

## 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](mailto:OISR@NYSED.gov). Complete all sections by fully responding to each prompt. For Districts with State Monitors, to streamline reporting, 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* English language Artsted 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:
John James Audubon School #33	261600010033	Rochester City School District	N/A	Cohort 2	<a href="http://www.RochesterCitySchoolDistrictk12.org">www.Rochester City School Districtk12.org</a>

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	Dr. Melody Martinez-Davis	11-09-21	Rhonda Morien, Chief of Schools	PreK-6	N/A

### Executive Summary

Please provide a plain-language summary of this 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 the 2022-2023 school year, John James Audubon, School #33, has strived to become a school of excellence and work to ensure our students worked with grade-level, engaging, affirming, and meaningful content (GLEAM). Additionally, priority was given in the Spring to listening and speaking protocols with a focus on discourse. Furthermore, students and staff worked to reduce our chronic absenteeism by promoting and participating in our Attendance Incentives Program. This effort resulted in a reduction of 10% in our chronic absenteeism rate. During the second half of the year, the weekly professional development focused on Math, Science, and instructional practices. Professional development was also provided on social emotional-learning, trauma-informed practices, and how to reach families during the second half of the year. However, this past year included some challenges. Throughout this year, John James Audubon, School No. 33, continued to persevere and work through the side effects of the teacher shortage that's affecting our District. Staff and students' illnesses and shortages of substitute teachers presented additional challenges as instruction would be interrupted and supplemented with emergency substitute plans for many students daily. During this school year, we lost four teachers for different personal reasons. Therefore, three of the four classes were taught by non-certified teachers due to the lack of certified teachers.

During this last quarter, teachers continued to use tier-one interventions to close learning gaps. Tier One Push Strategies Initiative (TOPS) continued in all 3-6 classrooms to best prepare students for NYS English Language Arts and Math Assessments. Magnetic Reading for Grades K-2, exposing students to explicit, systemic foundational skills instruction to students and Phonics for Reading for Grades 3-6 to fortify foundational reading skills. 24/26 intermediate classes (gr. 3-6) used the Phonics for Reading Intervention Program to increase student reading fluency. Of the students assessed (6/12/23), 50% have passed the program and have now "tested out" of the program. K-6 students increased their reading at grade level from 10% scored on their iReady winter diagnostic to 22% in the Spring. Students K-6 increase their ability to complete Math at grade level from 2% to 14% based on their spring diagnostic iReady assessments. During our last New York State Education Department visit, students were engaged in appropriate academic content aligned with the grade-level standards. Teachers in the classrooms visited utilized productive discussion moves to support discourse and students' reasoning. Strategies such as turn and talk, partner discussions, and questioning techniques were employed. Open-ended questions such as "Do you agree or disagree, and why?" and "How can you convince your partner?" were used to encourage deeper thinking. Additionally, prompts like "Can you explain this

differently?" and "Can you build on what the previous student said?" fostered further discussion. Classrooms promoted discourse during whole group discussions and center work.

Based on spring diagnostic iReady data, walkthrough data, and feedback from the representatives from the New York State Education Department (NYSED) and the NYSED Coach, our School-Based Planning Team and the leadership team believe that we need to continue with the same lead strategies for 2023-2024 with an increased focus on writing:

1. The implementation of Rochester City School District curriculums through high-quality, grade-level, engaging, affirming, and meaningful instruction.
2. Embed social-emotional learning competencies through PBIS framework, curriculum, school systems, and partnerships.
3. Use data to differentiate instruction.

School committees will work to fortify our Attendance Incentive Program and strengthen our Positive Behavior Instructional Supports (PBIS) framework to continue implementing the District's Multi-tiered systems of support and work on strengthening our community partnerships to meet students' and families' needs and affirming while supporting engaging learning environments. A robust professional development plan will be developed to continue building the capacity of our teachers to design and implement lessons that are grade-level, engaging, affirming, and meaningful to our students. Because of Receivership Powers, teachers at School 33 will continue to have mandated professional development weekly during the 2023 school year, have to use data to differentiate instruction, and must participate in one of the many school committees to uplift the data-informed continuation plan.

**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 calculations.*

Please note that to ensure the Department is able to 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: \_\_Roc 3D\_\_\_\_\_

Date of Capture: 6/15/23\_\_\_\_\_

SWD \_19.3%  
Total Current Enrollment/Registrant Counts: N= 973\_\_\_\_\_  
ELL 18.7%\_\_\_\_\_

SWD/ELL percentage  
total 38%

Average Daily Attendance and Chronic Absenteeism Rate by Year				
	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
Average Daily Attendance Rate	87.1%	86%	76.6%	78.6%
Chronic Absenteeism Rate	44.4%	N/A%	76.6%	66.3%

Suspension % Rate and Number by Category				
	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
Number of Students with at least one Out-of-School Suspension	0.9%/#11	4.9%/#56	10.4%/#103	7.2% #71
Number of Students with Duplicated Suspensions	3.23%/#38	9.2%/#105	34%/#337	20.3%/#67
Number of Students Unduplicated Suspensions	2.04%/#24	5.1%/#59	12.8%/#127	19.1%/#63
Number of Students ELL Suspensions	0%/#0	NA	6.3%/#8	4.2%/#14
Number of Students SWD Suspensions	3.07%/#8	6.7%/#17	14.2%/#29	6.9%/#23

**Suspension Tracking and Reporting Addendum**

**Out of School Suspensions #:**

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

71

**Duplicated Suspensions #:**

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

67

**Unduplicated Suspensions #:**

Number of students suspended out of school one time.

41

**English Language Learners (ELL) Suspensions #:**

Number of ELL students suspended at least one time.

14

**Students with Disabilities (SWD) Suspensions #:**

Number of students with disabilities suspended at least one time.

23

**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 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	For each lead strategy, provide context for why the strategy was selected as a key lever for improvement	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



during the 2022-2023 school year, including any that were discontinued.	based on data trends, as well as whether the lead strategy will be maintained during the next school year.		achieve progress toward this year's demonstrable improvement targets.
<p>1. Implementation of Rochester City School District curriculums through high-quality instruction.</p>	<p>This lead strategy was chosen following walkthroughs and observations showing that 100% of our teachers were not consistently using District curriculums and not providing high-quality, grade-level instruction throughout the school day. The lead strategy was selected as it aligned with the school's literacy commitment to address how teachers engaged students in interactive read-aloud and implemented vocabulary instruction. It also aligned with the School 33 math commitment to address how teachers provide opportunities for students to use real-world math applications, vocabulary, and skills to solve more complex, real-world problems.</p> <p>As a result, we determined that our first course of action was to ensure every student in every classroom was exposed to grade-level, engaging, meaningful, and affirming instruction through implementing Rochester City School District curriculums. Our instructional coaches met with teachers weekly to discuss pacing and upcoming lessons, providing materials as needed, and supporting instruction through coaching cycles. Professional development was provided throughout the year on the Workshop Model, listening and speaking protocols, and discourse. Towards the end of the school year, we saw an increase in classrooms implementing high-quality, grade-level, engaging, affirming, and meaningful Tier 1</p>	<p>1. The implementation of Rochester City School District curriculums through high-quality, grade-level, engaging, affirming, and meaningful instruction.</p>	<p>Implementing Rochester City School District curriculums through high-quality, grade-level, engaging, meaningful, and affirming instruction will continue to be a lead measure for the 2023-2024 school year. By addressing tier-one instruction and how teachers provide opportunities for students to read and interact with rigorous texts and obtain vocabulary instruction, students' ability to use critical thinking skills to analyze text will improve because they will be exposed to more opportunities to think deeply and critically about a text. Additionally, by addressing how teachers provide opportunities for students to use real-world math applications, vocabulary, and skills, students' ability to use these skills to solve more complex, real-world problems will improve because they will be better equipped to think deeply and critically.</p> <p>i-Ready data show improvement by the end of the 2022-2023 school year compared to the Fall 2022 Diagnostic Assessment. English Language Arts and Mathematics. Students scoring on or above grade level in English Language</p>

	<p>instruction. While our students can listen to a story and answer “right there” questions, the next level of work and focus is to use critical thinking skills to analyze text. Therefore, this lead strategy will be maintained for the next school year with an additional focus on writing skills.</p>		<p>Arts increased from 6% to 22%. Students completing Math at grade level or above grade level by the Spring of 2023 increased from 2% to 14%. While this growth is promising, it shows a need for a continued commitment to high-quality instruction. It also shows that this lead strategy has increased opportunities for our students to work with grade-level work.</p> <p>By using accountable talk, speaking and listening protocols, and discourse, both orally and in writing, we will gradually release the responsibility to the students that will improve how students use critical thinking skills to analyze text, solve complex mathematical problems as measured by walkthrough data, a sample PBIS of student work, and self-reflection.</p>
<p>2. Embed social-emotional learning competencies through the Positive Behavior Interventions Systems (PBIS) framework, curriculum, school systems, and partnerships.</p>	<p>This lead strategy was selected as it aligned with School 33 academic and cultural commitment. This strategy addressed how if we intentionally fostered close relationships with our students through the use of Positive Behavior Interventions Systems (PBIS), students would be able to advocate for a school and classroom environment of affirmation and acceptance. In this learning environment, students would feel loved, respected, empowered, and accepted in our school community. Furthermore, this lead strategy was chosen as we needed to connect the work done with all our school systems and curriculum with the CASEL</p>	<p>2. Embed social-emotional learning competencies through PBIS framework, curriculum, school systems, and partnerships.</p>	<p>Embedding social-emotional learning competencies through the Positive Behavior Interventions Systems (PBIS) framework, curriculum, school systems, and partnerships will continue to be a lead measure for the 2023-2024 school year. Although purposeful and thoughtful work was put into this lead measure during the 2022-2023 school year, we believe we have additional work and goals to attain the full implementation of the social-emotional competencies in our</p>

	<p>5 social-emotional competencies; as the school’s referral data showed that many of our students were struggling to develop their skills and competencies in the following areas:</p> <div>  </div> <p>After completing the school-wide benchmark of quality with our PBIS team- we identified committees that could focus their attention on the critical elements of the PBIS framework. This lead strategy helped reduce chronic absenteeism by 10% and reduce our suspension rate from 10.4% to 7.2% as of 5-22-23 data. From walk-throughs and conversations; it was evident that most of our students were familiar with the zones of regulations and could identify their feelings and what zones they were in.</p> <p>However, students must develop age-appropriate strategies and skills for maintaining relationships, coping under stressful situations, and identifying the difference between expected and unexpected</p>		<p>school culture. Therefore, implementing PBIS and SEL competencies will help foster close relationships in the classroom, which will improve how students problem-solve and advocate for a school and classroom environment of affirmation and acceptance, as measured by classroom observation, behavior data, and self-reflections of students and staff.</p> <p>As part of our Multi-Tiered Systems of Support (MTSS), several students and classes were brought to the Building and House-level Problem Solving Teams for support in attendance behavior and coursework this school year. Since we focused our work on problem-solving structures, we hope this lead measure becomes a more preventative tool. We hope that by further embedding our school’s SEL curriculum, Zones of Regulation, and purposefully planning to fortify PBIS lessons and systems, our students will have greater knowledge, attitudes, and skills to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. This lead strategy, once again, will help achieve progress toward this</p>
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	<p>behaviors in all settings. While our students can come to school regularly and complete tasks, the next level of work is for students to advocate for a school and classroom environment of affirmation and acceptance. Therefore, this lead strategy will be maintained for the next school year with an additional focus on Zones of Regulations, overtly teaching the five social-emotional competencies while fortifying our Multi-Tiered Systems of Support (MTSS).</p>		<p>year's demonstrable improvement target: EM Chronic Absenteeism - All Students.</p>
<p>3. Use data to differentiate instruction.</p>	<p>This lead strategy was selected as it aligns with the School 33 Data Wise commitment to address how we create a schoolwide culture of using evidence collaboratively to transform teaching and learning. This way, students would experience instruction that is more and responsive to their academic needs and students would grow in how to use evidence collaboratively and independently. From our walk-throughs and conversations with teachers, we noticed that learning targets in some of the classrooms needed to be aligned with New York State Standards and differentiated, and some teachers needed help with the pace of instruction. Teachers needed to utilize student data consistently to inform and differentiate instruction across all classrooms.</p> <p>This school year, we transformed grade-level meetings into Professional Learning Communities (PLCs). During Grade Level meetings or after-school PLC meetings, teachers would look at areas like attendance, behavior, coursework, and instructional</p>	<p>3. Use data to differentiate instruction.</p>	<p>We have chosen to continue with this lead strategy to maintain a focus on the importance of analyzing and interpreting data to meet the needs of students. Through discussions with teachers in grade-level meetings and 1:1, as well as walkthrough data, we have seen that teachers and students have become proficient in crafting wildly important goals and collecting and monitoring data. However, teachers continue to need support in analyzing some of the data to create flexible groups, differentiate learning targets, and provide differentiated support in small groups and 1:1 during our Reading and Math intervention blocks.</p> <p>We will expand our focus in the upcoming year from using data to differentiate instruction to how to collect,</p>

	<p>practices to meet the needs of our students more appropriately. We also implemented Wildly Important Goals (WIGS) to teach students how to use data to set goals and monitor their own progress. Additionally, we implemented iReady, Magnetic Reading, and Foundations for Phonics in grades K-6, respectively. These Tier 1 intervention programs provided teachers the opportunity to monitor students’ progress and use the data as a tool for differentiation of grouping, materials, and instruction.</p> <p>We have seen growth in this area, and we see a continued need for teachers to feel comfortable and confident using data to inform and differentiate instruction. Therefore, we will continue with this same lead strategy in the 23-24 school year and will continue to strengthen the concepts of a professional learning community that is data-driven and utilizes multiple data points to differentiate instruction, objectives, and resources to meet students' needs.</p>		<p>analyze and utilize data to meet the individual needs of students in all settings, whole group, small group, and 1:1. We will also have students create new wildly important goals, how to conference with each other and their teachers and how to have accountability partners that will help them meet their differentiated goals. We will also work with teachers to collect and monitor data from students’ plans as developed through the MTSS process.</p>
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**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	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	Drawing from the information provided in the <b>Final Report and Reflection on Activities</b> , what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?
<p>#33</p> <p><b>3-8 English Language Arts All Students MGP</b></p> <p>22-23 Progress Target: <b>47.5</b></p> <p>(<a href="#">SIRS- 112</a>)</p>	<p><b><u>Strategies &amp; Action Steps toward progress:</u></b></p> <p><b>Strategy:</b> Implement Rochester City School District curricula through high-quality, grade-level instruction.</p> <p><b>Strategy:</b> Use data to differentiate instruction.</p> <p><b>Implemented Action Steps:</b></p> <ul style="list-style-type: none"> <li>• Magnetic Reading for Grades K-2, exposing students to explicit, systemic foundational skills instruction to students.</li> <li>• Phonics for Reading for Grades 3-6 to fortify foundational reading skills.</li> <li>• iReady Personalized Lesson Plans Grades K-6.</li> <li>• Weekly Grade Level Team Meetings to discuss data for academics, behavior, and coursework. Curriculum pacing charts for all areas are reviewed with teachers regularly at Grade Level Team meetings.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, 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"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• 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 English Language Arts contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul> <p><b>Strategy:</b> Implementation of RCSD curriculums through high-quality instruction.</p> <p><b>Strategy:</b> Use data to differentiate Instruction.</p> <p><b>Goal 1:</b> Increase the percentage of students reading at grade level according to 2023 iReady Spring Diagnostic data from 20% to 51% by June 2024.</p> <p><b>Goal 2:</b> 100% of our students will meet their growth goals in reading based on iReady data by June 2024.</p> <p><b>Lead Measure 1:</b> Students will interact daily with rich, complex, grade-level texts through writing; will participate and engage in class discussions using listening, speaking protocols, discourse, and daily writing.</p> <p><b>Lead Measure 2:</b> Teachers will utilize teaching methods that involve the entire class in discussions, allowing students to improve communication skills, understanding of content, and problem-solving and encouraging students to share their opinions and thoughts.</p> <ul style="list-style-type: none"> <li>○ Example: Reading &amp; Writing - Create a series of questions for the students to consider. Allocate enough time in the lesson for an elaborate discussion, ensuring students can freely express their opinion.</li> </ul>




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"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, 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"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• 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 English Language Arts contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<ul style="list-style-type: none"> <li>• Tier One Push Strategies Initiative (TOPS) continues in all 3-6 classrooms to best prepare students for NYS English Language Arts and Math Assessments.</li> <li>• Coaches designed and began a New Teacher Induction Building-based Program. Topics for new teachers included classroom management, trauma-informed instruction, planning lessons, standards-based teaching, writing, and utilizing learning targets.</li> <li>• Weekly professional development, focusing on Literacy instruction, Speaking and Listening protocols, 4 Disciplines of Execution (Franklin Covey), Data protocols for team meetings, and a focus on Discourse was provided to all teaching staff.</li> </ul> <p><b>Specific Data &amp; Evidence used to inform future action steps:</b></p> <ul style="list-style-type: none"> <li>• iReady Diagnostic #3: Typical Growth, Stretch Growth- <i>see images below.</i></li> </ul>	<p><b>Lead Measure 3:</b> Teachers will utilize the <i>Instruction for All</i> resources in their daily instruction to encourage discourse.</p> <p><b>Lead Measure 4:</b> Tier One Push-in Services (TOPS) English Language Arts (ELA) will be taught in grades 3-6 throughout the year.</p> <p><b>Additional Action Steps:</b>  <u>Rationale:</u> To ensure and monitor student progress towards proficiency in ELA and increase the Performance Index, the following action steps will also be implemented and monitored throughout the year:</p> <ul style="list-style-type: none"> <li>• Differentiation strategies will be identified in lesson plans and instruction to engage all students in grade-level content regardless of their proficiency levels.</li> <li>• K-2 classrooms will display sound walls and incorporate direct instruction in foundational reading skills.</li> <li>• All students in grades K-6 will utilize iReady in reading for a minimum of 45 minutes weekly.</li> <li>• Three scheduled Common Formative Assessments (CFAs) will be administered throughout the school year, and teachers will engage in data-driven instructional planning based on RCSD-identified NYS priority standards.</li> <li>• Scheduled i-Ready diagnostic and progress monitoring assessments will be used 3x a year to engage in data-driven instructional planning and decision-making for differentiation.</li> </ul>

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"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, 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"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• 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 English Language Arts contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<ul style="list-style-type: none"> <li>• 50% of students met their Typical Growth Goal.</li> <li>• 22% of students met their Stretch Growth Goal.</li> <li>• There was a decrease from 38% to 28% of students with three or more grade levels below.</li> <li>• There was a decrease from 26% to 19% of students with 2-grade levels below.</li> <li>• There was a decrease from 32% to 31% of students one grade level below.</li> <li>• There was an increase of students that were early on grade level from 4% to 11%.</li> <li>• There was an increase of students on or above grade level, from 2% to 11%.</li> <li>• 24/26 intermediate classes (gr. 3-6) use the Phonics for Reading Intervention Program to increase student reading fluency.</li> <li>• Of the students assessed (6/12/23), 50% of students have passed the program and have now “tested out” of the program.</li> </ul>	<ul style="list-style-type: none"> <li>• All students will participate in academic discussion protocols to explain and justify their thinking during all parts of the lesson (Independent Think Time, Stronger and Clearer Each Time, Turn and Talk, Think-Pair-Share, Ink-Pair-Share, Take a Stand, Socratic Seminar, etc.).</li> <li>• Reading intervention teachers will systematically support classroom teachers and students to accelerate student progress using the district intervention guide.</li> <li>• Tier One Push Strategies Initiative (TOPS) will be implemented in all 3-6 classrooms to best prepare students for their NYS Assessments.</li> <li>• School Wide book study and implementation of <u>Mindset</u> by Carol Dweck.</li> <li>• Weekly professional development to focus on differentiation strategies that support analyzing student data, NYSED Next Generation Standards implementation, Data-Driven Dialogue Protocol, iReady, 4DX work, and professional learning communities.</li> <li>• The New Teacher Induction Monthly Professional Development Series was created for the School #33 new teachers and will continue into the 2023-2024 school year.</li> <li>• Tier 3 targeted interventions for identified students will begin in September based on data collected from the 2022-2023 MTSS meetings.</li> <li>• Magnetic Reading Foundational Skills program will continue in all K-2 classrooms.</li> <li>• Phonics for Reading intervention will continue in 3-6 classrooms.</li> <li>• All classrooms will utilize culturally relevant resources including, but not limited to, literature and visuals.</li> </ul> <p><b>Hyperlinks, data sets, relevant documents:</b></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"><li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>● Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, 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"><li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>● 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 English Language Arts contributive value of specific methods on instruction, student learning, and achievement.</li><li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li></ul>
		<ul style="list-style-type: none"><li>● <a href="#">New Teacher Induction</a></li><li>● iReady Growth Chart:</li></ul> <div><div><div>11%11%31%20%28%</div><div>RCSD Sp 2023</div></div><div><div>4%6%35%23%32%</div><div>RCSD Win 2023</div></div><div><div><div><div></div><div>Mid or Above Grade Level</div></div><div><div></div><div>Early On Grade Level</div></div><div><div></div><div>One Grade Level Below</div></div><div><div></div><div>Two Grade Levels Below</div></div><div><div></div><div>Three or More Grade Levels Below</div></div></div><div><div><div>75 Students</div><div>(From 30 Students)</div></div><div><div>76 Students</div><div>(From 45 Students)</div></div><div><div>215 Students</div><div>(From 246 Students)</div></div><div><div>137 Students</div><div>(From 159 Students)</div></div><div><div>198 Students</div><div>(From 221 Students)</div></div></div></div><ul style="list-style-type: none"><li>●</li><li>● iReady Current Grade Level Placement Chart-</li></ul></div>

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#39  <b>3-8 Math All Students MGP</b>  22-23 Progress Target: <b>46.4</b>	<p><b>Strategies &amp; Action Steps toward progress:</b></p> <p><b>Strategy:</b> Implement Rochester City School District curricula through high-quality, grade-level instruction.</p> <p><b>Strategy:</b> Use data to differentiate instruction.</p> <p><b>Implemented Action Steps:</b></p> <ul style="list-style-type: none"> <li>i-Ready Personalized Toolbox utilized in grades K-6.</li> </ul>	<p><b>Strategy:</b> Implementation of RCSD curriculums through high-quality instruction.</p> <p><b>Strategy:</b> Use data to differentiate Instruction.</p> <p><b>Goal 1:</b> Increase the percentage of students demonstrating math knowledge at grade level according to 2022 iReady Spring Math Diagnostic data from 13% to 57% by June 2024.</p> <p><b>Goal 2:</b> 100% of our students will meet their growth goals in Math based on iReady data by June 2024.</p>															

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	Drawing from the information provided in the <b>Final Report and Reflection on Activities</b> , what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?
<p>(<a href="#">SIRs 112</a>)</p> <p><b>All Students Core Subject PI</b></p> <p>22-23 Progress target: <b>73.1</b></p> <p>(<a href="#">SIRS- 106</a>)</p>	<ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul> <ul style="list-style-type: none"> <li>• Weekly grade-level team meetings were held to discuss data for academics, behavior, or coursework. Curriculum pacing charts for all areas were reviewed with teachers regularly at grade-level team meetings and/or during coaching cycles.</li> <li>• Ongoing professional development series on Mathematical Discourse was provided in the Spring of 2023.</li> <li>• Math Liaisons from each grade level team attended monthly meetings to gain more information from the Math Department. Those liaisons turnkeyed the information they learned back to their grade-level teams.</li> </ul> <p><b>Data and Evidence Used to Inform Future Action Steps:</b></p> <ul style="list-style-type: none"> <li>• 100% of classes in grades 3-6 use First in Math to increase mathematical fluency.</li> <li>• 43% of students met their Typical Growth Goal.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, 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"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• 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 English Language Arts contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul> <p><b>Lead Measure:</b> 100% of teachers will incorporate math discourse discussions promoting the use of academic language, and higher-order thinking, daily.</p> <p><b>Lead Measure:</b> The Workshop Model will be utilized in 100% of the academic classrooms to allow differentiation during work time.</p> <p><b>Additional Action Steps:</b> <u>Rationale:</u> In order to monitor student progress towards proficiency in Math and increase the Performance Index, the following action steps will also be implemented and monitored throughout the year:</p> <ul style="list-style-type: none"> <li>• Grade Level Pacing Guides and curriculum will be provided to ensure students are exposed to grade-level NYS standards and high-quality instruction throughout the year.</li> <li>• Differentiation strategies will be identified in lesson plans and instruction to engage all students in grade-level content regardless of their proficiency levels.</li> <li>• Teachers will incorporate 10 minutes of fact fluency as part of their Workshop model daily.</li> <li>• All students in grades K-6 will utilize iReady in Math for a minimum of 45 minutes weekly.</li> <li>• Three scheduled Common Formative Assessments (CFAs) will be administered, and teachers will engage in data-driven instructional planning based on RCSD-identified priority standards.</li> <li>• Scheduled i-Ready diagnostic and progress monitoring assessments 3x a year will be used to engage in data-driven instructional planning and decision-making for differentiation.</li> </ul>

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	<ul style="list-style-type: none"> <li>● 17% of students met their Stretch Growth Goal.</li> <li>● There was a decrease from 36% to 24% of students with three or more grade levels below.</li> <li>● There was a decrease from 32% to 18% of students with 2-grade levels below.</li> <li>● There was an increase from 31% to 45% of students with one early grade level below.</li> <li>● There was an increase from 1% to 9% of students early on grade level.</li> <li>● There was an increase from 1% to 5% of students on or above grade level.</li> </ul>	<ul style="list-style-type: none"> <li>● All students will participate in academic discussion protocols to explain and justify their thinking during all parts of the lesson (Independent Think Time, Stronger and Clearer Each Time, Turn and Talk, Think-Pair-Share, Ink-Pair-Share, Take a Stand, Socratic Seminar, etc.).</li> <li>● All students will write daily using academic language to express and explain their reasoning in multiple ways and across all subject areas.</li> <li>● Weekly professional development to focus on differentiation strategies that support student data, NYSED Next Generation Standards implementation, Data-Driven Dialogue Protocol, iReady, 4DX work, and professional learning communities.</li> <li>● Scheduled i-Ready diagnostic and progress monitoring assessments.</li> <li>● All classrooms will utilize culturally relevant resources, including but not limited to literature and visuals.</li> <li>● School Wide book study and implementation of <u>Mindset</u> by Carol Dweck.</li> <li>● Continued support with professional learning from the Math Department.</li> <li>● The professional development series that began in Spring '24 with the Rochester City School District Math Dept. and instructional coaches will continue during grade-level team meetings with the introduction of additional discussion protocols with time to implement and reflect on data in the following weeks.</li> <li>● Tier 3 Intervention, using the Georgia Numeracy Project, will begin in September, based on data collected from the 22-23 MTSS Meetings.</li> </ul>

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"> <li>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, 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"> <li>Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>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 English Language Arts contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
		<ul style="list-style-type: none"> <li>Our school will design and implement a TOPS (Tier One Push Support) program specific to Math. This program will engage students in writing for mathematics. All lessons will be created using the Next Gen standards for math and writing.</li> </ul> <p><b>Hyperlinks, data sets, relevant documents:</b></p> <ul style="list-style-type: none"> <li><a href="#">New Teacher Induction</a></li> <li>Current Placement Distribution Chart- <div> <div>Current Placement Distribution</div> <div> <div>5%</div> <div>9%</div> <div>45%</div> <div>18%</div> <div>24%</div> </div>  <div> <div> <div></div> <div>Mid or Above Grade Level</div> <div>(From 1%)</div> </div> <div> <div></div> <div>Early On Grade Level</div> <div>(From 1%)</div> </div> <div> <div></div> <div>One Grade Level Below</div> <div>(From 31%)</div> </div> <div> <div></div> <div>Two Grade Levels Below</div> <div>(From 32%)</div> </div> <div> <div></div> <div>Three or More Grade Levels Below</div> <div>(From 36%)</div> </div> </div> </div> </li> <li>CFA End of the Year Data:</li> </ul>

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<p>#100</p> <p><b>3-8 English Language Arts All Students Core Subject PI</b></p>	<p><b><u>Strategies &amp; Action Steps toward progress:</u></b></p> <p><b>Strategy:</b> Implement Rochester City School District curricula through high-quality, grade-level instruction.</p> <p><b>Strategy:</b> Use data to differentiate instruction.</p> <p><b>Implemented Action Steps:</b></p>	<p><b>Strategy:</b> Implementation of RCSD curriculums through high-quality instruction.</p> <p><b>Strategy:</b> Use data to differentiate Instruction.</p> <p><b>Goal 1:</b> Increase the percentage of students reading at grade level according to 2023 iReady Spring Diagnostic data from 20% to 51% by June 2024.</p> <p><b>Goal 2:</b> 100% of our students will meet their growth goals in reading based on iReady data by June 2024.</p>															




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<p>22-23 Progress target: <b>73.1</b></p> <p>(<a href="#">SIRS- 106</a>)</p>	<ul style="list-style-type: none"> <li>• Magnetic Reading for Grades K-2, exposing students to explicit, systemic foundational skills instruction to students.</li> <li>• Phonics for Reading for Grades 3-6 to fortify foundational reading skills.</li> <li>• iReady Personalized Lesson Plans Grades K-6.</li> <li>• Weekly Grade Level Team Meetings to discuss data for academics, behavior, and coursework. Curriculum pacing charts for all areas are reviewed with teachers regularly at Grade Level Team meetings.</li> <li>• Tier One Push Strategies Initiative (TOPS) continues in all 3-6 classrooms to best prepare students for NYS English Language Arts and Math Assessments.</li> <li>• Coaches designed and began a New Teacher Induction Building-based Program. Topics for new teachers included classroom management, trauma-informed instruction,</li> </ul>	<p><b>Lead Measure 1:</b> Students will interact daily with rich, complex, grade-level texts through writing; will participate and engage in class discussions using listening, speaking protocols, discourse, and daily writing.</p> <p><b>Lead Measure 2:</b> Teachers will utilize a method of teaching that involves the entire class in a discussion, allowing students to improve communication skills, understanding of content, and problem-solving and encouraging students to share their opinions and thoughts.</p> <ul style="list-style-type: none"> <li>○ Example: Reading &amp; Writing - Create a series of questions for the students to consider. Allocate enough time in the lesson for an elaborate discussion, ensuring students can freely express their opinion.</li> </ul> <p><b>Lead Measure 3:</b> Teachers will utilize the <i>Instruction for All</i> resources in their daily instruction to encourage discourse</p> <p><b>Lead Measure 4:</b> Tier One Push-in Services (TOPS) ELA will be taught in grades 3-6 throughout the year.</p> <p><b>Additional Action Steps</b></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"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, 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"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● 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 English Language Arts contributive value of specific methods on instruction, student learning, and achievement.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<p>planning lessons, standards-based teaching, writing, and utilizing learning targets.</p> <ul style="list-style-type: none"> <li>● Weekly professional development, focusing on Literacy instruction, Speaking and Listening protocols, 4 Disciplines of Execution (Franklin Covey), Data protocols for team meetings, and a focus on Discourse was provided to all teaching staff.</li> </ul> <p><b>Specific Data &amp; Evidence used to inform future action steps:</b></p> <ul style="list-style-type: none"> <li>● iReady Diagnostic #3: Typical Growth, Stretch Growth- see <i>images below</i>.</li> <li>● 50% of students met their Typical Growth Goal.</li> <li>● 22% of students met their Stretch Growth Goal.</li> <li>● There was a decrease from 38% to 28% of students with three or more grade levels below.</li> </ul>	<p><u>Rationale:</u> To ensure and monitor student progress towards proficiency in ELA and increase the Performance Index, the following action steps will also be implemented and monitored throughout the year:</p> <ul style="list-style-type: none"> <li>● Differentiation strategies will be identified in lesson plans and instruction to engage all students in grade-level content regardless of their proficiency levels.</li> <li>● K-2 classrooms will display sound walls and incorporate direct instruction in foundational reading skills</li> <li>● All students in grades K-6 will utilize iReady in reading for a minimum of 45 minutes weekly.</li> <li>● Three scheduled Common Formative Assessments (CFAs) to use and engage in data-driven instructional planning based on RCSD-identified NYS priority standards.</li> <li>● Scheduled i-Ready diagnostic and progress monitoring assessments will be used 3x a year to engage in data-driven instructional planning and decision-making for differentiation.</li> <li>● All students will participate in academic discussion protocols to explain and justify their thinking during all parts of the lesson (Independent Think Time, Stronger and Clearer Each Time, Turn and Talk, Think-Pair-Share, Ink-Pair-Share, Take a Stand, Socratic Seminar, etc.).</li> <li>● Utilizing Reading intervention teachers to support classroom teachers and students systematically to accelerate student progress using the district intervention guide.</li> <li>● Tier One Push Strategies Initiative (TOPS) will be implemented in all 3-6 classrooms to best prepare students for their NYS Assessments.</li> <li>● School Wide book study and implementation of <u>Mindset</u> by Carol Dweck.</li> </ul>

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"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, 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"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● 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 English Language Arts contributive value of specific methods on instruction, student learning, and achievement.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<ul style="list-style-type: none"> <li>● There was a decrease from 26% to 19% of students with 2-grade levels below.</li> <li>● There was a decrease from 32% to 31% of students one grade level below.</li> <li>● There was an increase of students that were early on grade level from 4% to 11%.</li> <li>● There was an increase of students on or above grade level, from 2% to 11%.</li> <li>● 24/26 intermediate classes (gr. 3-6) use the Phonics for Reading Intervention Program to increase student reading fluency.</li> <li>● Of the students assessed (6/12/23), 50% have passed the program and have now “tested out” of the program.</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly professional development to focus on differentiation strategies that support analyzing student data, NYSED Next Generation Standards implementation, Data-Driven Dialogue Protocol, iReady, 4DX work, and professional learning communities.</li> <li>● The New Teacher Induction Monthly Professional Development Series was created for the School #33 new teachers and will continue into the 2023-2024 school year.</li> <li>● Tier 3 targeted interventions for identified students will begin in September based on data collected from the 2022-2023 MTSS meetings.</li> <li>● The TOPS program will continue in the 23-24 school year to continue to support students with writing based on NYS standards.</li> <li>● Magnetic Reading Foundational Skills program will continue in all K-2 classrooms.</li> <li>● Phonics for Reading intervention will continue in 3-6 classrooms.</li> <li>● All classrooms will utilize culturally relevant resources including, but not limited to, literature and visuals.</li> </ul> <p><b>Hyperlinks, data sets, relevant documents:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">New Teacher Induction</a></li> <li>● iReady Growth Chart:</li> </ul>

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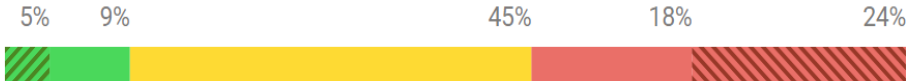
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Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	Drawing from the information provided in the <b>Final Report and Reflection on Activities</b> , what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?															
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#110  <b>3-8 Math All Students Core Subject PI</b>  22-23 Progress Target: <b>67.5</b>	<p><b><u>Strategies &amp; Action Steps toward progress:</u></b></p> <p><b>Strategy:</b> Implement Rochester City School District curricula through high-quality, grade-level instruction.</p> <p><b>Strategy:</b> Use data to differentiate instruction.</p> <p><b>Implemented Action Steps:</b></p> <ul style="list-style-type: none"> <li>i-Ready Personalized Toolbox utilized in grades K-6.</li> </ul>	<p><b>Strategy:</b> Implementation of RCSD curriculums through high-quality instruction.</p> <p><b>Strategy:</b> Use data to differentiate Instruction.</p> <p><b>Goal 1:</b> Increase the percentage of students demonstrating math knowledge at grade level according to 2022 iReady Spring Math Diagnostic data from 13% to 57% by June 2024.</p> <p><b>Goal 2:</b> 100% of our students will meet their growth goals in Math based on iReady data by June 2024.</p>															

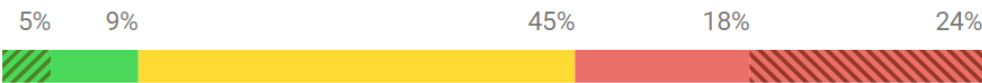





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(SIRS- 106)	<ul style="list-style-type: none"> <li>• Weekly grade-level team meetings were held to discuss data for academics, behavior, or coursework. Curriculum pacing charts for all areas were reviewed with teachers regularly at grade-level team meetings and/or during coaching cycles.</li> <li>• Ongoing professional development series on Mathematical Discourse was provided in the Spring of 2023.</li> <li>• Math Liaisons from each grade level team attended monthly meetings to gain more information from the Math Department. Those liaisons turnkeyed the information they learned back to their grade-level teams.</li> </ul> <p><b>Data and Evidence Used to Inform Future Action Steps:</b></p> <ul style="list-style-type: none"> <li>• 100% of classes in grades 3-6 use First in Math to increase mathematical fluency.</li> <li>• 43% of students met their Typical Growth Goal.</li> </ul>	<p><b>Lead Measure:</b> 100% of teachers will incorporate math discourse discussions promoting the use of academic language, and higher-order thinking, daily.</p> <p><b>Lead Measure:</b> The Workshop Model will be utilized in 100% of the academic classrooms to allow for differentiation during work time.</p> <p><b>Additional Action Steps:</b>  <u>Rationale:</u> In order to monitor student progress towards proficiency in Math and increase the Performance Index, the following action steps will also be implemented and monitored throughout the year:</p> <ul style="list-style-type: none"> <li>• Grade Level Pacing Guides and curriculum will be provided to ensure students are exposed to grade-level NYS standards and high-quality instruction throughout the year.</li> <li>• Differentiation strategies will be identified in lesson plans and instruction to engage all students in grade-level content regardless of their proficiency levels.</li> <li>• Teachers will incorporate 10 minutes of fact fluency as part of their Workshop model daily.</li> <li>• All students in grades K-6 will utilize iReady in Math for a minimum of 45 minutes weekly.</li> <li>• Three scheduled Common Formative Assessments (CFAs) will be administered, and teachers will engage in data-driven instructional planning based on RCSD-identified priority standards.</li> <li>• Scheduled i-Ready diagnostic and progress monitoring assessments 3x a year will be used to engage in data-driven instructional planning and decision-making for differentiation.</li> </ul>



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	<ul style="list-style-type: none"> <li>● 17% of students met their Stretch Growth Goal.</li> <li>● There was a decrease from 36% to 24% of students with three or more grade levels below.</li> <li>● There was a decrease from 32% to 18% of students with 2-grade levels below.</li> <li>● There was an increase from 31% to 45% of students with one early grade level below.</li> <li>● There was an increase from 1% to 9% of students early on grade level.</li> <li>● There was an increase from 1% to 5% of students on or above grade level.</li> </ul>	<ul style="list-style-type: none"> <li>● All students will participate in academic discussion protocols to explain and justify their thinking during all parts of the lesson (Independent Think Time, Stronger and Clearer Each Time, Turn and Talk, Think-Pair-Share, Ink-Pair-Share, Take a Stand, Socratic Seminar, etc.).</li> <li>● All students will write daily using academic language to express and explain their reasoning in multiple ways and across all subject areas.</li> <li>● Weekly professional development to focus on differentiation strategies that support student data, NYSED Next Generation Standards implementation, Data-Driven Dialogue Protocol, iReady, 4DX work, and professional learning communities.</li> <li>● Scheduled i-Ready diagnostic and progress monitoring assessments.</li> <li>● All classrooms will utilize culturally relevant resources, including but not limited to literature and visuals.</li> <li>● School Wide book study and implementation of <u>Mindset</u> by Carol Dweck.</li> <li>● Continued support with professional learning from the Math Department.</li> <li>● The professional development series that began in Spring '24 with the Rochester City School District Math Dept. and instructional coaches will continue during grade-level team meetings with the introduction of additional discussion protocols with time to implement and reflect on data in the following weeks.</li> <li>● Tier 3 Intervention, using the Georgia Numeracy Project, will begin in September, based on data collected from the 22-23 MTSS Meetings.</li> <li>● Our school will design a TOPS (Tier One Push Support) program for math. In the 23-24 school year, we will create and implement a TOPS program for math. This program will</li> </ul>

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		<p>engage students in writing for mathematics. All lessons will be created using the Next Gen standards for math and writing.</p> <p><b>Hyperlinks, data sets, relevant documents:</b></p> <ul style="list-style-type: none"> <li><a href="#">New Teacher Induction</a></li> <li>Current Placement Distribution Chart-</li> </ul> <div> <p>Current Placement Distribution</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> <th>From</th> </tr> </thead> <tbody> <tr> <td>Mid or Above Grade Level</td> <td>5%</td> <td>1%</td> </tr> <tr> <td>Early On Grade Level</td> <td>9%</td> <td>1%</td> </tr> <tr> <td>One Grade Level Below</td> <td>45%</td> <td>31%</td> </tr> <tr> <td>Two Grade Levels Below</td> <td>18%</td> <td>32%</td> </tr> <tr> <td>Three or More Grade Levels Below</td> <td>24%</td> <td>36%</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> <li>CFA End of the Year Data:</li> </ul>	Category	Percentage	From	Mid or Above Grade Level	5%	1%	Early On Grade Level	9%	1%	One Grade Level Below	45%	31%	Two Grade Levels Below	18%	32%	Three or More Grade Levels Below	24%	36%
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<p>#181.7</p> <p><b>Grades 5 Science All Students Core Subject PI</b></p> <p>22-23 Progress Target: <b>125</b></p> <p><a href="#">(SIRS-106)</a></p>	<p><b>Strategies &amp; Action Steps toward progress:</b></p> <p><b>Strategy:</b> Implement Rochester City School District curricula through high-quality, grade-level instruction.</p> <p><b>Strategy:</b> Use data to differentiate instruction.</p> <p><b>Implemented Action Steps:</b></p> <ul style="list-style-type: none"> <li>As per the district guidelines, Science instruction began during the third quarter.</li> <li>All students in grades K-5 were provided instruction using the Amplify Science Program.</li> <li>All students in grade 6 were provided instruction through the Open Sci Ed Science Program.</li> <li>District pacing guides and materials were shared with all teachers through Science</li> </ul>	<p><b>Strategy:</b> Implementation of RCSD Science curriculums through high-quality instruction.</p> <p><b>Strategy:</b> Use data to differentiate Instruction.</p> <p><b>Goal 1:</b> To increase the percentage of students demonstrating science knowledge at grade level by 20% based on their End of the Year Post Assessment administered in June '24 from their Spring '23 Post Assessment.</p> <p><b>Additional Action Steps:</b></p> <p><b>Rationale:</b> In order to monitor student progress towards proficiency in Science and increase the Performance Index, the following action steps will also be implemented and monitored throughout the year:</p> <ul style="list-style-type: none"> <li>Grade Level Pacing Guides and curriculum will be provided to ensure students are exposed to grade-level NYS standards and high-quality instruction throughout the year.</li> <li>Differentiation strategies will be identified in lesson plans and instruction to engage all students in grade-level content regardless of their proficiency levels.</li> <li>All students will participate in experiments and investigations following the District's pacing guides.</li> </ul>

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"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, 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"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● 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 English Language Arts contributive value of specific methods on instruction, student learning, and achievement.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<p>Liaisons who attended monthly training from the Science Department. These liaisons met monthly to become experts in the science curriculum for their grade level. They turnkeyed the information to their grade-level teams.</p> <ul style="list-style-type: none"> <li>● During Professional Learning Community time, classroom teachers planned together and discussed upcoming lessons and investigations.</li> <li>● Additional professional development, specific to Science, was given to School 33 Staff on May 18, 2023.</li> </ul>	<ul style="list-style-type: none"> <li>● Professional development specific to Science will be provided during grade-level meetings and monthly after-school meetings.</li> <li>● All students will write daily using academic language to express and explain their reasoning in multiple ways and across all subject areas.</li> <li>● A weekly Innovation Hour will be designed and implemented to support Science, Technology, Arts, and Mathematics (STEM).</li> <li>● A Spring STEM Fair will take place for students to share their innovative projects with students and families.</li> </ul> <p><b>Hyperlinks, data sets, relevant documents:</b></p> <ul style="list-style-type: none"> <li>● Unit 2 Post Assessment</li> </ul>

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		<table><thead><tr><th>Grade</th><th>Unit 2 Science Post Assessment Average</th></tr></thead><tbody><tr><td>Kindergarten</td><td>81%</td></tr><tr><td>First Grade</td><td>73%</td></tr><tr><td>Second Grade</td><td>48%</td></tr><tr><td>Third Grade</td><td>51%</td></tr><tr><td>Fourth Grade</td><td>12%</td></tr><tr><td>Fifth Grade</td><td>15%</td></tr></tbody></table>	Grade	Unit 2 Science Post Assessment Average	Kindergarten	81%	First Grade	73%	Second Grade	48%	Third Grade	51%	Fourth Grade	12%	Fifth Grade	15%
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#160  EM Chronic Absenteeism - All Students	<p><b><u>Strategies &amp; Action Steps toward progress:</u></b></p> <p><b>Strategy:</b> Implement social-emotional learning competencies through the PBIS framework to create a positive school culture.</p> <p><b>Strategy:</b> Provide support and interventions to address chronic absenteeism through collaborative planning teams.</p>	<p><b>Strategy:</b> Implement social-emotional learning competencies through the PBIS framework to create a positive school culture.</p> <p><b>Strategy:</b> Provide support and interventions to address chronic absenteeism through collaborative planning teams.</p> <p><b>Goal:</b> Chronic Absenteeism will decrease from 66.3% to 56% by June 2024.</p> <p><b>Additional Action Steps:</b></p>														

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<p>22-23 Progress Target: <b>35</b> (<a href="#">SIRS-107</a>)</p>	<p><b>Implemented Action Steps:</b></p> <ul style="list-style-type: none"> <li>• School #33 Problem-Solving Team monitored data and met regularly to review referral logs for students in severe chronic or chronically absent categories. Students' situations were evaluated and aligned with appropriate support staff or partners for outreach.</li> <li>• Teachers on Special Assignments (TOA), Instructional Coaches, Administrative Assistants, and other staff, as designated by the Administration Team, assisted with phone call outreach during the school year.</li> <li>• Students brought to the problem-solving team with attendance concerns were reviewed regularly, and plans were developed and monitored.</li> <li>• School #33 Attendance Team and PBIS committee collaborate on incentives for</li> </ul>	<p><u>Rationale:</u> Because of the success of all the steps taken in the 2022 school year to reduce chronic absenteeism, similar efforts will continue to be implemented and monitored throughout the year:</p> <ul style="list-style-type: none"> <li>• Innovation Hour will be implemented beginning in October 2023 on Mondays or Fridays (days that trends show ADA has been the lowest)</li> <li>• School #33 Problem-Solving Team will monitor data and will meet weekly to review referral logs for students in severe chronic or chronically absent categories.</li> <li>• TOA, Instructional Coaches, Administrative Assistants, Parent Liaison, and other staff, as designated by the Administration Team, will assist with phone call outreach starting in August to students identified in June 2023. <ul style="list-style-type: none"> <li>◦ Students brought to the problem-solving team with attendance concerns will have an attendance plan and a case manager assigned to them.</li> </ul> </li> <li>• School #33 Attendance Team and the PBIS committee will collaborate on designing and implementing monthly incentives for students exhibiting perfect, good, and improved attendance.</li> <li>• Teachers will share information with parents about the attendance incentive of the month via SeeSaw or Class Dojo.</li> <li>• Monthly incentives and tips for parents to combat absenteeism will be posted on our social media websites.</li> </ul>

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"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, 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"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● 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 English Language Arts contributive value of specific methods on instruction, student learning, and achievement.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<p>students exhibiting perfect, good, and improved attendance, i.e., House Huddle:</p> <ul style="list-style-type: none"> <li>○ Monthly attendance incentives for the year were devised to motivate students to attend school. Offering various activities and prizes each month. Students with improved attendance were also incorporated into the incentives.</li> <li>○ Quarterly parent gift card raffles to parents of students with perfect attendance.</li> <li>○ Students were reminded of the attendance incentive for the month daily during the morning announcements.</li> <li>○ Teachers shared information with parents about the attendance incentive of the month via SeeSaw and Class Dojo.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers will select one PBIS Subcommittee to join and participate in. Some of the sub-committees will work on different components of the PBIS framework specific to improving attendance: <ul style="list-style-type: none"> <li>○ Monthly breakfast celebrations for SOAR student of the Month</li> <li>○ SOAR store for both intermediate &amp; primary students</li> <li>○ Community Building Activities <ul style="list-style-type: none"> <li>○ World Read Aloud Day</li> <li>○ Quarterly House Huddles- focus on WIGS, Attendance data, celebrations</li> <li>○ Building Wide Reading Competition</li> <li>○ Principals Book of the Month- focused on specific themes monthly</li> <li>○ Field Day</li> <li>○ 6th Grade Community Day (RocRestorative &amp; Playworks)</li> <li>○ Student Council</li> </ul> </li> </ul> </li> </ul> <p><b>Hyperlinks, data sets, and relevant documents:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Notes from Monthly SWPBIS Core Team Meetings</a></li> <li><input type="checkbox"/> <a href="#">Monthly Attendance Incentives</a></li> </ul>



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"> <li>● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, 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"> <li>● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>● 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 English Language Arts contributive value of specific methods on instruction, student learning, and achievement.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<ul style="list-style-type: none"> <li>● Monthly incentives and tips for parents to combat absenteeism were posted on our social media websites.</li> <li>● PBIS Initiatives to support student engagement and attendance: <ul style="list-style-type: none"> <li>● Monthly breakfast celebrations for SOAR student of the Month</li> <li>● SOAR store for both intermediate &amp; primary students</li> <li>● Community Building Activities: <ul style="list-style-type: none"> <li>○ World Read Aloud Day</li> <li>○ Quarterly House Huddles- focus on WIGS, Attendance data, celebrations</li> <li>○ Building Wide Reading Competition</li> <li>○ Principals Book of the Month- focused on specific themes monthly</li> <li>○ Field Day</li> </ul> </li> </ul> </li> </ul>	



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	<ul style="list-style-type: none"> <li>○ 6th Grade Community Day (RocRestorative &amp; Playworks)</li> <li>○ Student Council</li> </ul>	

**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
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Indicator	<ul style="list-style-type: none"> <li>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</li> </ul>	<ul style="list-style-type: none"> <li>Provide the specific data and related evidence used to measure and determine progress between Quarter 3 and Quarter 4. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
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<p><b>#2</b> <b>Plan for and implement Community School Model</b></p> <p>22-23 Progress Target:</p> <p>(please see <a href="#">Community Schools Guidebook</a> to ensure DI is met)</p> <p><a href="#">Community School Model Rubric</a></p>	<p><b>Strategy:</b> Building Community &amp; Family Partnerships.</p> <p><b>Implemented Action Steps:</b></p> <ul style="list-style-type: none"> <li>• Continual communication with parents to ensure families had opportunities to participate in their children’s education via robocalls, emails, SeeSaw, ClassDojo, School 33 website, QR Codes, Newsletters, Flyers, Facebook, Instagram, Twitter, backpacks with information home, and home visits when necessary.</li> <li>• Shared information and resources with families during arrival and dismissal.</li> <li>• Provided resources and assistance to families when referred to Community School Site Coordinator by the administration team, social workers, and/or other staff.</li> <li>• Worked closely with community partners like the Center for Youth and Encompass to ensure students have extended learning opportunities</li> <li>• Implemented a community partner progress tool to track community partners’ services at school</li> <li>• Continual work on ensuring families had a variety of options to access quarterly newsletters. This will ensure a continual increase in families accessing the Quarter 4 Newsletter.</li> </ul>	<p><b>Strategy:</b> Embed social-emotional learning competencies through PBIS framework, curriculum, school systems, and partnerships.</p> <p><b>Goal:</b> Students and families will be able to engage with community partners throughout the year to meet their needs.</p> <p><b>Lead Measure:</b> 75% of our students and families will engage with at least one of our community partners throughout the year.</p> <p><b>Additional Action Steps:</b> <u>Rationale:</u> In an effort to support our students and families and ensure connectivity with community and family partnerships, the following steps will be implemented and monitored:</p> <ul style="list-style-type: none"> <li>• The Community School Site Coordinator will continue to align all of our Community Partners for the school year 2023-24 through <a href="#">Community Partner Performance Metrics &amp; Goals Form</a>.</li> <li>• Community School Site Coordinator will work closely with PTA to recruit more parents into PTA and access these parents to continually inform them on resources and educational events for families (<a href="#">Parent Teacher Association Interest Form</a>).</li> <li>• Parents are provided with QR Codes as the examples here to ensure they receive information at different times (Arrival time, Dismissal time, Main Office, Flyers, Robocalls, and posted on diverse platforms for families to retrieve:  /  / <a href="#">Events</a></li> <li>• All students will receive in August a Health Center Welcome and Sign Packet.</li> <li>• Community School Site Coordinator will present to the MTSS team different community partnerships.</li> <li>• A presentation for bilingual families during Open House will be provided.</li> <li>• Continue with already established school-wide events and develop new ones throughout the year with the Family Engagement Committee.</li> <li>• Administer a survey to families on school climate in October and one in June.</li> </ul>
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Indicator	<ul style="list-style-type: none"> <li>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</li> </ul>	<ul style="list-style-type: none"> <li>Provide the specific data and related evidence used to measure and determine progress between Quarter 3 and Quarter 4. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<ul style="list-style-type: none"> <li>School information continues to be provided in Spanish and English (Pre-K-6).</li> </ul> <p><b>Specific Data/ evidence to measure progress:</b>  <a href="#">Performance Metrics &amp; Goals Form 2023-24</a> / <a href="#">Performance Metrics &amp; Goals 2022-23 (Performance Metrics Results 2022-23/Results Doc)</a>. This form was used for the school year 2022-23 to track Community Partner Services.</p> <p>Quarterly Newsletters are disseminated each quarter to families, community partners, and staff with valuable information on educational programming, the latest updates, announcements, and reflections on events taking place at School 33: <a href="#">Quarter 1 (ENG)</a> / <a href="#">Quarter 1 (SPAN)</a>, <a href="#">Quarter 2 (ENG)</a> / <a href="#">Quarter 2 (SPAN)</a>, <a href="#">Quarter 3 (ENG)</a> / <a href="#">Quarter 3</a></p>	<p><b>Hyperlinks, data sets, relevant documents:</b>  All students will receive a Health Center Welcome and Sign-in Packets. John James School-Based Health Clinic offers primary healthcare services at no cost to enrolled students and their families. A family's</p> <ul style="list-style-type: none"> <li>All students will receive in August a Health Center Welcome and Sign Packet.</li> <li>Community School Site Coordinator will present to the MTSS team different community partnerships.</li> <li>A presentation for bilingual families during Open House will be provided.</li> <li>Continue with already established school-wide events and develop new ones throughout the year with the Family Engagement Committee.</li> <li>Administer a survey to families on school climate.</li> </ul> <p><b>Hyperlinks, data sets, and relevant documents:</b>  All students will receive a <i>Health Center Welcome and Sign-in Packets</i>. John James School-Based Health Clinic offers primary healthcare services at <b>no cost</b> to enrolled students and their families. A family's health insurance will be billed only if the student has coverage. The clinics work with parents, guardians, and primary care providers in the community. The Health Based Clinic at School 33 provides comprehensive services such as:</p>

Indicator	<ul style="list-style-type: none"> <li>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</li> </ul>	<ul style="list-style-type: none"> <li>Provide the specific data and related evidence used to measure and determine progress between Quarter 3 and Quarter 4. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<p><a href="#">(SPAN)</a>, and <a href="#">Quarter 4 (ENG)</a> / <a href="#">Quarter 4 (SPAN)</a>.</p> <p>Flyers are provided to families throughout the year for families to save the date for upcoming family events: <a href="#">School 33 Flyer Communications</a></p> <p><b>Encompass:</b> end of year report for the EnCompass Afterschool program at #33: <a href="#">End-of-Year Report 2022-23</a></p> <ul style="list-style-type: none"> <li>92% of students improved in at least one Social Emotional Learning Competency. The highest gains were seen in the Shy/Anxious domain (please note the increase in % shows the students were seen as less shy/anxious in post scores – the same is true with Acting Out/Limits)</li> <li>82% of students showed growth in reading – the overall average being a 6 month gain!</li> </ul>	<ul style="list-style-type: none"> <li>physical examinations for work or sports</li> <li>treatment of injuries</li> <li>assessment, diagnosis, and treatment of illnesses</li> <li>prescription management</li> <li>mental health services</li> <li>immunizations</li> <li>laboratory tests</li> <li>health education</li> <li>counseling</li> </ul> <p>John James Audubon School 33's CHBC will keep track of <i>Health Center Welcome and Sign-in Packet</i> through forms below</p> <ul style="list-style-type: none"> <li><a href="#">RRH School-Based Health Center Enrollment</a></li> <li><a href="#">Inscripción al Centro de Salud Escolar RRH</a></li> </ul> <p><b>Specific Data/ evidence to measure progress</b></p> <p>Aligning most of our Community Partners for the school year 2023-24 through the use of:</p>

Indicator	<ul style="list-style-type: none"> <li>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</li> </ul>	<ul style="list-style-type: none"> <li>Provide the specific data and related evidence used to measure and determine progress between Quarter 3 and Quarter 4. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<ul style="list-style-type: none"> <li>Student, family, and staff survey results were extremely positive!</li> </ul> <p><b>Center for Youth:</b> <a href="#">Year 1 (2022-2023) NYS 21CCLC Interim Evaluation Report</a></p> <p><b>Pillars of Hope:</b> <a href="#">Mentorship Program Yearly Schedule</a></p> <p><b>School 33 Community-based information platforms:</b></p> <ul style="list-style-type: none"> <li><a href="https://www.facebook.com/RCSDsch33">https://www.facebook.com/RCSDsch33</a>;</li> <li><a href="https://twitter.com/rcsdsch33">https://twitter.com/rcsdsch33</a>;</li> <li><a href="https://www.instagram.com/lisettevargas33/">https://www.instagram.com/lisettevargas33/</a>;</li> <li><a href="https://www.rcsdk12.org/Page/57925">https://www.rcsdk12.org/Page/57925</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Community Partner Performance Metrics &amp; Goals Form</a>.</li> <li>Regional Health, Eastman Dental Smile Mobile, Center for Youth, and EnCompass will provide their own reports for the next school year.</li> </ul>
#6 Family and Community	<ul style="list-style-type: none"> <li>Monthly CET meetings are taking place to assist in the programming of school, functioning to strengthen family engagement further.</li> </ul>	<b>Strategy:</b> Building Community and Family Engagement.

Indicator	<ul style="list-style-type: none"> <li>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</li> </ul>	<ul style="list-style-type: none"> <li>Provide the specific data and related evidence used to measure and determine progress between Quarter 3 and Quarter 4. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
<p><b>Engagement</b> (<a href="#">DTSDE Tenet 6</a>) 22-23 Progress Target: <b>90% phase 1;</b> <b>67% phase 2:</b></p>	<ul style="list-style-type: none"> <li>CET meeting agenda was organized for the school year 2022-23 through a <a href="#">Rolling Agenda</a>; <a href="#">Partnership Inventory</a></li> <li>Family Engagement Subcommittee: <a href="#">Health &amp; Wellness Annual Event Action Plan 2023</a></li> </ul>	<p><b>Goal:</b> School 33 will increase engagement with students, families, and the community by connecting them to available community resources from ongoing CET collaborations. This will ensure the school is regularly communicating with and helping to support students and families.</p> <p><b>Goal:</b> School 33 will be seen as a resource for students and families in the community.</p> <p><b>Lead Measure:</b> The School will collect data from community partners providing resources and services to students and families twice a year.</p> <p><b>Lead Measure:</b> The School will continue to provide quarterly newsletters to 100% of the families on resources and services available throughout the year and at least two sessions to engage families on services and resources available in the community.</p> <p><b>Lead Measure:</b> Community School Site page will function as a hub of information for the school community, students, families, and community at large.</p> <p><b>Additional Action Steps:</b> <u>Rationale:</u> In an effort to develop a systematic approach to family and community engagement to empower families to advocate for their child’s learning effectively and the improvement of the school, the following action steps will also be implemented and monitored throughout the year:</p>

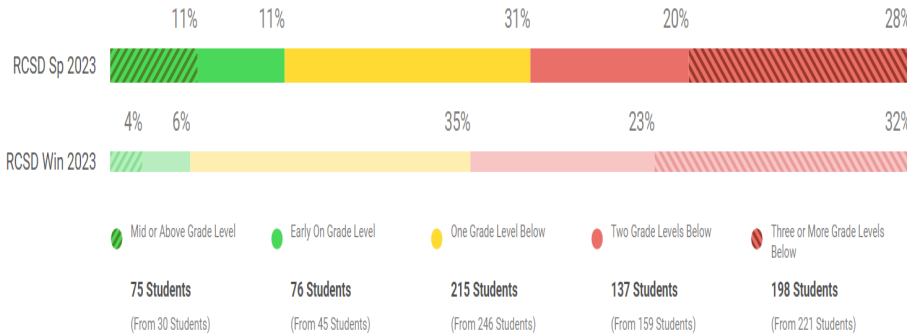
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		<ul style="list-style-type: none"> <li>Community School Site Coordinator will continue to facilitate Monthly CET meetings (<a href="#">Rolling Agenda and CET PPTs</a>)</li> <li>The Community School Site Coordinator will have a website with all resources available to students and families for the school year 2023-24.</li> <li>The upcoming school year will include data presentations of the work that the community agencies are engaged in, and how that work impacts student achievement. Each agency will identify the students and families they are working with, practice goal setting, and then show the CET the impact that they are having.</li> </ul>



<p>#105</p> <p><b>3-8 ELA ED Core subject PI</b></p> <p>22-23 Progress Target: <b>69.4</b></p> <p>(<a href="#">SIRS- 106</a>)</p>	<p><b><u>Strategies &amp; Action Steps toward progress:</u></b></p> <p><b>Strategy:</b> Implement Rochester City School District curricula through high-quality, grade-level instruction.</p> <p><b>Strategy:</b> Use data to differentiate instruction.</p> <p><b>Implemented Action Steps:</b></p> <ul style="list-style-type: none"> <li>• Magnetic Reading for Grades K-2, exposing students to explicit, systemic foundational skills instruction to students.</li> <li>• Phonics for Reading for Grades 3-6 to fortify foundational reading skills.</li> <li>• iReady Personalized Lesson Plans Grades K-6.</li> <li>• Weekly Grade Level Team Meetings to discuss data for academics, behavior, and coursework. Curriculum pacing charts for all areas are reviewed with teachers regularly at Grade Level Team meetings.</li> <li>• Tier One Push Strategies Initiative (TOPS) continues in all 3-6 classrooms to best prepare students for NYS English Language Arts.</li> <li>• Coaches designed and began a New Teacher Induction Building-based Program. Topics for new teachers</li> </ul>	<p><b>Strategy:</b> Implementation of RCSD curriculums through high-quality instruction.</p> <p><b>Strategy:</b> Use data to differentiate Instruction.</p> <p><b>Goal 1:</b> Increase the percentage of students reading at grade level according to 2023 iReady Spring Diagnostic data from 20% to 51% by June 2024.</p> <p><b>Goal 2:</b> 100% of our students will meet their growth goals in reading based on iReady data by June 2024.</p> <p><b>Lead Measure 1:</b> Students will interact daily with rich, complex, grade-level texts through writing; they will participate and engage in class discussions using listening, speaking protocols, discourse, and daily writing.</p> <p><b>Lead Measure 2:</b> Teachers will utilize teaching methods that involve the entire class in discussions, allowing students to improve communication skills, understanding of content, and problem-solving and encouraging students to share their opinions and thoughts.</p> <ul style="list-style-type: none"> <li>◦ Example: Reading &amp; Writing - Create a series of questions for the students to consider. Allocate enough time in the lesson for an elaborate discussion, ensuring students can freely express their opinion.</li> </ul> <p><b>Lead Measure 3:</b> Teachers will utilize the <i>Instruction for All</i> resources in their daily instruction to encourage discourse.</p> <p><b>Lead Measure 4:</b> Tier One Push-in Services (TOPS) English Language Arts (ELA) will be taught in grades 3-6 throughout the year.</p> <p><b><u>Additional Action Steps</u></b></p> <p><b>Rationale:</b> To ensure and monitor student progress towards proficiency in ELA and increase the Performance Index, the following action steps will also be implemented and monitored throughout the year:</p>
<p>Receivership, 2022-2023 Final Report and 2023 – 2024 Continuation Plan (As required under Section 211(f) of NYS Ed. Law)/June2023</p>		

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	<p>included classroom management, trauma-informed instruction, planning lessons, standards-based teaching, writing, and utilizing learning targets.</p> <ul style="list-style-type: none"> <li>Weekly professional development, focusing on Literacy instruction, Speaking and Listening protocols, 4 Disciplines of Execution (Franklin Covey), Data protocols for team meetings, and a focus on Discourse was provided to all teaching staff.</li> </ul> <p><b>Specific Data &amp; Evidence used to inform future action steps:</b></p> <ul style="list-style-type: none"> <li>iReady Diagnostic #3: Typical Growth, Stretch Growth- <i>see images below</i>.</li> <li>50% of students met their Typical Growth Goal.</li> <li>22% of students met their Stretch Growth Goal.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiation strategies will be identified in lesson plans and instruction to engage all students in grade-level content regardless of their proficiency levels.</li> <li>K-2 classrooms will display sound walls and incorporate direct instruction in foundational reading skills.</li> <li>All students in grades K-6 will utilize iReady in reading for a minimum of 45 minutes weekly.</li> <li>Three scheduled Common Formative Assessments (CFAs) will be administered throughout the school year, and teachers will engage in data-driven instructional planning based on RCSD-identified NYS priority standards.</li> <li>Scheduled i-Ready diagnostic and progress monitoring assessments will be used 3x a year to engage in data-driven instructional planning and decision-making for differentiation.</li> <li>All students will participate in academic discussion protocols to explain and justify their thinking during all parts of the lesson (Independent Think Time, Stronger and Clearer Each Time, Turn and Talk, Think-Pair-Share, Ink-Pair-Share, Take a Stand, Socratic Seminar, etc.).</li> <li>Reading intervention teachers will systematically support classroom teachers and students to accelerate student progress using the district intervention guide.</li> <li>Tier One Push Strategies Initiative (TOPS) will be implemented in all 3-6 classrooms to best prepare students for their NYS Assessments.</li> <li>School Wide book study and implementation of <u>Mindset</u> by Carol Dweck.</li> <li>Weekly professional development to focus on differentiation strategies that support analyzing student data, NYSED Next Generation Standards implementation, Data-Driven Dialogue Protocol, iReady, 4DX work, and professional learning communities.</li> </ul>

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	<ul style="list-style-type: none"> <li>There was a decrease from 38% to 28% of students with three or more grade levels below.</li> <li>There was a decrease from 26% to 19% of students with 2-grade levels below.</li> <li>There was a decrease from 32% to 31% of students one grade level below.</li> <li>There was an increase of students that were early on grade level from 4% to 11%.</li> <li>There was an increase of students on or above grade level, from 2% to 11%.</li> <li>24/26 intermediate classes (gr. 3-6) use the Phonics for Reading Intervention Program to increase student reading fluency.</li> <li>Of the students assessed (6/12/23), 50% of students have passed the</li> </ul>	<ul style="list-style-type: none"> <li>The New Teacher Induction Monthly Professional Development Series was created for the School #33 new teachers and will continue into the 2023-2024 school year.</li> <li>Tier 3 targeted interventions for identified students will begin in September based on data collected from the 2022-2023 MTSS meetings.</li> <li>Magnetic Reading Foundational Skills program will continue in all K-2 classrooms.</li> <li>Phonics for Reading intervention will continue in 3-6 classrooms.</li> <li>All classrooms will utilize culturally relevant resources including, but not limited to, literature and visuals.</li> </ul> <p><b>Hyperlinks, data sets, relevant documents:</b></p> <ul style="list-style-type: none"> <li><a href="#">New Teacher Induction</a></li> <li>iReady Growth Chart:</li> </ul>

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	program and have now “tested out” of the program.	<div><table><tr><th>Category</th><th>RCSD Sp 2023 (%)</th><th>RCSD Sp 2023 (Students)</th><th>RCSD Win 2023 (%)</th><th>RCSD Win 2023 (Students)</th></tr><tr><td>Mid or Above Grade Level</td><td>11%</td><td>75 Students (From 30 Students)</td><td>4%</td><td>76 Students (From 45 Students)</td></tr><tr><td>Early On Grade Level</td><td>11%</td><td>76 Students (From 45 Students)</td><td>6%</td><td>76 Students (From 45 Students)</td></tr><tr><td>One Grade Level Below</td><td>31%</td><td>215 Students (From 246 Students)</td><td>35%</td><td>215 Students (From 246 Students)</td></tr><tr><td>Two Grade Levels Below</td><td>20%</td><td>137 Students (From 159 Students)</td><td>23%</td><td>137 Students (From 159 Students)</td></tr><tr><td>Three or More Grade Levels Below</td><td>28%</td><td>198 Students (From 221 Students)</td><td>32%</td><td>198 Students (From 221 Students)</td></tr></table></div> <ul style="list-style-type: none"><li>iReady Current Grade Level Placement Chart-</li><li>CFA End of the Year Data:</li></ul>	Category	RCSD Sp 2023 (%)	RCSD Sp 2023 (Students)	RCSD Win 2023 (%)	RCSD Win 2023 (Students)	Mid or Above Grade Level	11%	75 Students (From 30 Students)	4%	76 Students (From 45 Students)	Early On Grade Level	11%	76 Students (From 45 Students)	6%	76 Students (From 45 Students)	One Grade Level Below	31%	215 Students (From 246 Students)	35%	215 Students (From 246 Students)	Two Grade Levels Below	20%	137 Students (From 159 Students)	23%	137 Students (From 159 Students)	Three or More Grade Levels Below	28%	198 Students (From 221 Students)	32%	198 Students (From 221 Students)
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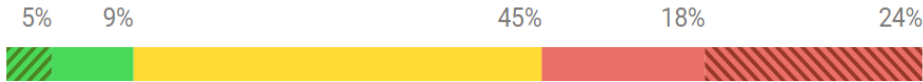
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#112  <b>3-8 Math Black Core Subject PI</b>  22-23 Progress Target: <b>71.9</b>	<p><b><u>Strategies &amp; Action Steps toward progress:</u></b></p> <p><b>Strategy:</b> Implement Rochester City School District curricula through high-quality, grade-level instruction.</p> <p><b>Strategy:</b> Use data to differentiate instruction.</p>	<p><b>Strategy:</b> Implementation of RCSD curriculums through high-quality instruction.</p> <p><b>Strategy:</b> Use data to differentiate Instruction.</p> <p><b>Goal 1:</b> Increase the percentage of students demonstrating math knowledge at grade level according to 2022 iReady Spring Math Diagnostic data from 13% to 57% by June 2024.</p> <p><b>Goal 2:</b> 100% of our students will meet their growth goals in Math based on iReady data by June 2024.</p>															

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	<p><b>Implemented Action Steps:</b></p> <ul style="list-style-type: none"> <li>i-Ready Personalized Toolbox utilized in grades K-6.</li> <li>Weekly grade-level team meetings were held to discuss data for academics, behavior, or coursework. Curriculum pacing charts for all areas were reviewed with teachers regularly at grade-level team meetings and/or during coaching cycles.</li> <li>Ongoing professional development series on Mathematical Discourse was provided in the Spring of 2023.</li> <li>Math Liaisons from each grade level team attended monthly meetings to gain more information from the Math Department. Those liaisons turnkeyed the information they learned back to their grade-level teams.</li> </ul>	<p><b>Lead Measure:</b> 100% of teachers will incorporate math discourse discussions promoting the use of academic language, and higher-order thinking, daily.</p> <p><b>Lead Measure:</b> The Workshop Model will be utilized in 100% of the academic classrooms to allow differentiation during work time.</p> <p><b>Additional Action Steps:</b>  <u>Rationale:</u> In order to monitor student progress towards proficiency in Math and increase the Performance Index, the following action steps will also be implemented and monitored throughout the year:</p> <ul style="list-style-type: none"> <li>Our school will design and implement a TOPS (Tier One Push Support) program specific to Math. This program will engage students in writing for mathematics. All lessons will be created using the Next Gen standards for math and writing.</li> <li>Grade Level Pacing Guides and curriculum will be provided to ensure students are exposed to grade-level NYS standards and high-quality instruction throughout the year.</li> <li>Differentiation strategies will be identified in lesson plans and instruction to engage all students in grade-level content regardless of their proficiency levels.</li> <li>Teachers will incorporate 10 minutes of fact fluency as part of their Workshop model daily.</li> <li>All students in grades K-6 will utilize iReady in Math for a minimum of 45 minutes weekly.</li> <li>Three scheduled Common Formative Assessments (CFAs) will be administered, and teachers will engage in data-driven instructional planning based on RCSD-identified priority standards.</li> </ul>



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	<p><b>Data and Evidence Used to Inform Future Action Steps:</b></p> <ul style="list-style-type: none"> <li>100% of classes in grades 3-6 used First in Math to increase mathematical fluency.</li> <li>43% of students met their Typical Growth Goal.</li> <li>17% of students met their Stretch Growth Goal.</li> <li>There was a decrease from 36% to 24% of students with three or more grade levels below.</li> <li>There was a decrease from 32% to 18% of students with 2-grade levels below.</li> <li>There was an increase from 31% to 45% of students with one early grade level below.</li> <li>There was an increase from 1% to 9% of students early on grade level.</li> </ul>	<ul style="list-style-type: none"> <li>Scheduled i-Ready diagnostic and progress monitoring assessments 3x a year will be used to engage in data-driven instructional planning and decision-making for differentiation.</li> <li>All students will participate in academic discussion protocols to explain and justify their thinking during all parts of the lesson (Independent Think Time, Stronger and Clearer Each Time, Turn and Talk, Think-Pair-Share, Ink-Pair-Share, Take a Stand, Socratic Seminar, etc.).</li> <li>All students will write daily using academic language to express and explain their reasoning in multiple ways and across all subject areas.</li> <li>Weekly professional development to focus on differentiation strategies that support student data, NYSED Next Generation Standards implementation, Data-Driven Dialogue Protocol, iReady, 4DX work, and professional learning communities.</li> <li>Scheduled i-Ready diagnostic and progress monitoring assessments.</li> <li>All classrooms will utilize culturally relevant resources, including but not limited to literature and visuals.</li> <li>School Wide book study and implementation of <u>Mindset</u> by Carol Dweck.</li> <li>Continued support with Professional Learning from the Math Department.</li> <li>The professional development series that began in Spring '24 with the Rochester City School District Math Department and instructional coaches will continue during grade-level team meetings with the introduction of additional discussion protocols with time to implement and reflect on data in the following weeks.</li> <li>Classroom teachers will implement these strategies, and trend data will be discussed at future Grade Level Team meetings.</li> </ul>



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	<ul style="list-style-type: none"> <li>There was an increase from 1% to 5% of students on or above grade level.</li> </ul>	<ul style="list-style-type: none"> <li>Tier 3 Intervention, using the Georgia Numeracy Project, will begin in September, based on data collected from the 22-23 MTSS Meetings.</li> </ul> <p><b>Hyperlinks, data sets, relevant documents:</b></p> <ul style="list-style-type: none"> <li><a href="#">New Teacher Induction</a></li> <li>Current Placement Distribution Chart-</li> </ul> <div data-bbox="1177 964 2099 1284"> <p>Current Placement Distribution</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> <th>From</th> </tr> </thead> <tbody> <tr> <td>Mid or Above Grade Level</td> <td>5%</td> <td>1%</td> </tr> <tr> <td>Early On Grade Level</td> <td>9%</td> <td>1%</td> </tr> <tr> <td>One Grade Level Below</td> <td>45%</td> <td>31%</td> </tr> <tr> <td>Two Grade Levels Below</td> <td>18%</td> <td>32%</td> </tr> <tr> <td>Three or More Grade Levels Below</td> <td>24%</td> <td>36%</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> <li>CFA End of the Year Data:</li> </ul>	Category	Percentage	From	Mid or Above Grade Level	5%	1%	Early On Grade Level	9%	1%	One Grade Level Below	45%	31%	Two Grade Levels Below	18%	32%	Three or More Grade Levels Below	24%	36%
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#115  <b>3-8 Math ED Core Subject PI</b>	<p><b><u>Strategies &amp; Action Steps toward progress:</u></b></p> <p><b>Strategy:</b> Implement Rochester City School District curricula through high-quality, grade-level instruction.</p>	<p><b>Strategy:</b> Implementation of RCSD curriculums through high-quality instruction.</p> <p><b>Strategy:</b> Use data to differentiate Instruction.</p> <p><b>Goal 1:</b> Increase the percentage of students demonstrating math knowledge at grade level according to 2022 iReady Spring Math Diagnostic data from 13% to 57% by June 2024.</p>															

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<p>22-23: Progress Target: <b>64.4</b></p> <p>(<a href="#">SIRS-106</a>)</p>	<p><b>Strategy:</b> Use data to differentiate instruction.</p> <p><b>Implemented Action Steps:</b></p> <ul style="list-style-type: none"> <li>i-Ready Personalized Toolbox utilized in grades K-6.</li> <li>Weekly grade-level team meetings were held to discuss data for academics, behavior, or coursework. Curriculum pacing charts for all areas were reviewed with teachers regularly at grade-level team meetings and/or during coaching cycles.</li> <li>Ongoing professional development series on Mathematical Discourse was provided in the Spring of 2023.</li> <li>Math Liaisons from each grade level team attended monthly meetings to gain more information from the Math Department. Those liaisons turnkeyed</li> </ul>	<p><b>Goal 2:</b> 100% of our students will meet their growth goals in Math based on iReady data by June 2024.</p> <p><b>Lead Measure:</b> 100% of teachers will incorporate math discourse discussions promoting the use of academic language, and higher-order thinking, daily.</p> <p><b>Lead Measure:</b> The Workshop Model will be utilized in 100% of the academic classrooms to allow differentiation during work time.</p> <p><b>Additional Action Steps:</b>  <b>Rationale:</b> In order to monitor student progress towards proficiency in Math and increase the Performance Index, the following action steps will also be implemented and monitored throughout the year:</p> <ul style="list-style-type: none"> <li>Grade Level Pacing Guides and curriculum will be provided to ensure students are exposed to grade-level NYS standards and high-quality instruction throughout the year.</li> <li>Differentiation strategies will be identified in lesson plans and instruction to engage all students in grade-level content regardless of their proficiency levels.</li> <li>Teachers will incorporate 10 minutes of fact fluency as part of their Workshop model daily.</li> <li>All students in grades K-6 will utilize iReady in Math for a minimum of 45 minutes weekly.</li> <li>Three scheduled Common Formative Assessments (CFAs) will be administered, and teachers will engage in data-driven instructional planning based on RCSD-identified priority standards.</li> </ul>

Indicator	<ul style="list-style-type: none"> <li>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</li> </ul>	<ul style="list-style-type: none"> <li>Provide the specific data and related evidence used to measure and determine progress between Quarter 3 and Quarter 4. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<p>the information they learned back to their grade-level teams.</p> <p><b>Data and Evidence Used to Inform Future Action Steps:</b></p> <ul style="list-style-type: none"> <li>100% of classes in grades 3-6 use First in Math to increase mathematical fluency.</li> <li>43% of students met their Typical Growth Goal.</li> <li>17% of students met their Stretch Growth Goal.</li> <li>There was a decrease from 36% to 24% of students with three or more grade levels below.</li> <li>There was a decrease from 32% to 18% of students with 2-grade levels below.</li> <li>There was an increase from 31% to 45% of students with one early grade level below.</li> </ul>	<ul style="list-style-type: none"> <li>Scheduled i-Ready diagnostic and progress monitoring assessments 3x a year will be used to engage in data-driven instructional planning and decision-making for differentiation.</li> <li>All students will participate in academic discussion protocols to explain and justify their thinking during all parts of the lesson (Independent Think Time, Stronger and Clearer Each Time, Turn and Talk, Think-Pair-Share, Ink-Pair-Share, Take a Stand, Socratic Seminar, etc.).</li> <li>All students will write daily using academic language to express and explain their reasoning in multiple ways and across all subject areas.</li> <li>Weekly professional development to focus on differentiation strategies that support student data, NYSED Next Generation Standards implementation, Data-Driven Dialogue Protocol, iReady, 4DX work, and professional learning communities.</li> <li>Scheduled i-Ready diagnostic and progress monitoring assessments.</li> <li>All classrooms will utilize culturally relevant resources, including but not limited to literature and visuals.</li> <li>School Wide book study and implementation of <u>Mindset</u> by Carol Dweck.</li> <li>Continued support with Professional Learning from the Math Department.</li> <li>The professional development series that began in Spring '24 with the Rochester City School District Math Dept. and instructional coaches will continue during grade-level team meetings with the introduction of additional discussion protocols with time to implement and reflect on data in the following weeks.</li> <li>Classroom teachers will implement these strategies, and trend data will be discussed at future Grade Level Team meetings.</li> </ul>

Indicator	<ul style="list-style-type: none"> <li>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</li> </ul>	<ul style="list-style-type: none"> <li>Provide the specific data and related evidence used to measure and determine progress between Quarter 3 and Quarter 4. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<ul style="list-style-type: none"> <li>There was an increase from 1% to 9% of students early on grade level.</li> <li>There was an increase from 1% to 5% of students on or above grade level.</li> </ul>	<ul style="list-style-type: none"> <li>Tier 3 Intervention, using the Georgia Numeracy Project, will begin in September, based on data collected from the 22-23 MTSS Meetings.</li> <li>Our school will design and implement a TOPS (Tier One Push Support) program specific to Math. This program will engage students in writing for mathematics. All lessons will be created using the Next Gen standards for math and writing.</li> </ul> <p><b>Hyperlinks, data sets, relevant documents:</b></p> <ul style="list-style-type: none"> <li><a href="#">New Teacher Induction</a></li> <li>Current Placement Distribution Chart-</li> </ul> <div> <div>Current Placement Distribution</div> <div> <div>5%</div> <div>9%</div> <div>45%</div> <div>18%</div> <div>24%</div> </div> <div> <div> <div></div> <div>Mid or Above Grade Level</div> <div>(From 1%)</div> </div> <div> <div></div> <div>Early On Grade Level</div> <div>(From 1%)</div> </div> <div> <div></div> <div>One Grade Level Below</div> <div>(From 31%)</div> </div> <div> <div></div> <div>Two Grade Levels Below</div> <div>(From 32%)</div> </div> <div> <div></div> <div>Three or More Grade Levels Below</div> <div>(From 36%)</div> </div> </div> </div>

Indicator	<ul style="list-style-type: none"> <li>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</li> </ul>	<ul style="list-style-type: none"> <li>Provide the specific data and related evidence used to measure and determine progress between Quarter 3 and Quarter 4. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>															
		<ul style="list-style-type: none"> <li>CFA End of the Year Data: <div> <table> <tr> <th>GRADE</th><th>ELA EOY CFA AVG</th><th>MATH EOY CFA AV</th></tr> <tr> <td>Third</td><td>29%</td><td>35%</td></tr> <tr> <td>Fourth</td><td>20%</td><td>34%</td></tr> <tr> <td>Fifth</td><td>25%</td><td>18%</td></tr> <tr> <td>Sixth</td><td>32%</td><td>34%</td></tr> </table> </div> </li> </ul>	GRADE	ELA EOY CFA AVG	MATH EOY CFA AV	Third	29%	35%	Fourth	20%	34%	Fifth	25%	18%	Sixth	32%	34%
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**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
<ul style="list-style-type: none"> <li>• List the constituent categories of stakeholders that have participated as CET members during this reporting period.</li> <li>• Include any changes made to the CET’s membership during this reporting period. Include the role/title of any new members.</li> <li>• Provide data and evidence used to measure the impact and efficacy of the CET.</li> <li>• Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school’s improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Outline the process by which new members of the CET will be identified and selected*.</li> <li>• Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members.</li> <li>• Provide and outline your plan for CET meeting agenda development, action items, follow through, and analysis.</li> <li>• 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.</li> </ul>



<p>Alexci Reyes: Community School Site Coordinator  Jeremy Smith: Freedom Schools -Community Educator  Jay Becker: Sully Library -Data Support  Gwen Fisher: School No. 33 Social-emotional learning coach  Carmen Lopez: Paraprofessional  Ester Gliwinski: Kindergarten teacher No. 33  Vanessa Correa: Community Place - Foster Grandparent Program Specialist  Nancy Johnson: Rochester Christian Reformed Church - Community Volunteer  Mary Peoples: Parent Liaison No.33  Kathleen Pendergast: Regional Health - Nurse Practitioner  Vicky Ortiz: Pillars of Hope - Professional Pillars of Hope Mentor- Instructor  Jacob Dyson: G-2 Strong – School-Based Program Coordinator  Veronika Danielek - Meryll Lynch Wealth Management  Elizabeth O’Flahety - Evans Bank  Pedro Aponte- Student Representative  Shantel Sumler - Parent Representative  Paola Betchart - Parent Representative</p> <ul style="list-style-type: none"> <li>No changes in CET membership were made during the last quarter of school.</li> </ul>	<ul style="list-style-type: none"> <li>CET meeting agenda development will be organized for 2023-24 just as it was organized for the school year 2022-23 <a href="#">Rolling Agenda</a>. Below, you will see action items, follow through and analysis according to the Needs Assessment and Focus Groups administered this year. There is a report with key findings and strategies shared below.</li> <li>As in the last report, there were CET discussions on specific action items. First, to continually find other sources in the community to replenish the Food Pantry to further assist in sustaining the Food Pantry throughout the school year. As was done this last school year with Meryl Lynch and Regional Health (Food Drive-Donations), CSSC will continue to work annually with these partners and seek out other potential partners to assist with Food and Supply Drives. A list of community food pantries has been collected: <a href="#">Resource 1</a> &amp; <a href="#">Resource 2</a> to use as secondary sources in assisting families and collaborating to assist in sustaining the food pantry. Also, there was a need for food pantry shelving, as discussed in CET meetings. We collaborated with one of our partners, Center for Youth (CFY) and are currently working on acquiring new shelving for our food pantry in June or July.</li> <li>Second action item has been to find more partnerships in the areas of health, mentorship, and SEL-culturally responsive approaches in the classroom. It was also noted that from the needs assessment survey results and follow-up discussions with CET, we needed to review these potential partners to invite them to possibly join the School 33 community for the next school year. To further assist the needs of our students and families, the CSSC has been able to identify and is working on bringing for next school year: <ul style="list-style-type: none"> <li><a href="#">Champion Academy</a>, known for The EME Model, which is an outcome-driven intervention backed by research and guided by seven foundational principles: <ul style="list-style-type: none"> <li>Student-centered programming; workforce readiness training; gamification &amp; incentives; hybrid intervention; extended family values; authentic mentors; and membership-based structure.</li> </ul> </li> <li><b>Cornell Extension 4-H</b> has worked with School 33, including this past school year, with grades 2-6 in science and civic engagement. The CSSC is looking to see other possible programs at School 33 offered by Cornell Extension 4-H in collaboration with Parks &amp; Recreation for the next school year. In the 4-H program, our students will continue to have the opportunity to complete hands-on projects in areas like health, science, agriculture, and civic engagement in a positive environment where they receive guidance from adult mentors and are encouraged to take on proactive leadership roles.</li> </ul> </li> </ul>
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- **Ibero American Action League** will partner with School 33 to assist in several areas, such as the E-cigarette and vaping curriculum, to empower students with the knowledge and skills needed to make informed decisions about e-cigarettes and resist social pressures to vaping.
- [ECHO Extension for Community Healthcare Outcomes](#) will partner with School 33 during the school year 2023-24. ECHO is a tele-mentoring model that uses virtual technology to support case-based learning and education across disciplines and settings. This will assist School 33 in caring for more youth more effectively. Benefits: School 33 will learn from experts, learn from each other, and learn from participants as best practices emerge ([PPT](#)).
- **G2-Strong Program is Expanding for next school year 2023-24:** Besides G2 Strong’s work with our Kindergarten classes, the G2 Strong program will be able to expand their support for our students in Grades 1. G2 will be expanding next school year and into 2026-2027. Additionally, G2 will pilot an after-school program at School 33 for the upcoming school year. There will be funding available for the next 4 years:

	School Year			
	23/24	24/25	25/26	26/27
School #33				
# of returning classes	2	4	6	6
# of new classes	2	2		
School #45				
# of returning classes		3	3	3
# of new classes	3			

- There has been a performance metrics and goals tool to record services/supports made at School 33 by our community partners in order to continually inform how services rendered are impacting our students and families: [Performance Metrics & Goals Form 2023-24](#) / [Performance Metrics & Goals 2022-23](#) ([Performance Metrics Results 2022-23/Results Doc](#)). This form was used for the school year 2022-23 to track Community Partner Services and has been modified to be used for the school year 2023-2024.

- To further develop an assessment and analysis of the impact of lead strategies and/or a department-approved intervention model that includes rigorous performance metrics and goals, CET met to discuss the end of the school year needs through a rigorous Needs Assessment. The team was able to collaborate and narrow down survey questions to ask students in grades 3-6; survey questions for teachers and parents:
  - [Student Survey-Results](#) / [Community School Focus Student Questions](#)
  - [Teacher Survey-Results](#) / [Community School Focus Teacher Questions](#)
  - [Parent Survey- Results](#) / [Community School Focus Parent Questions](#)

We were able to collect 255 responses from students in grades 3-6; 44 from teachers and 47 from parents. *These surveys have informed us to look closer at three focus areas for next school year:*

  - ☐ More health-related topics in extended learning opportunities and other health-related services and support
  - ☐ A closer look at Social-emotional learning within a culturally responsive approach in classes and outside of class
  - ☐ Parent Workshops offering diverse topics presented at different times and spaces to ensure as many parents are serviced throughout the year.
    - ★ A recurring topic that has come up and needs to be considered are the current approaches in communicating with parents. How to make communication a school-wide effort among staff to ensure all families receive communication throughout the year and from diverse modes.
- [CET Membership Invitation Letter Template](#) to be used when inviting potential partners to CET.
- [Community Partnership Interest Form 2023-24](#) to keep a record of new partners and the nature of new partnerships. This will assist in keeping track of partners, roles in CET, and how to best collaborate resources from community partnerships.

**Part V – Powers of the Receiver**

*Provide a summary of the use of the School Receiver’s powers during 2022-2023 school year.*

*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).*

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.

**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 Commissioner's Regulation §100.19.

Name of Receiver (Print): \_\_\_\_\_  
 Signature of Receiver: \_\_\_\_\_  
 Date: \_\_\_\_\_

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.



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Name of Receiver (Print):

Signature of Receiver:

Date:

Carmine Peluso  
[Signature]  
7/21/23

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): Alexci Reyes

Signature of CET Representative\*: 

Title of CET Representative: Community School Site Coordinator

Date: 6/24/23

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