

Receivership Schools ONLY

Quarterly Report #2: *October 14, 2019 to January 15, 2020 (Due January 31, 2020)*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: www.rcsdk12.org/schoolinnovation			
Henry Hudson School No. 28	261600010028	Rochester City School District	N/A	Check which plan below applies:			
				SIG		SCEP	
				Cohort (6, or 7):			
Model:							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Mr. Terry Dade	Susan Ladd	Michele Alberti White, Executive Director of School Innovation		K-8	33.7%	24.4%	657 Based on BEDS Day October 2, 2019
	Appointment Date: August 2006	Dr. Shirley Green, Chief of Schools Kelly Bauman, Director of Expanded Learning					



Executive Summary

Please provide a *plain-language summary* of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. 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*.

Henry Hudson School #28 is a K-8 Building that supports a very diverse group of students. This plan is designed to support and accelerate all of our students. The school plan is focusing on three major areas:

1. Collaboration and consistency
2. Data informed instruction
3. Relationships and culturally relevant pedagogy

Henry Hudson School #28 is continuing in the first full year of Receivership. The principal remained at the school, and has continued to implement strategies outlined in the October quarterly report.

Due to the RCSD Budget situation, the school had staff reductions, losing an assistant principal, a parent liaison, 1.5 intervention teachers, and the home attendance assistant. Both of the reading teachers resigned among fear of job stability. Two new reading teachers have been assigned, with both beginning by January 27th. A new parent liaison began on February 10, 2020.

The impact of this has been a redeployment of effort among fewer people. The biggest concern is losing both attendance facilitators and the assistant principal. Due to this loss, an adjustment to the school's system and structures has occurred and now the principal is required to handle more operational duties as well as instructional areas.

The school did receive a new Community schools site coordinator, who began on January 6th. His role is to support the community schools model, monitor the indicators, and work with the tenet 6 parent and family engagement team.

The school is still in its first year of implementing Data Wise to utilize a systematic approach when looking at data. As a school, staff are recognizing which students could show improvement with additional time on task in both reading and math, and have brought science into a prominent place in the daily routine.



Attention – This document is intended to be completed by the school receiver and/or its designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for receivership schools receiving Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) funds. Additionally, this document serves as the quarterly reporting instrument for receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report, in its entirety, must be posted on the district web-site.



Directions for Parts I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the first quarter in light of their realized level of implementation and their impact on student learning outcomes. The district should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging state academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

Identify Indicator # and Name	Baseline	2019-20 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-20 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 19-20 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.



<p>#33 3-8 ELA AN Students MGP</p>	<p>45.7</p>	<p>47.7</p>		<p>Yes</p>	<ul style="list-style-type: none"> • The school will increase collaboration, professional development and use of data in all meetings and keep a sharp focus on individual student learning. Grade level meetings increased from once a week to twice. Developed an instructional leadership team that meets once a week focusing on 11 indicators using the Data wise Protocols. Four day learning institute at the end of August focused on collaboration, 11 indicators, Rochester Instructional Framework, bilingual focused learning on supporting English Language learners. • Progress monitoring will increase to ensure adjustments can be made quickly and effectively based on specific data pieces. The School introduced a 5 week progress monitoring tool for ELA for K-8 teachers that is located in google drive for easy accessibility. Currently we've completed our 4th school-wide progress monitoring. • ILT and ADMIN walkthroughs will be scheduled and implemented to focus on building consistency and strong tier 1 teaching. 115 walkthroughs were completed 	<ul style="list-style-type: none"> • NWEA • BAS-Fountas and Pinnell • 5 Week Progress Monitoring Data (school based) 	<p>BAS - F&P Data:</p> <ul style="list-style-type: none"> • 3rd Grade: <ul style="list-style-type: none"> ○ 37% (23 out of 62 kids) are reading at or above a Level M (Fall) ○ 23% (16 out of 70 students) are reading at or above a Level N (winter) • 4th Grade <ul style="list-style-type: none"> ○ 48% (24 out of 50 kids) are reading at or above a level P (fall) ○ 37% (23 out of 62 students) are reading at or above a Level R (winter) • 5th Grade <ul style="list-style-type: none"> ○ 39% (16 out of 41 students) are reading at or above a level S (fall) *Without bilingual data ○ 39% (27 out of 69 students) are reading at or above a Level U (winter) • 6th Grade <ul style="list-style-type: none"> ○ 9% (6 out of 66 students) are reading at or above a level V. (fall) ○ 10% (7 out of 71 students) are reading at or above a Level X (winter) • 7th & 8th Grade: <ul style="list-style-type: none"> ○ Limited data (fall) ○ 3 of the students tested are reading at a Level Z (winter). <p>NWEA:</p> <ul style="list-style-type: none"> • 3rd Grade <ul style="list-style-type: none"> ○ 29% (20 out of 68 students) predicted by NWEA to score a 2 or higher on the NYS ELA test.
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					<p>by October 18, 2019, while 90 additional walkthroughs were completed between October 19, 2019 and January 28, 2020. Principal meets weekly with the administrative team to review school wide instructional priorities, evidence based on weekly focus of ELA, Math, Science or Domain 2 of the Danielson Rubric.</p> <ul style="list-style-type: none"> • The intervention teachers use the Fountas and Pinnell Leveled Literacy Intervention to support the students in the balanced literacy model. Staff also supplement with Soar to Success or other available resources, depending on the needs of the students. • There was a turnover in the reading teachers. School #28 now has two veteran reading teachers that are new to the school because the two former ones resigned.. 		<ul style="list-style-type: none"> ○ 18% (12 out of 67 students tested) predicted by NWEA to score a 2 or higher on the NYS ELA test. • 4th Grade <ul style="list-style-type: none"> ○ 42% (25 out of 59 students) predicted by NWEA to score a 2 or higher on the NYS ELA test. (fall) ○ 38% (23 out of 61 students tested) predicted by NWEA to score a 2 or higher on the NYS ELA test. (winter) • 5th Grade <ul style="list-style-type: none"> ○ 33% (21 out of 63 students) predicted by NWEA to score a 2 or higher on the NYS ELA test. ○ 29% (17 out of 58 students tested) predicted by NWEA to score a 2 or higher on the NYS ELA test. (winter) • 6th Grade <ul style="list-style-type: none"> ○ 48% (32 out of 67 students) predicted by NWEA to score a 2 or higher on the NYS ELA test. (fall) ○ 44% (28 out of 64 students tested) predicted by NWEA to score a 2 or higher on the NYS ELA test. (winter) • 7th Grade <ul style="list-style-type: none"> ○ 29% (23 out of 80 students) predicted by NWEA to score a 2 or higher on the NYS ELA test. (fall) ○ 30% (23 out of 77 students tested) predicted by NWEA to score a 2 or higher on the NYS ELA test. (winter) • 8th Grade <ul style="list-style-type: none"> ○ 29% (17 out of 58 students) predicted by NWEA to score a 2 or higher on the NYS ELA test. (fall)
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- o 29% (18 out of 61 students tested) predicted by NWEA to score a 2 or higher on the NYS ELA test. (winter)

Summary

117 students are projected to receive a NYS ELA assessment score of 2 or higher. In comparison, the winter (2018-2019) NWEA Assessment predicted 131 students receiving a 2 or higher. Also to note, we outperformed our winter 2018-2019 NWEA predictions by 47 students.

Last year (2018-2019), 178 students scored a 2 or higher allowing us to meet our index.

Intervention

The 3rd grade intervention teachers see a total of 20 students who are reading slightly below grade level. Our 4th - 8th grade intervention teachers see a total of 116 students. These 116 students were high 1's and low 2's on the previous year's ELA assessment. Elementary students are seen 5 x 30 a week. The middle school students receive intervention every other day for 40 minutes.

Despite the budget crisis, the loss of 1.5 intervention support, and two new-to-our-building reading teachers, the team is seeing additional students after this second round of benchmark testing.



#39 3-8 Math All Students MGP	46.9	48.9		Yes	<ul style="list-style-type: none"> The school will increase collaboration, professional development and use of data in all meetings and keep a sharp focus on individual student learning. Grade level meetings increased from once a week to twice. Developed an instructional leadership team that meets once a week focusing on 11 indicators using the Data wise Protocols. Four day learning institute at the end of August focused on collaboration, 11 indicators, Rochester Instructional Framework, bilingual focused learning on supporting English Language learners. Progress monitoring will increase to ensure adjustments can be made quickly and effectively based on specific data pieces. The School introduced a 5 week progress monitoring tool for Math or K-8 teachers that is located in google drive for easy accessibility. First 5 week monitoring was completed and reviewed on October 11, 2019. ILT and ADMIN walkthroughs will be scheduled and implemented to focus on building consistency and strong tier 1 teaching 115 of walkthroughs were completed 	<ul style="list-style-type: none"> NWEA NYS Math Assessment 2019 Data 5 Week Progress Monitoring Data 	NWEA: <ul style="list-style-type: none"> 3rd Grade <ul style="list-style-type: none"> 17% (12 out of 69 students) predicted by NWEA to score a 2 or higher on the NYS Math test. (Fall) 25% (17 out of 68 students) predicted by NWEA to score a 2 or higher on the NYS Math test. (Winter) 4th Grade <ul style="list-style-type: none"> 46% (28 out of 61 students) predicted by NWEA to score a 2 or higher on the NYS Math test. (Fall) 44% (27 out of 62 students) predicted by NWEA to score a 2 or higher on the NYS Math test.(Winter) 5th Grade <ul style="list-style-type: none"> 21% (13 out of 63 students) predicted by NWEA to score a 2 or higher on the NYS Math test.(Fall) 22% (14 out of 64 students) predicted by NWEA to score a 2 or higher on the NYS Math test.(Winter) 6th Grade <ul style="list-style-type: none"> 46% (32 out of 69 students) predicted by NWEA to score a 2 or higher on the NYS Math test. (Fall) 36% (22 out of 61 students) predicted by NWEA to score a 2 or higher on the NYS Math test. (Winter) 7th Grade <ul style="list-style-type: none"> 19% (15 out of 81 students) predicted by NWEA to score a 2 or higher on the NYS Math test (Fall)
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					<p>by October 18, 2019, while 90 additional walkthroughs were completed between October 19, 2019 and January 28, 2020. Principal meets weekly with the administrative team to review school wide instructional priorities, evidence based on weekly focus of ELA, Math, Science or Domain 2 of the Danielson Rubric.</p> <ul style="list-style-type: none"> • The school was able to retain a math intervention teacher who continues to support students. He currently serves 55 students in grades 3-8 a week. • The 6th grade math teacher took an extended leave creating a gap in the building. There is a full time building sub in that position but his background is science, not math. 		<ul style="list-style-type: none"> ○ 40% (32 out of 79 students) predicted by NWEA to score a 2 or higher on the NYS Math test (Winter) • 8th Grade <ul style="list-style-type: none"> ○ 32% (19 out of 59 students) predicted by NWEA to score a 2 or higher on the Algebra 1 (Fall) ○ 46% (27 out of 58 students) predicted by NWEA to score a 2 or higher on the NYS Math test (Fall) <p>SUMMARY: Currently (Winter 2019-2020), 139 students are projected to receive a NYS Math Assessment score of 2 or higher. In comparison, winter (2018-2019) NWEA Assessment predicted 105 students receiving a 2 or higher. The students outperformed the winter (2018-2019) NWEA predictions last year. 182 students performed at level 2 or higher, allowing the school to meet the index.</p> <p><u>NYS Math Assessment 2019</u></p> <ul style="list-style-type: none"> • 115 students performed at level 2 • 67 students performing at level 3 and 4 • 182 out of 417 students performed at a level 2 or higher, thus exceeding our CPI. <p><u>5 Week Progress Monitoring</u></p> <ul style="list-style-type: none"> • 3rd Grade: <ul style="list-style-type: none"> ○ 46% (31 out of 67 students) scored a 65% or higher on the 5 week PM assessment #1 ○ 56% (35 out of 62 students) scored a 65% or higher on the 5 week PM assessment #2 • 4th Grade:
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						<ul style="list-style-type: none">○ 37% (22 out of 60 students) scored a 65% or higher on the 5 week PM assessment #1○ 27% (17 out of 62 students) scored a 65% or higher on the 5 week PM assessment. #2● 5th Grade:<ul style="list-style-type: none">○ 24% (15 out of 63 students) scored a 65% or higher on the 5 week PM assessment. #1○ 48% (30 out of 62 students) scored a 65% or higher on the 5 week PM assessment. #2● 6th Grade:<ul style="list-style-type: none">○ 65% (45 out of 69 students) scored a 65% or higher on the 5 week PM assessment. #1○ 67% (46 out of 69 students) scored a 65% or higher on the 5 week PM assessment. #2● 7th Grade<ul style="list-style-type: none">○ 45% (36 out of 81 students) scored a 65% or higher on assessment #1○ 75% (61 out of 81 students) scored a 65% or higher on assessment #2. <p>Assessment 1 was comprised of primarily multi-step, higher level thinking questions, while assessment #2 was straightforward computation of rational numbers.</p> <ul style="list-style-type: none">● 8th Grade<ul style="list-style-type: none">○ 68 % (48 out of 71 students) scored a 65% or higher on assessment #1○ 62% (44 out of 71 students) scored a 65% or higher on assessment #2. <p>Assessment 1 was comprised of solving linear equations and inequalities, which are more straightforward/ procedural skills, while assessment</p>
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							<p>#2 was comprised of the more abstract concepts of functions and linear relationships.</p> <p>SUMMARY: Currently, in grades 3-6, 128 students performed at 65% or higher on 5 week progress monitoring assessments comprised of 5 multiple choice and 1 constructed response question based off of previous years NYS Released Items. In grades 7-8, 105 out of 152 students performed at 65% or higher.</p> <p>Intervention The 3-8 Intervention Teachers see 37 high 1's as well as 15 low 2's 5x 30 a week. The middle school students receive intervention every other day for 40 minutes.</p>
# 100 ELA All Students Core Subject Performance Index	57.7	67.7		Yes	<ul style="list-style-type: none"> See Indicator #33 		
#110 3-8 MATH All Students Core Subject Performance Index	47.3	57.3		Yes	<ul style="list-style-type: none"> See Indicator #39 		
#150 Grade 4 and 8 Science All Students Core Subject Performance Index	133.9	143.9		No	<ul style="list-style-type: none"> At #28, staff are increasing the monitoring systems and expectations around science in a K-8 environment. Next Generation Science standards will be utilized to ensure hands on problem 	<ul style="list-style-type: none"> NWEA for grades 5-8 The progress monitoring plan for grade 4 has 	<p>NWEA: 5th Grade</p> <ul style="list-style-type: none"> 35% (21 out of 60 students tested) are scoring at or above the 41st percentile on the NWEA General Science Assessment (fall)



					<p>based lessons are being taught in a rigorous manner.</p> <ul style="list-style-type: none"> The school is adding PD in the area of science. K-4 and 5-8 vertical teams are meeting to align the standards and the curriculum to better focus on the key areas to improve student performance. The 2 half days have been designated Hands-On Science days. The first day was December 6 and the next one is March 6. 	<p>been put on hold</p>	<ul style="list-style-type: none"> 39% (24 out of 61 students tested) are scoring at or above the 41st percentile on the NWEA General Science Assessment (winter) <p>6th Grade</p> <ul style="list-style-type: none"> 50% (33 out of 66 students tested) are scoring at or above the 41st percentile on the NWEA General Science Assessment (fall) 39% (27 of 69 students tested) are scoring at or above the 41st percentile on the NWEA General Science Assessment (winter) <p>7th Grade</p> <ul style="list-style-type: none"> 28% (21 out of 73 students) are scoring at or above the 41st percentile on the NWEA General Science Assessment (fall) 33% (26 of 78 students tested) are scoring at or above the 41st percentile on the NWEA General Science Assessment (winter) <p>8th Grade</p> <ul style="list-style-type: none"> (Fall) 26% (18 out of 68 students tested) are scoring at or above the 41st percentile on the NWEA General Science Assessment (Winter) 29% (20 out of 68 students tested) are scoring at or above the 41st percentile on the NWEA General Science Assessment
#160 3-8 Chronic Absenteeism All Students	38%	34%		No	<ul style="list-style-type: none"> Three teams will continue to monitor and support our students who are chronically and severely chronically absent. One team focuses on the data, one team focuses on the social emotional support the school can offer the 	<ul style="list-style-type: none"> Daily Attendance Rate (YTD) Chronic/Severely Chronic Absence Reports (monthly) 	<p>As of January 22nd, 2020 Henry Hudson #28 has 36 students at 18+ days, 63 at 12-17 days (Tier 3), 148 at 6-11 days (Tier 2) for a total of 247 students (41.9%) being monitored and supported.</p> <p>In order to meet the indicator goal, the ceiling is not to exceed 203 students.</p>



					<p>student and their family. The third team focuses on providing incentives for students with good or improved attendance</p>		<p>Due to budgetary District wide issues, there is currently no Home School Attendance Aide. He was primarily responsible for contacting parents of chronic and severely chronic students, making home visits, and locating students who have since relocated. The school also lost the Bilingual parent liaison who assisted in that work. That position was replaced on February 10, 2020.</p> <p>Issues that have impacted the current attendance:</p> <ul style="list-style-type: none"> •Puerto Rico Earthquakes-December 2019-January 2020 •Three Kings Day January 6th, 2020-A widely celebrated holiday among our bilingual/Hispanic population (80% ADA) •December 6th, 2019: Half-Day of school for students (64% attendance despite school-wide hands-on science day theme). <p>The school still has 5 no shows listed on the school roster, which have not yet been located by the Attendance Aide or District officials. Classroom teachers continue to be vigilant in parent contacts and stressing the importance of getting students to school. They also provide attendance incentives throughout the year.</p> <p>Current ADA (2/4/2020) 89.6%</p>	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – *Demonstrable Improvement Indicators (Level 2)*



Identify Indicator # and Name	Baseline	2019-20 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-20 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 19-20 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
#2 Plan for and Implement Community School Model	n/a	See Community Schools Model Implementation Rubric		Yes	<ul style="list-style-type: none"> #28 School is working with the RCSD to engage community partners to work with our school community to ensure the school is providing support to the whole child and their families, so that the school becomes a positive place for all the stakeholders. Initial conversation with IBERO to provide resettlement support and services for displaced hurricane Maria families. Approximately 50 families have resettled at School #28. #28 School will continue to build on existing partnerships and create new ones. Ibero, Pathways to Peace, Pillars of Hope, Big Brothers and Big Sisters, Bigs in Blue, Legacy Senior Living and the Abuela's Program, Center for Youth Smilemobile was able to provide dental services to approximately 123 students until the service ended on December 20, 2020. 	<ul style="list-style-type: none"> Survey Data State Rubric for Implementation guidelines and expected outcomes site coordinator progress monitoring reports created in partnership with the district team and the school 	<p>The new community school site coordinator was selected and began work on January 6.</p> <p>Hillside Health Homes began on December 9, 2019 which provide wrap around care with connecting home, school, and doctors office. They support parents in the homes and assist if the parent is in crisis.</p> <p>Ibero is a newly approved partner which will support families affected by the hurricane and have moved to Rochester.</p> <p>CET meetings have occurred consistently every month. There have been a total of three meetings since November</p> <ul style="list-style-type: none"> Current partnerships include: Big brothers/Big Sisters (Harris Communications, Bigs in Blue), City Rec



							<ul style="list-style-type: none"> ○ Additional partnerships began with Hillside Health Homes, East HighSchool Student Volunteers ○ Mercy Girls school Student volunteers ● The site coordinator has met with the district team to engage in the work expectations to ensure we met the requirements of the indicator. ● Site coordinator is developing the needs assessment and anticipated to be shared with families in March.
#6 Family and Community Engagement (DTSDE Tenet 6)	n/a	"50% of the Tenet 6 Phase 2 indicators are common across the school and at least four Tenet 6 Phase 3 indicators across the school.		Yes	<ul style="list-style-type: none"> ● The school has a goal that 100% of our parents and visitors that respond on a survey, voice that our office is a welcoming or very welcoming place ● The school parent liaison will actively engage with families to find out what they need and what support we can offer in the school through a parent survey and our PTO meetings. ● The new parent liaison should begin work by February 10, 2020. 	<p>Survey Results</p> <p>The tenet 6 rubric and list of implementation guide.</p>	<p>The phases of implementation guide was given to the parent liaison to ensure that the staff member understands all of the demands of the different phase requirements</p> <p>The principal went through the phases of implementation guide to the PTO during the November meeting and to the CET team during the October 24th meeting. It was also provided to all teachers during the December grade level meetings to ensure teachers</p>



		*In addition, the school must also have 90% of the Phase 1 indicators common across the school."			<ul style="list-style-type: none"> The next round of parent surveys will go out on February 10, 2020. 		knew the classroom expectations.
#94 Providing 200 Hours of Extended Learning Time (ELT)	n/a	See ELT Implementation Rubric			<ul style="list-style-type: none"> The school goal was to offer a February and April Recess academic camp. Due to budget issues, that could not be accomplished. The new plan is to establish a 10 week, two hour a week before school program where parents will drop off students from 8-9 am for a one hour session. This would run from February 26-May 21st, if this is approved by the central office. Teachers would volunteer their time. 	The application details and the enrollment numbers	This is still a work in progress. School anticipates students to come before school in the coming months to participate in enrichment activities.
#105 3-8 ELA ED- Core Subject Performance Index	54.2	63.2		yes		See #33	
#115 3-8 Math	45.4	55.4		yes		See #39	



EPO Core Subject Performance Index								
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part III – Additional Key Strategies – (As applicable)

<u>Key Strategies</u> <ul style="list-style-type: none"> Do not repeat strategies described in Parts I and II. If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner. Every school must discuss the use of technology in the classroom to deliver instruction. 			
	List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	Analysis/Report Out
1.	Use of technology in the classroom to deliver instruction		<ul style="list-style-type: none"> Class Dojo in all classes for two-way parent communication Chromebooks are available in all classrooms at least 50% of every day with 13 having access all day. School follows district roll out for technology integration. 13 teachers have met professional development obligations to receive a chromebook cart for their classrooms. 13 classrooms share including grades K-2 who are not eligible to participate in the 1:1 integration. Programs include Lexia, Starfall, Zearn, Reading A-Z, Dreambox and book creator. #Ipad at grades K-2 and All Autism Classes K-8 Grades K-5 utilize ZEARN during math centers following the 50 / 50 model where teachers give direct instructions to half of the class while the other half is on devices or utilizing pencil and paper tasks. . The school has two teachers that support technology literacy in the building through professional learning opportunities offered monthly that include smartnotebooking, Google Classroom, and Lexia. 7 of 7 autism classrooms utilize iPads for communication and academics All classrooms and most pull out spaces have a Smart Board for interactive learning opportunities.
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY		



3.				
4.				
5.				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – Community Engagement Team and Receivership Powers

<i>Community Engagement Team (CET)</i>	
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 19-20 CET plan and/or the 19-20 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out
	Henry Hudson School #28 has held monthly CET meetings since October 24, 2019. During this meeting, the principal acts as the facilitator. There are also teachers, Community Based Organization staff members, and parent representation that serve on the team. Henry Hudson also continues to actively recruit community members to participate that connect to the Community Schools model. The Office of Community Schools Director and Lead Teacher has assisted the school with beginning the asset mapping and structuring of their CET meetings. A collection of all contracted services, MOA's and volunteers supporting the school was initiated and is being collected at this time.
<i>Powers of the Receiver</i>	
Describe the use of the school receiver's powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.	
Status (R/Y/G)	Analysis/Report Out
	The Superintendent Receiver Authority continues to be utilized in multiple ways for the 19-20 school year:



Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools.

- Staffing continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools are given first access to available teachers.
- The Office of School Innovation holds monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning.
- Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part V – Community Schools Grant (CSG)

(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/20 budget period.)

<u>Community Schools Grant (CSG)</u>	
As per CR §100.19, receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 19-20)	
To ensure substantial parent, teacher, and community engagement at this school, provide s(As required under Section 211(f) of NYS Ed. Law)	
specific details about these three areas for this reporting period: <ol style="list-style-type: none"> 1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year) 	



2. Written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	
Steering Committee (challenges, meetings held, accomplishments)	
Feeder School Services (specific services offered and impact)	
Community School Site Coordinator (accomplishments and challenges)	
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part VI – Budget

(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)

<i>Budget Analysis</i>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 2017-20 (PSSG, CSG) or 2019-20 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:		



CSG:		

Part VII: Best Practices (Optional)


<p><i>Best Practices</i> The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in receivership.</p>	
List the best practice currently being implemented in the school.	Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	
2.	
3.	



Part VIII – Assurance and Attestation

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the community engagement teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): Terry Dade

Signature of Receiver: 

Date: 02/19/2020

By signing below, I attest to the fact that the community engagement team has had the opportunity to provide input into this quarterly report, and the opportunity to review, and update if necessary, its 2019-2020 community engagement team plan and membership.

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Date: _____

Name of CET Representative (Print): Susana Judd
Signature of CET Representative: [Handwritten Signature]
Date: 2-19-2020