urban League of Rochester - 1 staff member(new) <div>Specific Data/Evidence:</div> <div> <div>Office Referrals – SY 2223</div> <table> <tr> <th>Grade</th><th>Number</th><th>Increase from last reporting</th></tr> <tr><td>K</td><td>15</td><td>+9</td></tr> <tr><td>1</td><td>29</td><td>+4</td></tr> <tr><td>2</td><td>30</td><td>+7</td></tr> <tr><td>3</td><td>56</td><td>+30</td></tr> <tr><td>4</td><td>35</td><td>+10</td></tr> <tr><td>5</td><td>23</td><td>+2</td></tr> <tr><td>6</td><td>7</td><td>+2</td></tr> <tr><td>7</td><td>104</td><td>+22</td></tr> <tr><td>8</td><td>57</td><td>+8</td></tr> </table> </div>	Grade	Number	Increase from last reporting	K	15	+9	1	29	+4	2	30	+7	3	56	+30	4	35	+10	5	23	+2	6	7	+2	7	104	+22	8	57	+8	<div>Data informed Rationale:</div> <ul style="list-style-type: none"> Greatest increase in referrals occurred in grades 3rd,4th and 7th grades. These grades experienced either new students with disabilities, classification of students, or challenges with task completion Note the increased number represents a select number of students The reasons for referrals remained the same <div>Adjustments:</div> <ul style="list-style-type: none"> Continue progressive discipline measures for students with more than one suspension according to the district’s code of conduct. MTSS meetings to develop individual behavioral intervention plans for students with multiple monthly ODR’s.
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Locations	Reasons											
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#33 3-8 ELA All Students MGP	<p>Strategies:</p> <ul style="list-style-type: none">CEA (Claim, evidence, and analysis) StrategyCCTM (Collaborative Co-Teaching Model)	<p>Specific Data:</p> <p>i-Ready:</p> <ul style="list-style-type: none">88% median progress toward annual typical growth scores. (increase of 35%)78% of students showed growth from their winter diagnostic scores										

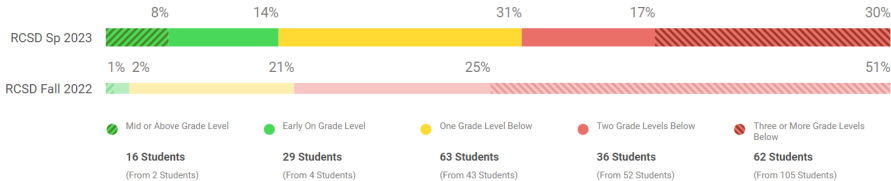
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<p>22-23 Progress Target: 42.9</p> <p>(SIRS- 112)</p>	<p><u>Specific Data/Evidence:</u></p> <p>Overall Placement Students Assessed/Total: 205/261</p>  <table><tr><th>Category</th><th>RCSD Sp 2023 (%)</th><th>RCSD Sp 2023 (Students)</th><th>RCSD Fall 2022 (%)</th><th>RCSD Fall 2022 (Students)</th></tr><tr><td>Mid or Above Grade Level</td><td>13%</td><td>26 Students (From 4 Students)</td><td>2%</td><td>5 Students</td></tr><tr><td>Early On Grade Level</td><td>10%</td><td>21 Students (From 13 Students)</td><td>6%</td><td>13 Students</td></tr><tr><td>One Grade Level Below</td><td>28%</td><td>57 Students (From 53 Students)</td><td>26%</td><td>53 Students</td></tr><tr><td>Two Grade Levels Below</td><td>11%</td><td>22 Students (From 39 Students)</td><td>19%</td><td>41 Students</td></tr><tr><td>Three or More Grade Levels Below</td><td>39%</td><td>79 Students (From 96 Students)</td><td>47%</td><td>98 Students</td></tr></table> <p><u>Future Action Items:</u></p> <ul style="list-style-type: none">● Vocabulary Instruction● Economy of Language - book study	Category	RCSD Sp 2023 (%)	RCSD Sp 2023 (Students)	RCSD Fall 2022 (%)	RCSD Fall 2022 (Students)	Mid or Above Grade Level	13%	26 Students (From 4 Students)	2%	5 Students	Early On Grade Level	10%	21 Students (From 13 Students)	6%	13 Students	One Grade Level Below	28%	57 Students (From 53 Students)	26%	53 Students	Two Grade Levels Below	11%	22 Students (From 39 Students)	19%	41 Students	Three or More Grade Levels Below	39%	79 Students (From 96 Students)	47%	98 Students	<p><u>Adjustments(continue):</u></p> <ul style="list-style-type: none">● Summary analysis to be used to create a stronger plan for basic reading instruction.● Goal is for all students reading by 3rd grade, and having a stronger intervention program in place for any students above third who are not yet proficient <p><u>Hyperlinks, data sets, relevant documents:</u></p> <ul style="list-style-type: none">● Kindergarten● 1st grade● 2nd grade● 3rd grade● 4th grade● 5th grade
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		<ul style="list-style-type: none"> • 6th grade • 7th grade • 8th grade • i-Ready Data - School-wide
<p>#39</p> <p>3-8 Math All Students MGP</p> <p>22-23 Progress Target: 47.4</p> <p>(SIRS- 112)</p>	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • CASE (Close read, Analyze, Solve, Explain) • CCTM (Collaborative Co-Teaching Model) <p><u>Specific Data/Evidence:</u></p>	<p><u>Data:</u></p> <p><u>i-Ready:</u></p> <ul style="list-style-type: none"> • 112% median progress toward annual typical growth scores. (an increase of 35%) • 88% of students showed growth from their winter diagnostic scores <p><u>Adjustments(continue)</u></p> <ul style="list-style-type: none"> • Small group tutoring • Vertical teams <p><u>Hyperlinks, data sets, relevant documents:</u></p>

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2033 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	<p>Overall Placement Students Assessed/Total: 206/261</p>  <p>Future Action Items:</p> <ul style="list-style-type: none"> • Math discourse - utilize the discourse rubric • Economy of language - book study 	<ul style="list-style-type: none"> • Kindergarten • 1st grade • 2nd grade • 3rd grade • 4th grade • 5th grade • 6th grade • 7th grade • 8th grade • i-Ready Data - School-wide
#100 3-8 ELA AII	<p>Strategies:</p> <ul style="list-style-type: none"> • CEA (Claim, evidence, and analysis) Strategy • CCTM (Collaborative Co-Teaching Model) 	<p>Specific Data: i-Ready:</p> <ul style="list-style-type: none"> • 88% median progress toward annual typical growth scores. (an increase of 35%)

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none">● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.● Describe how the data trends that emerged during this period will inform future action steps.	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none">● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.																														
<p>Students Core Subject PI</p> <p>22-23 Progress target: 43.7</p> <p>(SIRS- 106)</p>	<p><u>Specific Data/Evidence:</u></p> <p>Overall Placement Students Assessed/Total: 205/261</p>  <table><tr><th>Category</th><th>RCSD Sp 2023 (%)</th><th>RCSD Sp 2023 (Students)</th><th>RCSD Fall 2022 (%)</th><th>RCSD Fall 2022 (Students)</th></tr><tr><td>Mid or Above Grade Level</td><td>13%</td><td>26 Students (From 4 Students)</td><td>2%</td><td>2 Students (From 13 Students)</td></tr><tr><td>Early On Grade Level</td><td>10%</td><td>21 Students (From 13 Students)</td><td>6%</td><td>21 Students (From 13 Students)</td></tr><tr><td>One Grade Level Below</td><td>28%</td><td>57 Students (From 53 Students)</td><td>26%</td><td>57 Students (From 53 Students)</td></tr><tr><td>Two Grade Levels Below</td><td>11%</td><td>22 Students (From 39 Students)</td><td>19%</td><td>22 Students (From 39 Students)</td></tr><tr><td>Three or More Grade Levels Below</td><td>39%</td><td>79 Students (From 96 Students)</td><td>47%</td><td>79 Students (From 96 Students)</td></tr></table> <p><u>Future Action Steps:</u></p> <ul style="list-style-type: none">● Vocabulary instruction● Economy of Language - book study	Category	RCSD Sp 2023 (%)	RCSD Sp 2023 (Students)	RCSD Fall 2022 (%)	RCSD Fall 2022 (Students)	Mid or Above Grade Level	13%	26 Students (From 4 Students)	2%	2 Students (From 13 Students)	Early On Grade Level	10%	21 Students (From 13 Students)	6%	21 Students (From 13 Students)	One Grade Level Below	28%	57 Students (From 53 Students)	26%	57 Students (From 53 Students)	Two Grade Levels Below	11%	22 Students (From 39 Students)	19%	22 Students (From 39 Students)	Three or More Grade Levels Below	39%	79 Students (From 96 Students)	47%	79 Students (From 96 Students)	<ul style="list-style-type: none">● 78% of students showed growth from their winter diagnostic scores <p><u>Adjustments(continue)</u></p> <ul style="list-style-type: none">● Summary analysis to be used to create a stronger plan for basic reading instruction.● Goal is for all students reading by 3rd grade, and having a stronger intervention program in place for any students above third who are not yet proficient <p><u>Hyperlinks, data sets, relevant documents:</u></p> <ul style="list-style-type: none">● Kindergarten● 1st grade● 2nd grade● 3rd grade● 4th grade
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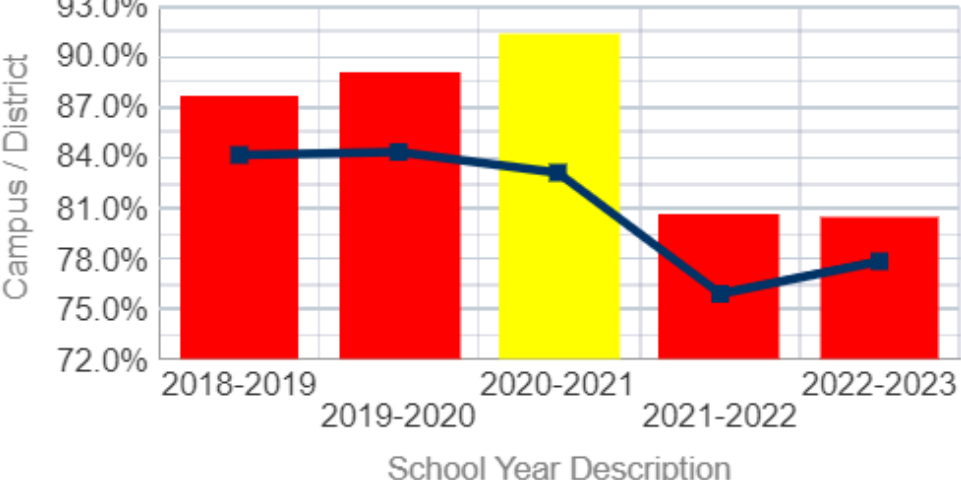
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		<ul style="list-style-type: none"> • 5th grade • 6th grade • 7th grade • 8th grade • i-Ready Data - School-wide
<p>#110</p> <p>3-8 Math All Students Core Subject PI</p> <p>22-23 Progress Target: 40.8</p>	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • CASE (Close read, Analyze, Solve, Explain) • CCTM (Collaborative Co-Teaching Model) <p><u>Specific Data/Evidence:</u></p>	<p><u>Data:</u></p> <p><u>i-Ready:</u></p> <ul style="list-style-type: none"> • 112% median progress toward annual typical growth scores. (an increase of 35%) • 88% of students showed growth from their winter diagnostic scores <p><u>Adjustments(continue)</u></p> <ul style="list-style-type: none"> • Small group tutoring • Vertical teams

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2033 academic year in the rationale. Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
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#150 Grades 4 and 8 Science All Students Core Subject PI 22-23 Progress Target: 125 (SIRS-106)	<p>Strategies:</p> <ul style="list-style-type: none"> • Full implementation of Amplify • Creating more opportunities for science instruction such as: <ul style="list-style-type: none"> ○ curriculum and schedule - increasing amount of time for science daily ○ science-based experiences and field trips ○ use of IXL at the middle school level <p>Specific data/evidence:</p> <ul style="list-style-type: none"> • None at this time <p>Future action items:</p> <ul style="list-style-type: none"> • None at this time 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report. <p>Data: None at this time</p> <p>Adjustments: None at this time</p> <p>Links: None at this time</p>
#160 EM Chronic	<p>Strategies:</p> <ul style="list-style-type: none"> • Attendance team 	<p>Data:</p> <ul style="list-style-type: none"> • Chronic absenteeism held at 54% for the last reporting window • Average daily attendance was .3% lower than the last reporting window

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
<p>Absenteeism - All Students</p> <p>22-23 Progress Target: 38</p> <p>(SIRS-107)</p>	<ul style="list-style-type: none"> ○ weekly meetings to discuss concerns and provide support to families • Grade level meetings <ul style="list-style-type: none"> ○ standing agenda items to ensure teachers are responding to scholars and families ○ provides an opportunity to inform the attendance team and share new finding <p>Arts4All</p> <ul style="list-style-type: none"> • Programming geared to meet the interests of scholars • Home visits <ul style="list-style-type: none"> ○ support families, utilizing partners • Daily attendance and grade level daily attendance competitions on morning announcements • Weekly and monthly celebrations • End-of-semester celebrations for perfect attendance 	<p>Adjustments: None at this time</p> <p>Links: None at this time</p>

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	<ul style="list-style-type: none">Bi-weekly attendance meetings and home visitsSchool-wide attendance blitz with support from the RCSD attendance team <p><u>Specific Data/Evidence:</u></p> <table><tr><th colspan="5">DCTL#19 - Attendance</th></tr><tr><td></td><td>Q3</td><td>Final</td><td>Q3</td><td>Final</td></tr><tr><td>Number of Students 1st-8th</td><td>80.8%</td><td>71.8%</td><td>263 out of 327</td><td>237 out of 330</td></tr><tr><td>Chronic Absenteeism</td><td>54%</td><td>54%</td><td>126 out of 233</td><td>128 out of 237</td></tr></table> <table><tr><th></th><th>Fall 2022</th><th>Winter 2023</th><th>Spring 2023</th><th>Final</th></tr><tr><td>Number of Students 1st-8th</td><td>240</td><td>233</td><td>233</td><td>237</td></tr><tr><td>Number of Chronically Absent Students</td><td>112</td><td>127</td><td>126</td><td>128</td></tr><tr><td>Chronic Absenteeism %</td><td>46.6%</td><td>54.5%</td><td>54%</td><td>54%</td></tr></table>	DCTL#19 - Attendance						Q3	Final	Q3	Final	Number of Students 1 st -8 th	80.8%	71.8%	263 out of 327	237 out of 330	Chronic Absenteeism	54%	54%	126 out of 233	128 out of 237		Fall 2022	Winter 2023	Spring 2023	Final	Number of Students 1 st -8 th	240	233	233	237	Number of Chronically Absent Students	112	127	126	128	Chronic Absenteeism %	46.6%	54.5%	54%	54%	
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	Grade Level	# of Students Enrolled	% of Students Enrolled	Avg Daily Attendance	
	PK4 Half	1	0.3%	54.7%	
	PK3	30	9.1%	70.9%	
	PK4	32	9.7%	75.6%	
	Kindergarten	30	9.1%	79.9%	
	Grade 1	32	9.7%	78.1%	
	Grade 2	19	5.8%	78.4%	
	Grade 3	23	7.0%	87.7%	
	Grade 4	29	8.8%	85.2%	
	Grade 5	25	7.6%	85.2%	
	Grade 6	31	9.4%	82.0%	
	Grade 7	42	12.7%	78.7%	
	Grade 8	36	10.9%	87.8%	
	Future Action Items:				

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<p>#180</p> <p>3-8 ELP Success Ratio - All Students</p> <p>22-23 Progress Target: 0.9</p> <p>(SIRS- 113)</p>	<p><u>Strategies:</u></p> <p><u>ELA</u></p> <ul style="list-style-type: none"> • CEA (Claim, evidence, and analysis) Strategy • CCTM (Collaborative Co-Teaching Model) <p><u>Math</u></p> <ul style="list-style-type: none"> • CASE (Close read, Analyze, Solve, Explain) <p><u>Specific Data/Evidence:</u></p> <p><u>ELA:</u></p>	<p><u>Data:</u></p> <ul style="list-style-type: none"> • Two of the five students grew in reading - 40% • Five of the five students grew in math - 100% <p><u>Adjustments:</u> None at this time</p> <p><u>Links:</u> None at this time</p>

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Part III – Demonstrable Improvement Level 2 Indicators

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

Final Report with Reflection on Lead Strategies Utilized during April 29, 2023 – June 30, 2023		2023-2024 School Year Continuation Plan for Meeting this Indicator
Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#2 Plan for and implement Community School Model	<p>Strategies & Action Steps toward progress:</p> <ul style="list-style-type: none"> • Additional partnerships for Arts4All programming • Increase use of Community room 	<p>Specific Data/ evidence to measure progress between Q3 & Q4:</p> <ul style="list-style-type: none"> • See Guidebook: DCTL#19 Receivership Guidebook <p>Emerging trends & future action steps:</p> <ul style="list-style-type: none"> • Community Schools Guide Book was created to help ensure DI measures are satisfied.

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
<p>22-23 Progress Target:</p> <p>(please see Community Schools Guidebook to ensure DI is met) Community School Model Rubric</p>	<ul style="list-style-type: none"> • Partnership with Advantage Federal Credit Union (Snuggle-Up and Read Event, ZoGo Financial Literacy, Healthi Kids, Urban League of Rochester) • SBPT Committees- Restorative Practice, Arts4All, and Community Engagement • Junior Achievement Partnership- School-Wide Junior Achievement in a Day Program • Monthly CET meetings <p><u>Data trends to inform future action items by communicating:</u></p> <ul style="list-style-type: none"> • Arts4ALL programming and participation • Event participation (sign-in sheets and surveys) • SBPT Committee Goal Setting Document • Updated Partnership Inventory 	<ul style="list-style-type: none"> • CET meeting to discuss strategies to further build upon our community school model <ul style="list-style-type: none"> • Weekly communication with neighborhood partners • Share monthly <p>Adjustments made to continuation plan based on data:</p> <ul style="list-style-type: none"> • Offer appointments and walk-ins for food pantry • Robocalls and flyers for school-wide events • Increase use of social media platforms • Arts4All Surveys <p>https://docs.google.com/spreadsheets/d/1a1N0urFdJ-TFLoZvyBB7AFxMMt6l1o9IVs26yIWpf98/edit?usp=drive_link</p> <p>https://docs.google.com/forms/d/1PBX2IB9ebSPdYKyxj8QIMO-yn5KXQBNesqHE-7YC5yw/edit</p> <p>Hyperlinks, data sets, relevant documents:</p>

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<p>See Guidebook: DCTL#19 Receivership Guidebook</p>
<p>#6</p> <p>Family and Community Engagement (DTSDE Tenet 6)</p> <p>22-23 Progress Target: 90% phase 1;</p>	<p><u>Strategies & Action Steps toward progress:</u></p> <ul style="list-style-type: none"> • Community-wide events with R-Center-Cuts For Christmas • Family Cookout, Arts4All Showcase and Partner thank you reception • Establish parent groups-STRONG Fathers • Mother's Day Brunch • Update all social media platforms with information for parents in regard to the following: <ul style="list-style-type: none"> ◦ Coats, hats, and gloves ◦ Lunsford Strong Food Pantry ◦ School-wide events • Collaborate with PTSA • Make food pantry accessible to school families and the community • Healthi Kids Partnership 	<p>Specific Data/ evidence to measure progress between Q3 & Q4:</p> <ul style="list-style-type: none"> • See Guidebook: DCTL#19 Receivership Guidebook <p>Emerging trends & future action steps:</p> <ul style="list-style-type: none"> • Increase use of student, staff and family surveys • Arts4All Surveys <p>Adjustments made to continuation plan based on data:</p> <ul style="list-style-type: none"> • Offer appointments and walk-ins for food pantry • Robocalls and flyers for school-wide events • Increase use of social media platforms <p>Hyperlinks, data sets, relevant documents:</p>

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
67% phase 2		<ul style="list-style-type: none"> • See Guidebook: DCTL#19 Receivership Guidebook

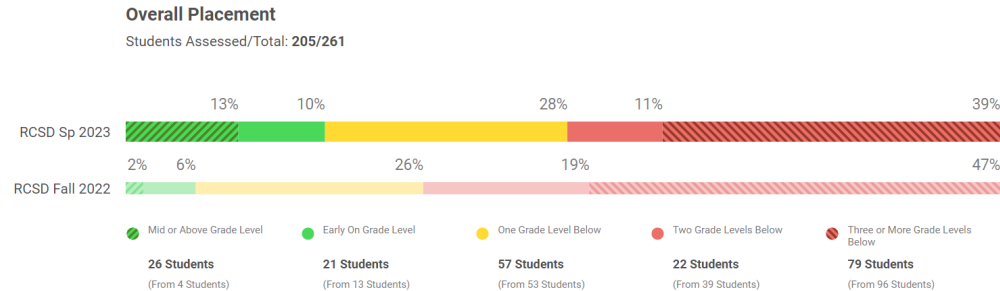
#102

3-8 Black Core
Subject PI

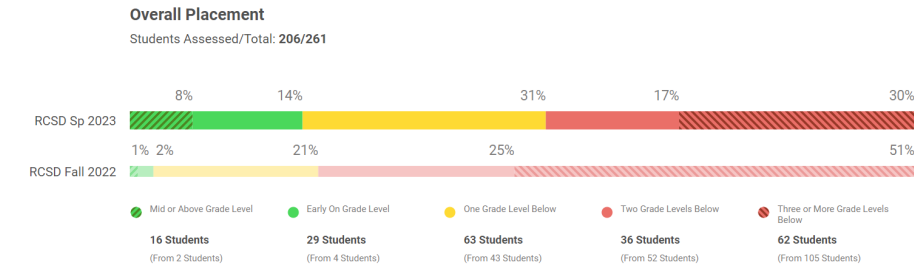
22-23 Progress
Target: **54.6**

([SIRS-106](#))

- Strategies:**
- ELA**
- CEA (Claim, evidence, and analysis) Strategy
 - CCTM (Collaborative Co-Teaching Model)



- Math**
- CASE (Close read, Analyze, Solve, Explain)



- Future Action Items:**
- Vocabulary instruction
 - Math discourse
 - Economy of Language - book circle

- Specific Data:**
- i-Ready(ELA):**
- 88% median progress toward annual typical growth scores. (an increase of 35%)
 - 78% of students showed growth from their winter diagnostic scores
- i-Ready(Math):**
- 112% median progress toward annual typical growth scores. (an increase of 35%)
 - 88% of students showed growth from their winter diagnostic scores

- Adjustments math (continue)**
- Small group tutoring
 - Vertical teams

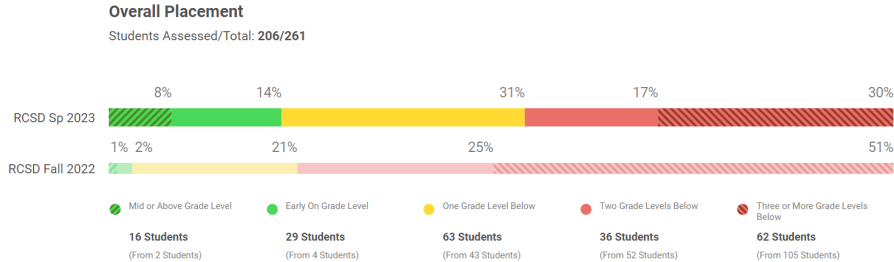
- Adjustments ELA (continue)**
- Summary analysis to be used to create a stronger plan for basic reading instruction.
 - Goal is for all students reading by 3rd grade, and having a stronger intervention program in place for any students above third who are not yet proficient

Hyperlinks, data sets, relevant documents:

- [Kindergarten](#)
- [1st grade](#)
- [2nd grade](#)
- [3rd grade](#)
- [4th grade](#)
- [5th grade](#)
- [6th grade](#)
- [7th grade](#)

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> • 8th grade • i-Ready Data - School-wide
<p>#105</p> <p>3-8 ELA ED Core subject PI</p> <p>22-23 Progress Target: 43.5</p> <p>(SIRS- 106)</p>	<p><u>Strategies:</u></p> <p><u>ELA</u></p> <ul style="list-style-type: none"> • CEA (Claim, evidence, and analysis) Strategy • CCTM (Collaborative Co-Teaching Model) 	<p><u>Specific Data:</u></p> <p><u>i-Ready(ELA):</u></p> <ul style="list-style-type: none"> • 88% median progress toward annual typical growth scores. (an increase of 35%) • 78% of students showed growth from their winter diagnostic scores <p><u>Adjustments ELA (continue)</u></p> <ul style="list-style-type: none"> • Summary analysis to be used to create a stronger plan for basic reading instruction. • Goal is for all students reading by 3rd grade, and having a stronger intervention program in place for any students above third who are not yet proficient

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2033 academic year in the rationale. Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	<div> <div>Overall Placement</div> <div>Students Assessed/Total: 205/261</div> <div> <div> <div>13%</div> <div>10%</div> <div>28%</div> <div>11%</div> <div>39%</div> </div> <div> <div>RCSD Sp 2023</div> <div>2%</div> <div>6%</div> <div>26%</div> <div>19%</div> <div>47%</div> </div> <div> <div>RCSD Fall 2022</div> <div>2%</div> <div>6%</div> <div>26%</div> <div>19%</div> <div>47%</div> </div> <div> <div> <div>Mid or Above Grade Level</div> <div>26 Students</div> <div>(From 4 Students)</div> </div> <div> <div>Early On Grade Level</div> <div>21 Students</div> <div>(From 13 Students)</div> </div> <div> <div>One Grade Level Below</div> <div>57 Students</div> <div>(From 53 Students)</div> </div> <div> <div>Two Grade Levels Below</div> <div>22 Students</div> <div>(From 39 Students)</div> </div> <div> <div>Three or More Grade Levels Below</div> <div>79 Students</div> <div>(From 96 Students)</div> </div> </div> </div> <div> <div>Future Action Items:</div> <ul style="list-style-type: none"> Vocabulary instruction Economy of Language - book circle </div> </div>	<p>Hyperlinks, data sets, relevant documents:</p> <ul style="list-style-type: none"> Kindergarten 1st grade 2nd grade 3rd grade 4th grade 5th grade 6th grade 7th grade 8th grade i-Ready Data - School-wide

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
<p>#115</p> <p>3-8 Math ED Core Subject PI</p> <p>2022-23: Progress Target: 41</p> <p>(SIRS-106)</p>	<p><u>Strategies:</u></p> <p><u>Math</u></p> <ul style="list-style-type: none"> CASE (Close read, Analyze, Solve, Explain) <p>Overall Placement Students Assessed/Total: 206/261</p>  <p><u>Future Action Items:</u></p> <ul style="list-style-type: none"> Math discourse - use of discourse rubric Economy of Language - book circle 	<p><u>Specific Data:</u></p> <p><u>i-Ready:</u></p> <ul style="list-style-type: none"> 112% median progress toward annual typical growth scores. (an increase of 35%) 88% of students showed growth from their winter diagnostic scores <p><u>Adjustments(continue)</u></p> <ul style="list-style-type: none"> Small group tutoring Vertical teams <p><u>Hyperlinks, data sets, relevant documents:</u></p> <ul style="list-style-type: none"> Kindergarten 1st grade 2nd grade 3rd grade

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> • 4th grade • 5th grade • 6th grade • 7th grade • 8th grade • i-Ready Data - School-wide

Part IV – Community Engagement Team (CET)

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

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

**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 2022-2023 CET Plan Implementation	Plan for Use of CET Recommendations in 2023-2024
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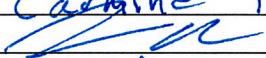
<ul style="list-style-type: none"> • List the constituent categories of stakeholders that have participated as CET members during this reporting period. • Include any changes made to the CET's membership during this reporting period. Include the role/title of any new members. • Provide data and related 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 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. • Provide and outline your plan for CET meeting agenda development, action items, follow through, and analysis. • What methods will be used to provide the CET with the necessary information to assess and analyze the impact of lead strategies and/or department-approved intervention model that includes rigorous performance metrics and goals.
<p>Please see:</p> <p>DCTL#19 Receivership Guidebook</p> <p>School 19 CET Members Moniek Silas-Lee, Principal Elizabeth Cross, Elementary Assistant Principal Yarritza Delgado, Community Site Coordinator John Boutet, SWCC Eleanor Coleman, Catholic Family Center Rebekka Cranmer, Elementary Teacher Jane Morse, Geneseo College Natasha Morrison, Gandhi Institute Alicia Bell, Parent Liaison Carmen Jones, Flint Rec Center Laquanda Fields, Library Media Specialist Crystal Simmons, Geneseo College Inger Williams, Links for Kids Jennifer Owens- UYMA Anna Nicpon, Kindergarten teacher Vonda Joiner-Yang, School Social worker Lavell Silas-Parent/PTSA</p>	<p>CET meeting to discuss strategies to further build upon our community school model</p> <ul style="list-style-type: none"> • weekly communication with neighborhood partners • share monthly • create monthly newsletter <p>Recommendations made by the CET during this reporting period and how each was used to inform the implementation of the school's improvement plan:</p> <p>Community Engagement</p> <ul style="list-style-type: none"> • Invite neighborhood organizations into the school community • Communicate weekly with partners around trends • Share school data on an ongoing basis • Continue to create and recruit community members and families to join school focus groups

Part V – Powers of the Receiver <i>Provide a summary of the use of the School Receiver’s powers during 2022-2023 school year.</i>	<i>Describe the anticipated use of the School Receiver’s powers during the 2023-2024 school year (pursuant to those identified in Commissioners Regulation §100.19).</i>
<p>This quarter, all receivership schools in the Rochester City School District continued to provide four hours a month of paid professional development with their RTA staff. All receivership schools received a specialized phonics program and training for implementation. This program (Magnetic Reading) aligns with our assessment too and will fill curricular phonic and phonemic awareness gaps. Two middle schools will not receive new enrollments for the remainder of the year to limit their class size from further increases. All receivership schools have received training from HCI on their specialized placement processes that started significantly earlier this year to improve retention and hiring practices. A specialized staff has been added to improve coherence, visioning, and targeted support to instructional coaches and teachers.</p>	

Part VI – Assurance and Attestation


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

Name of Receiver (Print): _____
Signature of Receiver: _____
Date: _____

Carmine Peluso

7/20/23

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

Name of CET Representative (Print): _____
Signature of CET Representative*: _____
Title of CET Representative: _____
Date: _____

Micia M. Bell

Parent Liaison
7/11/23

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