New York State EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2022-2023 Receivership School Quarterly Report #2
Report Period: *November 1, 2022 to January 31, 2023 (Due January 31, 2023)*

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

The reporting portion of this document is a self-assessment of the *implementation and outcomes of key strategies* related to Receivership, and as such, is not considered a formal evaluation via 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:
Morse Elementary	131500010009	Poughkeepsie City School District			

Superintendent	School Principal (If new, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD	% Students designated as both ELL & SWD
Dr. Eric J. Rosser	Samantha Mitchell	Appointment Date: 7/2/2021	Gregory Mott Janet Bisti Patrice Woods	K-6		511	20.4%	20.6%	8%

Executive Summary

Please provide a _plain-language summary_ of this completed report to reflect changes and progress made during this reporting period and to describe how actions were taken to implement lead strategies, engage the community, and enact Receivership powers. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to _no more than 500 words_. Applicable links must be made publicly available prior to submitting the report.

Morse administration continues to make professional learning a priority. Partners from the Regional Partnership Center (RPC) provide extensive professional development and feedback on Explicit Direct Instruction (EDI) and Culturally Responsive Education (CRE). Professional development will resume this month via Curriculum Associates (iReady & Ready publishers) to support new staff and provide deeper utilization of the ELA/Math curriculum materials as well as monitor usage and fidelity to the program through Focused Instructional Learning Walks. Morse administration utilized Collaborative Prep Time (CPT) to have data conversations with grade levels, discuss planning and curriculum pacing, as well as planning to meet individual students' needs.

Morse's first and second graders received explicit phonics instruction via Wilson's Fundations Program. The middle of the year (MOY) iReady ELA Diagnostics show dramatic gains, especially for grades one and two. Third through fifth grade students continue to make progress due to our "Walk to Guided Reading" time which allows for targeted instruction at students' instructional reading levels. Morse's iReady MOY Math Diagnostics reveal that teachers are closing the achievement gap. Students who were 2 years or more below grade level drastically decreased. Utilizing these data points, our Multi-Tiered Systems of Support (MTSS) and Academic Intervention Services teams created intervention plans to meet the needs of our students. As students meet targeted goals, our AIS teachers release them back to their teachers to assist other students in need of support.

Morse's CET and PTA have worked diligently to host a couple of events for our families. We hosted a fantastic Winter Wonderland event, which included amazing giveaways and raffles, all of which were donated by our generous community partners. We also hosted a Family Movie Night. Both of these events brought out more than a hundred families each. We have also maintained positive working relationships with several community organizations; The Jewish Coalition, The Black Child Development Institute, just to name a few.

Directions for Parts I, II, and III - District and school staff should respond to the sections of this document by both analyzing and summarizing the steps taken to implement lead strategies during the first quarter. Include processes that were *used to assess the impact* of strategies implemented on student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #2 is an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school's 2022-2023 Continuation Plan**,** as part of an ongoing process of *continuous and comprehensive planning.* This should include a clear *focus on how evidence* guides decisions and an articulation of explicit supports for student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

- The District should ensure that 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.
- 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 Improvement*

Lead Strategies for School Improvement
Include 3-4 core lead strategies that are central to the school's improvement plan, and outline the progress made this quarter by applying each strategy. Lead strategies are key levers for improvement that are identified based on trends in student performance data and serve as overarching approaches for implementing strategically focused action steps toward achieving demonstrable improvement.

Quarterly Report #2 with Reflection on Lead Strategies Utilized during
November 1, 2022 – January 31, 2023

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
1. Administer research-based curriculum and assessment	G	Morse utilized the iReady Diagnostics for beginning and middle of the year in order to track student progress. Teachers have met during Collaborative Preps regularly to monitor pacing and analyze Ready ELA & Math unit assessment data. This data analysis provides the guidance for teachers to provide differentiated instruction. Teachers utilize the Reading Instructional Grouping report to plan for effective, differentiated small group reading instruction. Teachers utilize the iReady Math prerequisite report to ensure students are successful with new learning.

ELA   **Math**

Grade	BOY On/ Above GL	MOY On/ Above GL	BOY 2 Yrs+ Below GL	MOY 2 Yrs+ Below GL	BOY On/ Above GL	MOY On/ Above GL	BOY 2 Yrs+ Below GL	MOY 2 Yrs+ Below GL
1	0%	16%	25%	12%	0%	4%	44%	14%
2	7%	21%	56%	30%	0%	3%	64%	38%
3	20%	33%	67%	47%	0%	7%	64%	41%

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.									
		4	15%	23%	40%	31%		7%	21%	57%	30%
		5	10%	16%	69%	56%		5%	13%	70%	51%
2. Data Driven Instruction to allow for for flexible grouping in both ELA & Math	G	Morse uses Scholastic Running Records and iReady Reading and Math diagnostic data to group students. Teachers utilized this data to split students into homogeneous groupings to provide data driven, targeted instruction. Students meet with their leveled instructional grouping daily for 40 minutes. While in their intervention groups, students are provided with additional support in struggling areas based upon the previously listed data points. Data Driven instruction has been an effective strategy for Morse. With the varied needs of our students, differentiation is critical in meeting the needs of all of our students. Teachers use the Ready curriculum materials, Scholastic materials, Explicit Direct Instruction to deliver in classroom tier 1 and tier 2 instruction . Students are given 15-20 minutes during each of their small group instructional blocks to work on their individual learning paths on iReady reading/math. EDI Resources Scholastic Data Reading AIS: 1st & 2nd Cycle Reading AIS: 3rd Cycle									
3. Balanced (Structured)Literacy Approach	G	Morse continues to utilize a double block for English Language Arts. Teachers utilize the Ready Curriculum. Teachers also incorporate Scholastic materials for guided reading. During guided reading, teachers differentiate instruction based on the following data: iReady, Ready unit assessments and exit tickets, Scholastic's Next Step in Guided Reading Assessments and classroom observations. Morse teachers continue to implement EDI strategies. Teachers use resources from the Ready toolbox as well as from other district resources, such as Myon, Epic, and ReadingA-Z. First and Second grade teachers continue to utilize Wilson's Fundations for Phonics instruction to target the gaps the iReady Diagnostic shows for phonics and phonological awareness.									

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
4. AIS Support	G	The AIS team worked strategically to meet the needs of students who are 2 years or more below grade level. AIS is utilizing Fundations as well as Phonics for Reading and Leveled Literacy Intervention (LLI). AIS teachers administer interventions, progress monitor and then regroup every 6-8 weeks as needed to meet student needs. AIS uses both push-in and pull-out instruction to support student's academic needs. AIS collaborated with classroom teachers in how to best support students. Reading AIS has implemented coordinated efforts with the ENL support to target groups of ELL learners' who appear to lag in reading progress. Targeted pull out classes have been implemented to address reading skills as well as New York State ELA test preparation practice. Scholastic Data Reading AIS: 1st & 2nd Cycle Reading AIS: 3rd Cycle
5. Guided Math Approach	Y	Morse continues to utilize the double Math block and provide EDI during whole and small group instruction. Professional Development was provided to the staff at the beginning of the school year for a full day of Math Ready support as well as additional i-Ready PD during Superintendent's Conference Day on November 8th. Further PD is being planned to assist teachers. Teachers maintain small groups based on the i-Ready diagnostic and other classroom data in order to differentiate small group instruction. Teachers utilize the prerequisite skills report to determine skills they are addressing during small group time. Curriculum Associates will continue to be utilized as needed to support staff through professional development. Teachers have expressed a need for additional resources for reteaching / extra practice FILW and feedback will be utilized to monitor curriculum usage/ CPT/ Peer observations
6. Collaborative Preps (Communities of Practice)	G	All grade levels have common planning time daily. Administration is utilizing 3 collaborative preps per month (contractual) which include 1 ELA, 1 Math and 1 other (attendance, behavior, Professional development based on FILWs, etc) per month. The following goals were addressed throughout: ● Review & analyze diagnostic data ● Determine flexible groupings in ELA & Math ● Review and adjust curriculum pacing & implementation fidelity ● Receive professional development based on SCEP goals & administrative observations/FILWs ● Review attendance and behavior data CPT agendas

Part II – *Demonstrable Improvement Indicators-Level 1*

Level 1 Indicators

Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies informed the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.
Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during November 1, 2022 – January 31, 2023

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
39 & 110 3-8 Math All Students MGP 3-8 Math All Students Core Subject PI	Y	Morse teachers are providing targeted small group instruction based on iReady & unit assessment data, as well as classroom observational data. Teachers are utilizing the Ready Prerequisite report to reteach needed skills to allow students to be successful during the lessons. ELT teachers are utilizing iReady data as well to provide small group, data driven instruction. Teachers have requested additional resources for extra practice problems	Teachers just completed administering the iReady Diagnostic. They are in the process of using that data to group students based on levels and specific skills. The Instructional Groupings section groups students and lists the specific skills that those students need. Additionally, teachers are utilizing the Prerequisite Report which tells teachers what skills need to be reviewed with students so they can be successful. Teachers are utilizing their CPTs to review student data and discuss best practices for their small group instruction time.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			iReady Diagnostic Data

iReady Diagnostic Data

Grade	BOY On/ Above GL	MOY On/ Above GL	BOY 2 Yrs+ Below GL	MOY 2 Yrs+ Below GL
1	0%	4%	44%	14%
2	0%	3%	64%	38%
3	0%	7%	64%	41%
4	7%	21%	57%	30%
5	5%	13%	70%	51%

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
100 3-8 ELA All Students Core Subject PI	G	Students in grades 1-5 were leveled again using Scholastic Running Records. Based on leveling, students participate in "walk to reading" where teachers provide targeted small group instruction based on the continuum of skills. Skills include phonics, comprehension, vocabulary study, and non-fiction text structure. Classroom teachers provide targeted small group instruction during the WIN (What I Need) period where reteaching or challenge lessons are provided based on student data from previous formative assessments. iReady data was reviewed during collaborative prep times to identify areas of strength or weakness for the students in order to provide additional support. Students independently engage in daily/weekly individual online learning utilizing MyPath via the i-Ready curriculum based on the BOY diagnostic. Scholastic Data	Teachers have been utilizing all district provided curricula regularly and students are making progress. Specifically, students in the red have decreased dramatically.

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Grade	BOY On/ Above GL	MOY On/ Above GL	BOY 2 Yrs+ Below GL	MOY 2 Yrs+ Below GL
1	0%	16%	25%	12%
2	7%	21%	56%	30%
3	20%	33%	67%	47%
4	15%	23%	40%	31%
5	10%	16%	69%	56%

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
160 EM Chronic Absenteeism - All Students	R	Monthly MTSS attendance meetings are held to analyze and track student attendance. Monthly perfect attendance assemblies have been implemented as motivation and incentive Daily announcements are made to recognize classes with 100% attendance. CICO: Check-In Check-Out tier II Intervention will be implemented quarters 3, & 4 to support identified students with absenteeism concerns. We pursued a walking school bus through the Community Schools program however due to lack of staff we were not able to implement this. Daily/weekly/monthly Infinite Campus data for absenteeism and perfect attendance. Beginning in the third quarter, we will collaborate with the District Liaison & Attendance Caseworker to create a Student Success Plan,	The data from Infinite Campus has been used to make adjustments to our school enrollment. By keeping up on the attendance monitoring we were able to drop many students that had never attended our school, which gives us more accurate data. PCSD recently upgraded Parent Square to notify parents that their students were marked absent. Parents are then able to enter an excuse for the absence. Attendance Resources Attendance Reports

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		with students who have chronic absenteeism, to create goals with their family members. Monitor the plan with the teacher/social worker and MTSS team. Administration has worked with community leaders and are in the process of getting family bus passes for students who live the furthest from Morse.	
180 3-8 ELP Success Ratio - All Students	Y	ENL teachers are providing pull out services to all identified ELL students. The ENL teachers additionally provide push in support to the primary classes. ENL Student List	ELL students are given the WRAP (Writing, Reading Assessment Profile) assessment and are placed into BOY (Beginning of year), MOY (Middle of year), or EOY (End of year) grade and literacy levels. These assessments provide reading and writing scores for students in both English and Spanish (when needed). Newcomers are able to be assessed in their L1 so that we are able to see their literacy levels in their home language. These scores inform both reading and writing instruction in ENL classes.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			WRAP Data: 📄 2022-2023 MOY WRAP Scores

Part III – *Demonstrable Improvement Indicators-Level 2*

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 and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during November 1, 2022 – January 31, 2023			
Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
37 3-8 ELA ELL Students MGP	Yellow	Progress Monitoring through WRAP assessment provide important data points that have been used to inform instruction. The data has shown growth for the majority of the students from Q1-Q2. Strategies targeting the main areas for ENL students involve vocabulary building, language objectives for daily lessons, strategically pinpointing individual student's areas for improvement and designing lessons that address the needs of the whole group as well as the individual student.	ELL students are given the WRAP (Writing, Reading Assessment Profile) assessment and are placed into BOY (Beginning of year), MOY (Middle of year), or EOY (End of year) grade and literacy levels. These assessments provide reading and writing scores for students in both English and Spanish (when needed). Newcomers are able to be assessed in their L1 so that we are able to see their literacy levels in their home language. These scores inform both reading and writing instruction in ENL classes. WRAP Data: 📄 2022-2023 MOY WRAP Scores
43 & 104 3-8 Math ELL Students MGP 3-8 ELA ELL Core Subject PI	Yellow	Word Walls have been added to as new topics have been covered from BOY to now. Multiple exposures to new vocabulary are crucial for students learning an L2. Utilizing i-Ready Math lessons in order to plan for math vocabulary	Scaffolds for teaching math as are suggested from WIDA, and are of great importance for L2 learners. Both Macro and Micro scaffolds provide both teachers and learners with clear objectives for the most effective methods of teaching. Moreover, It is important to situate scaffolding practices within a pedagogy that values and affirms

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	(yellow)	teaching is helpful for ENL students in order to give the several exposures that are needed to retain and comprehend the information in the mainstream classroom. Practicing with these Tier 3 vocabulary words and incorporating them into lessons help students to break down word problems more successfully.	students. For example, within the discipline of mathematics, attention to language development must focus on the ways that language serves as a tool that students use in order to reason together, to critique or support a line of reasoning, to develop models, and to investigate and solve problems (WIDA). The following link provides the information that all ENL teachers use when developing lessons not only for Math, but for all content: https://wida.wisc.edu/sites/default/files/resource/FocusBulletin-Scaffolding-Learning-Multilingual-Students-Math.pdf Again, utilizing i-Ready data points as well as i-Ready resources from the website, offer ENL students and teachers with better access to curriculum.
86 Teacher Turnover	Red	Morse administration has not been able to fill the Library Media Specialist position. Numerous postings were put out and several interviews but none were successful. Most applicants do not have the LMS certification.	

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
94 Providing 200 Hours of quality Extended Day Learning Time (ELT)	G	The ELT program at Morse began on October 18, 2022. For the 2022-2023 academic school year Morse Elementary has expanded The Extended Learning Time (ELT) Program from 92 students in grades 3-5 in 2021-2022 to 150 students in grades 1-5. The Program will provide project-based learning. The program runs Tuesdays-Thursdays from 2:45-4:45 pm. This allows students the opportunity to participate in 2 project based learning activities.	The ELT is designed to provide 30 minutes of homework assistance to support the daily curriculum during regular school hours, followed by participation in Lit League (grades 1-5) students participate in book-related activities including read-alouds, group discussion, independent reading, writing activities, games, songs. For the second project based activity students will use Pioneers in Engineering, using Legos and other building materials to solve real-world engineering problems. This activity provided for peer-peer feedback as well as self-evaluation of their projects. Attendance for the program has been satisfactory.
95 Teacher Attendance	Y	Teacher attendance has improved. Additionally due to smaller class sizes, administration has been able to "sprinkle" the students into the other grade level classes so as to avoid canceling AIS services.	AIS have been able to meet with their students regularly thus providing sufficient instruction to move students out of AIS and maintain flexible groupings. All AIS teachers have provided push in and pull out support as needed to meet the needs of the students and the teachers Scholastic Data Reading AIS: 1st & 2nd Cycle Reading AIS: 3rd Cycle

Part IV *– Community Engagement Team (CET)*

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.

Report Out of 2022-23 CET Plan Implementation

List the constituent categories of stakeholders that have participated as CET members during this reporting period. Include any changes made to the CET's membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members.	Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school's improvement plan.
Teachers and administrators Members of the Morse CET for the 2022-2023 school year are as follows: David Feliciano- Assistant Principal Stephanie Green- 3rd grade Lauryn Carley- AIS Math Gail Gemmell- AIS Reading Hannah Wood- 4th grade Mary Marshall-ENL Kristen Hendrickson- Special Ed SSTAR Jill O'Flaherty- Special Ed ICT Cheryl Haines-1st grade Jaquana Ashley- PTA President Muriel Horowitz- Community Member	Additional members were added to this year's team in order to provide more support and stakeholder voice in further decision making. Monthly meetings provide an opportunity for stakeholders to identify important issues, problem solve, and provide ideas in order to help Morse become a more successful building. Members of the team suggested family nights for both ELA and Mathematics to engage families in supportive, at-home activities that they can do with their children. Team members organize and implement monthly perfect attendance and character education assemblies to highlight the importance of student attendance and active learning. Team members volunteered to participate in subcommittees that would address areas needing growth based on the Receivership indicators.

• List the constituent categories of stakeholders that have participated as CET members during this reporting period. • Include any changes made to the CET's membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members.	Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school's improvement plan.

Part V - *Receivership Powers*

Powers of the Receiver
Provide a summary of the use of the School Receiver's powers <u>during this reporting period.</u>

Part VI – *Assurance and Attestation*

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

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 Receivership Quarterly Report, and has had the opportunity to review and update, as necessary, its 2022-2023 Community Engagement Team Plan and membership.

New York State
EDUCATION DEPARTMENT
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Name of CET Representative (Print): _____

Signature of CET Representative: _____

Title of CET Representative: _____

Date: _____

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

Updated November 2022