

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

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

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

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

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
Henry Hudson School #28	261600010028	Rochester City School District	N/A	Cohort 2	rcsdk12.org/28

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	Susan Ladd	August, 2005	Rhonda Morien, School Chief	K-8	N/A

Executive Summary

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

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

Henry Hudson School #28 reviewed the year-end data to decide what strategies worked and what did not in the quest to improve student performance. The school continues to struggle with chronic absenteeism; which hinders academic growth. Henry Hudson remains focused on offering culturally responsive, rigorous, and on-grade-level teaching with scaffolds built in to support student learning.

The academic focus for the upcoming school year is student discourse, and literacy in all content areas. The school will be rolling out the new writing standards and expecting the writing to be done daily. The increased focus on vocabulary proved to be beneficial, as evidenced by the growth in reading scores and the intervention program iReady vocabulary scores. Weekly walkthroughs and observations also show that teacher practices are improving. Data has shown the school has improved at all grade levels, but not to grade level proficiency.

Professional learning for staff continues. Each grade level will receive collaboration time weekly during the school day and monthly after school. The professional learning plan includes both new initiatives in phonics for all students, as well as continuing initiatives like protocols for students to engage in discussion. Also, the 6th grade will join grades 7 and 8 with a new math program called Illustrative Math. The principal hired a new math intervention coach to support the rollout. The coach will provide professional learning specifically to grades 6-8 in this program.

While attendance is still a major concern, the school continues to communicate the importance of regular school attendance. Students track their daily attendance by daily calendar check-ins, and incentives are in place. This upcoming year the goal is to create a student-created hour of learning a week where students lead the work. The goal is that through student voice and choice, they have more buy-in from the entire school setting.

Social-emotional health continues as a priority. Students are facing severe trauma around loss, violence, negative social media influence, and bullying. This past year the school offered several new options for students. Classroom instruction on dealing with emotions, one on one opportunities for problem-solving, and a partnership with Pathways to Peace for de-escalation. This upcoming year the school has a new partnership with a pediatric mental health center that will provide a licensed counselor for students with therapy prescriptions. The goal is to increase time on task and reduce discipline referrals.

Overview of School Demographic and Four-Year Trend Data

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

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

Data Source: ROC 3D

Date of Capture: July 12, 2023

SWD _140 students or _22%

Total Current Enrollment/Registrant Counts: N=616 total 76 students ELL+SWD 54.3%

ELL 206 students or 33%

Average Daily Attendance and Chronic Absenteeism Rate by Year				
	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
Average Daily Attendance Rate	89.4%	89.1%	80.8%	80.6% 6/14/2023
Chronic Absenteeism Rate	41.4%	N/A SIRS 107	68.5%	29% (7/12/2023)

Suspension % Rate and Number by Category				
	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
Out-of-School Suspensions	7.5%/#49	3%/#21	6%/#40	45% /#79
Duplicated Suspensions	11%/#74	3%/#21	5.8%/#38	62%/#108
Unduplicated Suspensions	9.8%/#64	3.77%/#25	8.5%/#55	38%/#67
ELL Suspensions	73%/#38	25%/#9	N/A SIRS 11	12%/#22
SWD Suspensions	.7%/#1	8.75%/#14	11%/#15	18%/#32

Suspension Tracking and Reporting Addendum

<u>Out of School Suspensions #:</u>	
Number of students who received at least one day of out of school suspension.	39

Duplicated Suspensions #:

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

37

Unduplicated Suspensions #:

Number of students suspended out of school one time.

67

English Language Learners (ELL) Suspensions #:

Number of ELL students suspended at least one time.

7

Students with Disabilities (SWD) Suspensions #:

Number of students with disabilities suspended at least one time.

13

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 about 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 about the *2023-2024 School Year Continuation Plan*, include processes for assessing the 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.
 - Reported information and related data should be accessible and able to be reviewed upon request
- District and school staff should *assess the impact* of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve *long-term sustainable growth*.

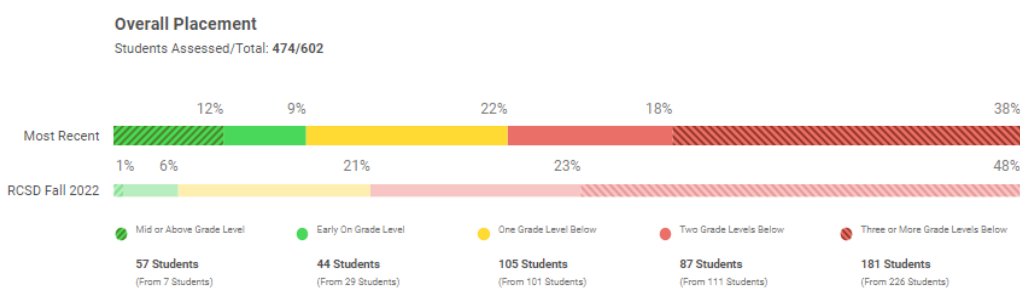
Part I- Lead Strategies for School Improvement

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

Final Report and Reflection on Lead Strategies Applied during April 29, 2023 – June 30, 2023,		Lead Strategies that will Guide the 2023-2024 School Year Continuation Plan	
List the lead strategies that guided the school's improvement work during the 2022-2023 school year, including any that were discontinued.	For each lead strategy, provide context for why the strategy was selected as a key lever for improvement based on data trends, as well as whether the lead strategy will be maintained during the next school year.	List the lead strategies that will guide the school's improvement plan during the 2023-2024 school year.	Explain why the lead strategy listed was selected based on current data trends, and how the lead strategy will help to achieve progress toward this year's demonstrable improvement targets.
1. The workshop model will be utilized in 100% of the academic classrooms to allow for differentiation during work time.	The workshop model was initially selected as one of the lead measures because it is a sound instructional strategy that was not observed in all classrooms.	1. The workshop model will be utilized in 100% of the academic classrooms to allow for differentiation during work time.	The school will continue this best practice as one of our lead measures for the next school year. The school's goal is to continue to strengthen this practice at the upper elementary and intermediate levels.
2. 100% of staff will implement two of the four Hallmarks of Advanced Literacy: <ul style="list-style-type: none"> Student discussion/discourse using academic language academic vocabulary 	The 4 Hallmarks of Advanced Literacy was selected as a key improvement lever because of the data the school was observed in June 2022 on iReady vocabulary data. The school believed that with the number of ENL students, bilingual students, and vocabulary data, the school needed a focus on academic language and discourse.	2. 100% of staff will implement all four Hallmarks of Advanced Literacy: <ul style="list-style-type: none"> Engaging Text Student Discussion/Math Discourse Vocabulary Development Writing 	The school will continue to implement all four Hallmarks of Advanced Literacy for next school year. The school showed an increase in grade-level proficiency in the vocabulary domain on iReady. In fall 2022, 9% of students were on grade level in the vocabulary domain on the iReady Diagnostic. Currently, in the spring of 2023, 26% of our students are on grade level in vocabulary.

	This lead measure will continue into next year, with the addition of all 4 hallmarks.		
3. i-Ready intervention for all students in grades K-8 in reading and math will be used for a minimum of 30 minutes in each subject weekly	This was a district-wide strategy embraced by the school. This strategy will be maintained for the 2023-24 school year.	3. i-Ready intervention for all students in grades K-8 in reading and math will be used for a minimum of 30 minutes in each subject weekly and students will pass 2 lessons a week in each of the subject areas.	This school will continue to use the iReady program for math and reading. The school showed an increase of grade-level proficiency, moving in reading from 11% to 25%; and in math from 4% to 22%. The goal is to increase to 40% in Literacy and 40% in math.

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

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none">Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.Describe how the data trends that emerged during this period will inform future action steps.	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none">Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.				
<p>#33</p> <p>3-8 ELA All Students MGP</p> <p>22-23 Progress Target: 48.7</p> <p>(SIRS- 112)</p>	<p><u>Data Evidence - Overall School-Wide iReady Data:</u></p>  <p><u>Data Evidence - iReady Vocabulary Domain Comparison:</u></p> <table><tr><td>Fall 2022</td><td>9% at or above grade-level</td><td>24% one grade-level below</td><td>67% two or more years below grade-level</td></tr></table>	Fall 2022	9% at or above grade-level	24% one grade-level below	67% two or more years below grade-level	<p><u>Data-informed rationale for the strategies and action steps indicated</u></p> <p>Leadership Team has reviewed Spring 2023 i-Ready and CFA data. The data trends suggest focusing on best first teaching practices and supporting student growth in the areas of phonics, vocabulary, comprehension in literature, and comprehension in information texts.</p> <p><u>Description of the adjustments made since the last reporting period:</u></p> <ul style="list-style-type: none">Redesigned the use of intervention teachers for the 2023-2024 school year to use them to support teachers and students in a systematic way to accelerate student progress using the district intervention guide.Intervention teachers will be supporting both reading and mathBegan beginning steps planning for 2023-2024 school year with a focus on: data meetings, master schedule, effective use of all adults, more focused grade level meetings and implementation of 4DX and Data Wise training.
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	<div> <div>Vocabulary (VOC)</div> <div> <div> <div>Spring 2023</div> <div>26% at or above grade-level</div> <div>23% one grade-level below</div> <div>51% two or more years below grade-level</div> </div> </div> </div> <div> <div>Vocabulary (VOC)</div> <div> <div> </div> </div> </div> <p>Data Trends Inform Future Action Steps:</p> <ul style="list-style-type: none"> School #28 students will improve from 26% to 40% meeting or exceeding proficiency on the i-Ready Reading Spring Diagnostic by June 2024 School #28 students will improve from 49% to 100% meeting or 	<ul style="list-style-type: none"> Students that were one year below grade level on the iReady reading assessment were invited to participate in summer learning opportunities. The school will report the number that attended in the fall report <p>Data Evidence:</p> <ul style="list-style-type: none"> Reading End of Year CFA Data

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	<p>exceeding typical growth goals on the i-Ready Reading Spring Diagnostic by June 2024</p> <ul style="list-style-type: none"> • Administrative and ILT team will work with Teaching and Learning to develop and implement a professional development plan to build capacity of school staff to align implementation of RCSD priority standards-based curriculum with the Four Hallmarks of Advance Literacies to support Tier 1 instruction as well as using i-Ready program, Phonics for Reading, Magnetic Reading and data to support Tier 2 and Tier 3. • Tier 2 and Tier 3 intervention support for both Reading and Math in grades 2-5 • Will use Receivership PD for extended grade levels where classroom teachers, intervention support teachers, data coach, and administration can have data dive and planning discussions, review student growth and vertical team co-planning meetings 	

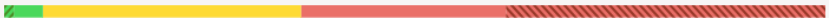

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	<ul style="list-style-type: none"> • All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards. • All students participate in academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language. • All students refer to daily learning targets (content, process, and language) aligned to the New York State learning standards and expected outcomes for the unit of study. • All students write daily using academic language to express and explain their reasoning in multiple ways and across all subject areas • Instructional Leadership Team and Administrative walkthroughs will be scheduled and implemented to focus on building consistency and strong Tier 1 teaching with a focus in the areas of Learning targets, small group instruction, questioning, and assessment of the learning that includes closing and feedback for growth. 	

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	<ul style="list-style-type: none"> • The Instructional Leadership Team and grade level teams will utilize the DataWise and DX4 process to work collaboratively to improve teaching and learning through evidence-based analysis. • All teachers will use multiple data points (BAS, RCSD Common Formative Assessments, and i-Ready Diagnostic Assessment) to measure student proficiency growth and growth towards their stretch growth goals. • Professional development for implementing i-Ready goal setting, interpreting data to support Tier 2 and Tier 3 students, grouping students, and use of progress monitoring materials • All teachers and instructional support staff will use the i-Ready computer-based program and Teacher Toolbox to support Tier 2 and Tier 3 instruction. • All teachers will create and implement goal setting for all students to promote student engagement and create high levels of expectations. • All teachers and students will use i-Ready to track schoolwide proficiency scores 	

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	<ul style="list-style-type: none"> • All teachers and students will use i-Ready data to monitor students' growth toward their i-Ready stretch growth goal. • A schoolwide data dashboard will be created and used to track classroom progress toward academic goals. • Students will create a goal-setting graph that tracks student progress toward academic goals. This will also support student engagement and personal learning as well as setting high expectations for students. • All teachers will hold writing conferences with each student weekly • Master scheduling will allow for Teachers on Assignments (TOAs) to support grade level bands in both ELA and Math intervention blocks as well as support Grade Level meetings. 	
#39 3-8 Math All	Data Evidence - Overall School-Wide iReady Data:	<p>Data-informed rationale for the strategies and action steps indicated</p> <p>School 28 Leadership Team has reviewed i-Ready and CFA data. The data trends suggest focusing on best first teaching practices and supporting</p>

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	<p>Data Trends Inform Future Action Steps:</p> <ul style="list-style-type: none"> • School 28 will use the Four Hallmarks of Advanced Literacies Instruction throughout all content areas, including math, with a focus on academic discussion protocols and writing daily using academic language. • All students participate in academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language. • Teachers will utilize academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language through partner work and or small groups. • 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, Equity Sticks). 	

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	<ul style="list-style-type: none"> • All students write daily using academic language to express and explain their reasoning in multiple ways and across all subject areas. (Read, Draw, Talk, Write). • All students will have access to grade-Level, standards-aligned, rigorous instruction. • i-Ready benchmark assessments used to establish student learning paths for personalized learning; data reviewed with individual teachers, grade level teams, SBPT, CET, and school stakeholders • All teachers will create and implement goal setting for all students to promote student engagement and create high levels of expectations. • The school will increase collaboration, professional development and use of data in all meetings and keep a sharp focus on individual student learning following the DataWise Process. • Progress monitoring will increase to ensure adjustments can be made quickly and effectively based on specific data pieces as identified through the priority question in the DataWise process. 	

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	<ul style="list-style-type: none"> • Administrative walkthroughs will be scheduled and implemented to focus on building consistency and strong tier 1 teaching. • Utilizing math intervention teachers to support teachers and students in a systematic way to accelerate student progress using the district intervention guide. • Vertical planning for math teachers in grades 6-8 to occur monthly beginning in the summer of 2023. • New Teacher-on-Assignment focused to work with grades 5-8 • New math curriculum, <i>Illustrative Math</i>, being rolled out to 6th grade. The new math Teacher on Assignment has two years as a model classroom for this new curriculum. 	

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<p>#100</p> <p>3-8 ELA All Students Core Subject PI</p> <p>22-23 Progress target: 72.7</p> <p>(SIRS- 106)</p>	<p>Data Evidence - Overall School-Wide iReady Data:</p> <div><p>Overall Placement Students Assessed/Total: 474/602</p><table border="1"><thead><tr><th>Category</th><th>Most Recent</th><th>RCSD Fall 2022</th></tr></thead><tbody><tr><td>Mid or Above Grade Level</td><td>12%</td><td>1%</td></tr><tr><td>Early On Grade Level</td><td>9%</td><td>6%</td></tr><tr><td>One Grade Level Below</td><td>22%</td><td>21%</td></tr><tr><td>Two Grade Levels Below</td><td>18%</td><td>23%</td></tr><tr><td>Three or More Grade Levels Below</td><td>38%</td><td>48%</td></tr></tbody></table><p>57 Students (From 7 Students) 44 Students (From 29 Students) 105 Students (From 101 Students) 87 Students (From 111 Students) 181 Students (From 226 Students)</p></div> <p>Data Evidence - iReady Vocabulary Domain Comparison:</p> <table><tr><td>Fall 2022</td><td>9% at or above grade-level</td><td>24% one grade-level below</td><td>67% two or more years below grade-level</td></tr></table>	Category	Most Recent	RCSD Fall 2022	Mid or Above Grade Level	12%	1%	Early On Grade Level	9%	6%	One Grade Level Below	22%	21%	Two Grade Levels Below	18%	23%	Three or More Grade Levels Below	38%	48%	Fall 2022	9% at or above grade-level	24% one grade-level below	67% two or more years below grade-level	<p>Data-informed rationale for the strategies and action steps indicated</p> <p>Leadership Team has reviewed Spring 2023 i-Ready and CFA data. The data trends suggest focusing on best first teaching practices and supporting student growth in the areas of phonics, vocabulary, comprehension in literature, and comprehension in information texts.</p> <p>Description of the adjustments made since the last reporting period:</p> <ul style="list-style-type: none">Redesigned the use of intervention teachers for the 2023-2024 school year to use them to support teachers and students in a systematic way to accelerate student progress using the district intervention guide.Intervention teachers will be supporting both reading and mathBegan beginning steps planning for 2023-2024 school year with a focus on: data meetings, master schedule, effective use of all adults, more focused grade level meetings and implementation of 4DX and Data Wise training
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	<p>exceeding typical growth goals on the i-Ready Reading Spring Diagnostic by June 2024</p> <ul style="list-style-type: none"> • Administrative and ILT team will work with Teaching and Learning to develop and implement a professional development plan to build capacity of school staff to align implementation of RCSD priority standards-based curriculum with the Four Hallmarks of Advance Literacies to support Tier 1 instruction as well as using i-Ready program, Phonics for Reading, Magnetic Reading and data to support Tier 2 and Tier 3. • Tier 2 and Tier 3 intervention support for both Reading and Math in grades 2-5 • Will use Receivership PD for extended grade levels where classroom teachers, intervention support teachers, data coach, and administration can have data dive and planning discussions, review student growth and vertical team co-planning meetings 	

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	<ul style="list-style-type: none"> • All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards. • All students participate in academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language. • All students refer to daily learning targets (content, process, and language) aligned to the New York State learning standards and expected outcomes for the unit of study. • All students write daily using academic language to express and explain their reasoning in multiple ways and across all subject areas • Instructional Leadership Team and Administrative walkthroughs will be scheduled and implemented to focus on building consistency and strong Tier 1 teaching with a focus in the areas of Learning targets, small group instruction, questioning, and assessment of the learning that includes closing and feedback for growth. 	

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	<ul style="list-style-type: none"> • The Instructional Leadership Team and grade level teams will utilize the DataWise and DX4 process to work collaboratively to improve teaching and learning through evidence-based analysis. • All teachers will use multiple data points (BAS, RCSD Common Formative Assessments, and i-Ready Diagnostic Assessment) to measure student proficiency growth and growth towards their stretch growth goals. • Professional development for implementing i-Ready goal setting, interpreting data to support Tier 2 and Tier 3 students, grouping students, and use of progress monitoring materials • All teachers and instructional support staff will use the i-Ready computer-based program and Teacher Toolbox to support Tier 2 and Tier 3 instruction. • All teachers will create and implement goal setting for all students to promote student engagement and create high levels of expectations. • All teachers and students will use i-Ready to track schoolwide proficiency scores 	

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	<ul style="list-style-type: none"> • All teachers and students will use i-Ready data to monitor students' growth toward their i-Ready stretch growth goal. • A schoolwide data dashboard will be created and used to track classroom progress toward academic goals. • Students will create a goal-setting graph that tracks student progress toward academic goals. This will also support student engagement and personal learning as well as setting high expectations for students. • All teachers will hold writing conferences with each student weekly • Master scheduling will allow for Teachers on Assignments (TOAs) to support grade level bands in both ELA and Math intervention blocks as well as support Grade Level meetings. 	
#110 3-8 Math All Students Core	<p><u>Data Evidence - Overall School-Wide iReady Data:</u></p>	<p><u>Data-informed rationale for the strategies and action steps indicated</u> School 28 Leadership Team has reviewed i-Ready and CFA data. The data trends suggest focusing on best first teaching practices and supporting student growth in the areas of number operations, and algebraic thinking, along with measurement and data.</p>

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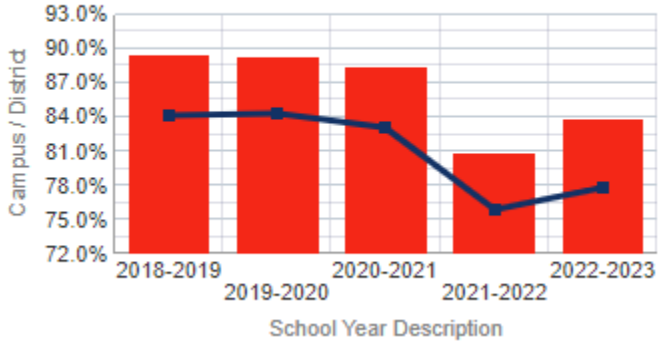
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Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this period will inform future action steps. 				<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2033 academic year in the rationale. Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		grade-level	grade-level below	years below grade-level	
	<div> <div>Measurement and Data (MS)</div> <div> <div></div> <div></div> <div></div> <div></div> </div> </div> <p>Data Trends Inform Future Action Steps:</p> <ul style="list-style-type: none"> School 28 will use the Four Hallmarks of Advanced Literacies Instruction throughout all content areas, including math, with a focus on academic discussion protocols and writing daily using academic language. All students participate in academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language. Teachers will utilize academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language through partner work and or small groups. 				

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	<ul style="list-style-type: none"> • 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, Equity Sticks). • All students write daily using academic language to express and explain their reasoning in multiple ways and across all subject areas. (Read, Draw, Talk, Write). • All students will have access to grade-Level, standards-aligned, rigorous instruction. • i-Ready benchmark assessments used to establish student learning paths for personalized learning; data reviewed with individual teachers, grade level teams, SBPT, CET, and school stakeholders • All teachers will create and implement goal setting for all students to promote student engagement and create high levels of expectations. 	

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	<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 following the DataWise Process. • Progress monitoring will increase to ensure adjustments can be made quickly and effectively based on specific data pieces as identified through the priority question in the DataWise process. • Administrative walkthroughs will be scheduled and implemented to focus on building consistency and strong tier 1 teaching. • Utilizing math intervention teachers to support teachers and students in a systematic way to accelerate student progress using the district intervention guide. • Vertical planning for math teachers in grades 6-8 to occur monthly beginning in the summer of 2023. • New Teacher-on-Assignment focused to work with grades 5-8 • New math curriculum, <i>Illustrative Math</i>, being rolled out to 6th grade. The new math Teacher on Assignment has two years as a model classroom for this new curriculum. 	

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
<p>#150</p> <p>Grades 4 and 8 Science All Students Core Subject PI</p> <p>22-23 Progress Target: 148.9</p> <p>(SIRS-106) Suppressed for the</p>	<p><u>Data Trends that Emerged to Inform Future Action Steps:</u></p> <ul style="list-style-type: none"> - No Teacher on Assignment for Science next school year - Two new certified middle school science teachers to teach 7th and 8th-grade science for the 2023-2024 school year - The two new science teachers served as two Teachers on Assignments this school year, focusing on hands-on science learning experiences 	<p><u>Description of the adjustments made since the last reporting period:</u></p> <ul style="list-style-type: none"> • Redesigned the use of intervention teachers for the 2023-2024 school year to use them to support teachers and students in a systematic way to accelerate student progress using the district intervention guide. • Continued professional learning using the new curriculum will occur over the summer and into next school year • The master schedule contains a block dedicated to science for the 2023-24 school year • 5th grade will give the new science test for the first time. Additional supports and focus will be given to this grade level to ensure students are ready to take the assessment in the spring of 2024

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report. 																		
2022-23 School year																				
#160 EM Chronic Absenteeism - All Students 22-23 Progress Target: 32 (SIRS-107)	<p>Yearly Campus Avg Daily Attendance Compared to District ADA</p>  <table border="1"> <caption>Yearly Campus Avg Daily Attendance Compared to District ADA</caption> <thead> <tr> <th>School Year Description</th> <th>District ADA (%)</th> <th>Campus Attendance (%)</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>~90.0%</td> <td>~84.0%</td> </tr> <tr> <td>2019-2020</td> <td>~90.0%</td> <td>~84.0%</td> </tr> <tr> <td>2020-2021</td> <td>~89.0%</td> <td>~83.0%</td> </tr> <tr> <td>2021-2022</td> <td>~81.0%</td> <td>~76.0%</td> </tr> <tr> <td>2022-2023</td> <td>~84.0%</td> <td>~78.0%</td> </tr> </tbody> </table>	School Year Description	District ADA (%)	Campus Attendance (%)	2018-2019	~90.0%	~84.0%	2019-2020	~90.0%	~84.0%	2020-2021	~89.0%	~83.0%	2021-2022	~81.0%	~76.0%	2022-2023	~84.0%	~78.0%	<p>The school is working on increasing time on task by getting students into the seats at the start of the school day. Getting parents to understand that missing more than 10 days has a severely negative impact on student learning</p> <ul style="list-style-type: none"> • The attendance/parent liaison increased her daily calls from 3 to 5 to support parents beginning in March. This daily expectation will continue in the 2023-24 school year • New pediatric mental health supports will be in place in September to focus on student and family needs that should impact student attendance in a positive way
School Year Description	District ADA (%)	Campus Attendance (%)																		
2018-2019	~90.0%	~84.0%																		
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	<ul style="list-style-type: none"> • The school data is in red and the district average is the blue line. While the school continues to outperform the district averages, it is still well below the 95% mark that it strives for. • The school did increase from the previous year by almost 4% • The school increased the number of home visits and phone calls made to parents to support students coming to school • 2022-23 was the first year that kindergarten ADA was 2nd best in the school. Usually, it is the lowest. The school will build on this trend • Social/Emotional Learning and outside forces impacted the attendance poorly during the last marking period. • The attendance/parent liaison was absent for over 3 months • 320 out of 610 students missed 20 or more days of school • Only 2 students had perfect attendance • ½ day of school data shows that those are the most missed days, with almost 50% of students missing school. The district has 4 half 	<ul style="list-style-type: none"> • A new attendance/parent liaison will begin in the fall with a renewed passion for the work and understanding of how to engage with parents to support attendance and student learning • The school will continue to engage students in interesting and fun life skills opportunities to see if that brings them into school on normally high absenteeism days.

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

Part III – Demonstrable Improvement Level 2 Indicators

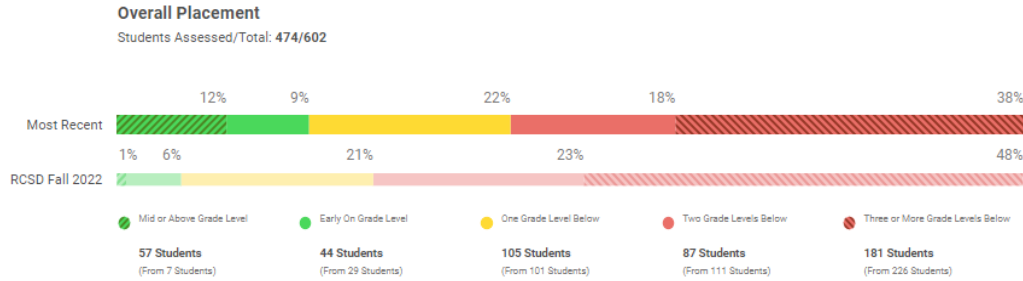
Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies, action steps, goals, and commitments to support progress toward the Demonstrable Improvement Indicator targets.

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	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
<p>#2</p> <p>Plan for and implement Community School Model</p> <p>22-23 Progress Target: (please see Community Schools)</p>	<p>School #28 Needs Assessment</p> <p>The school has had 3 community school site coordinators in 4 years. This has caused a lot of starts and stops for new initiatives. The district is rolling out a new design for the upcoming school year that might help this issue.</p> <ul style="list-style-type: none"> • Many families utilized the food pantry this year both as walk-ins and those using the online ordering system • The Eastman Dental Smilemobile was not able to visit the school this year due to staffing shortage. This impacted the 170 applications for the services that were received. 	<ul style="list-style-type: none"> • A new Community School Site Coordinator will start in the fall. This will be the 4th one in 5 years. • The goal for the upcoming school year is that 3 new partnerships will start that offer students opportunities in life skills. A student survey will ask what they would like to have in school and staff will try and make that happen. Boxing, cooking, and gaming have already been named as high-interest areas. The next step is to build those partnerships that align with student interests. • Volunteers will continue to be invited to support the students academically and emotionally • A new partnership with Liberty Resources will offer in-school pediatric mental health services • Continue to partner with Buffalo State University and other schools to support student teachers

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
<p>Guidebook to ensure DI is met)</p>	<ul style="list-style-type: none"> • Partnership with the East High School Teaching and Learning program brought 15 high school volunteers to the building to support student learning and motivate students to reach goals • Staff took students to the Eyeglass team at the local high school to get glasses for students. This impacted student learning for the 10 students that went • The afterschool program supported student attendance by offering highly engaging activities for the students <ul style="list-style-type: none"> ○ The community... <ul style="list-style-type: none"> ■ donated 30 bikes and helmets for students to learn to ride for exercise and pleasure during the program ■ Donated costumes and props for the plays the students put on ■ donated time for the photography club 	

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 Final Report and Reflection on Activities , what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?
<p>#6</p> <p>Family and Community Engagement (DTSDE Tenet 6)</p> <p>22-</p> <p>23 Progress Target: 90% phase 1; 67% phase 2</p>	<ul style="list-style-type: none"> • <u>Specific Data/Evidence and Trends:</u> • School data was taken through parent surveys. Parents indicated that outside issues and social-emotional issues negatively impact student learning. • All backpack flyers were sent home in both English and Spanish which are the two leading languages at the school • Alumni, students, and parents were invited to participate in an evening event to promote their businesses. We had 12 participants and the parent survey indicated this was an event they would like to see again • Survey results stated overwhelmingly that the office staff was friendly and inviting, and spoke their home language. The survey also stated that parents were not familiar with the parent liaison. The staff absenteeism was high for this person and a new person will be in that role in the fall 	<ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report. <p><u>Rationale and Action Steps:</u></p> <ul style="list-style-type: none"> • The family needs will be supported with 3 scheduled events for food baskets, gently used clothing, and cleaning/hygiene supplies • A new parent liaison will begin August 1 • A new community school site coordinator will start on August 18 • Class Dojo will continue to be the primary technology tool to engage parents in the daily events and special events that occur • Families in grades 2 and 3 were provided with a summer learning activity book that provided practice in both math and reading and was provided in both English and Spanish

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	<ul style="list-style-type: none"> This year the parent group known as Padres Comprometidos (engaged parents) celebrated 4 participants that went through the entire program. This was down from 12 the year before. The PTO met regularly and had a full board. The board will continue the work for next year. 	
<p>#105</p> <p>3-8 ELA ED</p> <p>Core subject</p> <p>PI</p> <p>22-23 Progress Target: 67.6</p> <p>(SIRS- 106)</p>	<p>Data Evidence - Overall School-Wide iReady Data:</p> 	<p>Data-informed rationale for the strategies and action steps indicated</p> <p>Leadership Team has reviewed Spring 2023 i-Ready and CFA data. The data trends suggest focusing on best first teaching practices and supporting student growth in the areas of phonics, vocabulary, comprehension in literature, and comprehension in information texts.</p> <p>Description of the adjustments made since the last reporting period:</p> <ul style="list-style-type: none"> Redesigned the use of intervention teachers for the 2023-2024 school year to use them to support teachers and students in a systematic way to accelerate student progress using the district intervention guide. Intervention teachers will be supporting both reading and math

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none">Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.Describe how the data trends that emerged during this period will inform future action steps.	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none">Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.																
	<p><u>Data Evidence - iReady Vocabulary Domain Comparison:</u></p> <table><tr><td>Fall 2022</td><td>9% at or above grade-level</td><td>24% one grade-level below</td><td>67% two or more years below grade-level</td></tr><tr><td colspan="4"><div>Vocabulary (VOC)<div><div></div><div></div><div></div></div></div></td></tr><tr><td>Spring 2023</td><td>26% at or above grade-level</td><td>23% one grade-level below</td><td>51% two or more years below grade-level</td></tr><tr><td colspan="4"><div>Vocabulary (VOC)<div><div></div><div></div><div></div></div></div></td></tr></table>	Fall 2022	9% at or above grade-level	24% one grade-level below	67% two or more years below grade-level	<div>Vocabulary (VOC)<div><div></div><div></div><div></div></div></div>				Spring 2023	26% at or above grade-level	23% one grade-level below	51% two or more years below grade-level	<div>Vocabulary (VOC)<div><div></div><div></div><div></div></div></div>				<ul style="list-style-type: none">Began beginning steps planning for 2023-2024 school year with a focus on: data meetings, master schedule, effective use of all adults, more focused grade level meetings and implementation of 4DX and Data Wise training.Students that were one year below grade level on the iReady reading assessment were invited to participate in summer learning opportunities. The school will report the number that attended in the fall report <p><u>Data Evidence:</u></p> <ul style="list-style-type: none">Reading End of Year CFA Data
Fall 2022	9% at or above grade-level	24% one grade-level below	67% two or more years below grade-level															
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	<p><u>Data Trends Inform Future Action Steps:</u></p> <ul style="list-style-type: none"> • School #28 students will improve from 26% to 40% meeting or exceeding proficiency on the i-Ready Reading Spring Diagnostic by June 2024 • School #28 students will improve from 49% to 100% meeting or exceeding typical growth goals on the i-Ready Reading Spring Diagnostic by June 2024 • Administrative and ILT team will work with Teaching and Learning to develop and implement a professional development plan to build capacity of school staff to align implementation of RCSD priority standards-based curriculum with the Four Hallmarks of Advance Literacies to support Tier 1 instruction as well as using i-Ready program, Phonics for Reading, Magnetic Reading and data to support Tier 2 and Tier 3. • Tier 2 and Tier 3 intervention support for both Reading and Math in grades 2-5 	

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	<ul style="list-style-type: none"> • Will use Receivership PD for extended grade levels where classroom teachers, intervention support teachers, data coach, and administration can have data dive and planning discussions, review student growth and vertical team co-planning meetings • All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards. • All students participate in academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language. • All students refer to daily learning targets (content, process, and language) aligned to the New York State learning standards and expected outcomes for the unit of study. • All students write daily using academic language to express and explain their reasoning in multiple ways and across all subject areas • Instructional Leadership Team and Administrative walkthroughs will be scheduled and implemented to focus on building consistency and 	

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	<p>strong Tier 1 teaching with a focus in the areas of Learning targets, small group instruction, questioning, and assessment of the learning that includes closing and feedback for growth.</p> <ul style="list-style-type: none"> • The Instructional Leadership Team and grade level teams will utilize the DataWise and DX4 process to work collaboratively to improve teaching and learning through evidence-based analysis. • All teachers will use multiple data points (BAS, RCSD Common Formative Assessments, and i-Ready Diagnostic Assessment) to measure student proficiency growth and growth towards their stretch growth goals. • Professional development for implementing i-Ready goal setting, interpreting data to support Tier 2 and Tier 3 students, grouping students, and use of progress monitoring materials • All teachers and instructional support staff will use the i-Ready computer-based program and Teacher Toolbox to support Tier 2 and Tier 3 instruction. 	

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	<ul style="list-style-type: none"> • All teachers will create and implement goal setting for all students to promote student engagement and create high levels of expectations. • All teachers and students will use i-Ready to track schoolwide proficiency scores • All teachers and students will use i-Ready data to monitor students' growth toward their i-Ready stretch growth goal. • A schoolwide data dashboard will be created and used to track classroom progress toward academic goals. • Students will create a goal-setting graph that tracks student progress toward academic goals. This will also support student engagement and personal learning as well as setting high expectations for students. • All teachers will hold writing conferences with each student weekly • Master scheduling will allow for Teachers on Assignments (TOAs) to support grade level bands in both ELA and Math intervention blocks as well as support Grade Level meetings. 	

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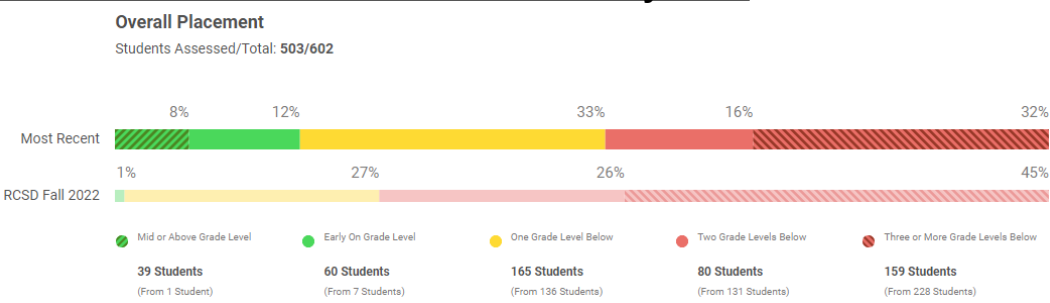
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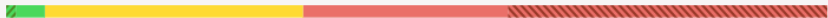

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	<ul style="list-style-type: none"> • All teachers will create and implement goal setting for all students to promote student engagement and create high levels of expectations. • The school will increase collaboration, professional development and use of data in all meetings and keep a sharp focus on individual student learning following the DataWise Process. • Progress monitoring will increase to ensure adjustments can be made quickly and effectively based on specific data pieces as identified through the priority question in the DataWise process. • Administrative walkthroughs will be scheduled and implemented to focus on building consistency and strong tier 1 teaching. • Utilizing math intervention teachers to support teachers and students in a systematic way to accelerate student progress using the district intervention guide. • Vertical planning for math teachers in grades 6-8 to occur monthly beginning in the summer of 2023. • New Teacher-on-Assignment focused to work with grades 5-8 	

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	<ul style="list-style-type: none"> New math curriculum, <i>Illustrative Math</i>, being rolled out to 6th grade. The new math Teacher on Assignment has two years as a model classroom for this new curriculum. 	
#115 3-8 Math ED Core Subject PI 22-23: Progress Target: 60.4 (SIRS-106)	<p>Data Evidence - Overall School-Wide iReady Data:</p>  <p>Data Evidence - iReady Numbers and Operations Comparison:</p>	<p>Data-informed rationale for the strategies and action steps indicated School 28 Leadership Team has reviewed i-Ready and CFA data. The data trends suggest focusing on best first teaching practices and supporting student growth in the areas of number operations, and algebraic thinking, along with measurement and data.</p> <p>Description of the adjustments made since the last reporting period:</p> <ul style="list-style-type: none"> Redesigned the use of intervention teachers for the 2023-2024 school year to use them to support teachers and students in a systematic way to accelerate student progress using the district intervention guide. Intervention teachers will be supporting both reading and math

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	<ul style="list-style-type: none"> • All students participate in academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language. • Teachers will utilize academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language through partner work and or small groups. • 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, Equity Sticks). • All students write daily using academic language to express and explain their reasoning in multiple ways and across all subject areas. (Read, Draw, Talk, Write). • All students will have access to grade-Level, standards-aligned, rigorous instruction. 	

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	<ul style="list-style-type: none"> • i-Ready benchmark assessments used to establish student learning paths for personalized learning; data reviewed with individual teachers, grade level teams, SBPT, CET, and school stakeholders • All teachers will create and implement goal setting for all students to promote student engagement and create high levels of expectations. • The school will increase collaboration, professional development and use of data in all meetings and keep a sharp focus on individual student learning following the DataWise Process. • Progress monitoring will increase to ensure adjustments can be made quickly and effectively based on specific data pieces as identified through the priority question in the DataWise process. • Administrative walkthroughs will be scheduled and implemented to focus on building consistency and strong tier 1 teaching. • Utilizing math intervention teachers to support teachers and students in a systematic way to accelerate student progress using the district intervention guide. 	

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	<ul style="list-style-type: none"> • Vertical planning for math teachers in grades 6-8 to occur monthly beginning in the summer of 2023. • New Teacher-on-Assignment focused to work with grades 5-8 • New math curriculum, <i>Illustrative Math</i>, being rolled out to 6th grade. The new math Teacher on Assignment has two years as a model classroom for this new curriculum. 	

Part IV – Community Engagement Team (CET)

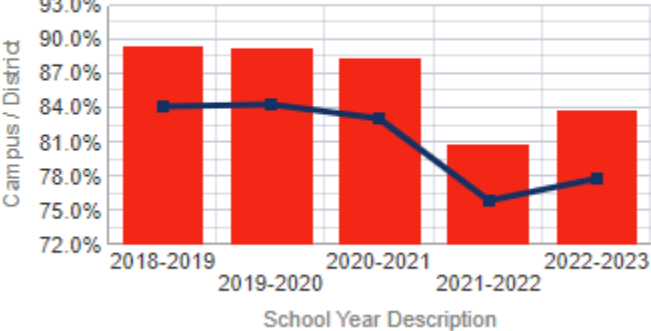
The role of the Community Engagement Team is to serve as an active thought partner in contributing to, and supporting the development of, recommendations for school improvement by the school and district soliciting input through public engagement.

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"> List the constituent categories of stakeholders that have participated as CET members during this reporting period. Include any changes made to the CET’s membership during this reporting period. Include the role/title of any new members. Provide data and related evidence used to measure the impact and efficacy of the CET. Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school’s improvement plan. 	<ul style="list-style-type: none"> Outline the process by which new members of the CET will be identified and selected*. Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members. Provide and outline your plan for CET meeting agenda development, action items, follow through, and analysis. What methods will be used to provide the CET with the necessary information to assess and analyze the impact of lead strategies and/or department-approved intervention model that includes rigorous performance metrics and goals. 												
<p>List of Stakeholders:</p> <ul style="list-style-type: none"> Community Partners Students Staff Parents <p>Data and Recommendations made by CET:</p> <ul style="list-style-type: none"> School #28 Needs Assessment The CET focused on improving student attendance by ensuring parent outreach was happening, students were given CTE opportunities, and that the student celebrations were occurring. <div> <div> <div>Yearly Campus Avg Daily Attendance Compared to District ADA</div>  <table border="1"> <caption>Yearly Campus Avg Daily Attendance Compared to District ADA</caption> <thead> <tr> <th>School Year Description</th> <th>Campus / District (%)</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>~89.0%</td> </tr> <tr> <td>2019-2020</td> <td>~89.0%</td> </tr> <tr> <td>2020-2021</td> <td>~88.0%</td> </tr> <tr> <td>2021-2022</td> <td>~81.0%</td> </tr> <tr> <td>2022-2023</td> <td>~84.0%</td> </tr> </tbody> </table> </div> </div>	School Year Description	Campus / District (%)	2018-2019	~89.0%	2019-2020	~89.0%	2020-2021	~88.0%	2021-2022	~81.0%	2022-2023	~84.0%	<ul style="list-style-type: none"> As new partnerships are formed, staff from the organizations will be asked to join the team The team with the new Community School Site Coordinator will select a topic of focus for the upcoming school year. While attendance did improve, it continues to be a challenging topic to face. The new CET can select whether they want to continue with this topic or not. The principal will provide the new CET with data, goals and anecdotes to support the action item development The CET will decide what they want measured and reported on from the goals that they set
School Year Description	Campus / District (%)												
2018-2019	~89.0%												
2019-2020	~89.0%												
2020-2021	~88.0%												
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<p>Part V – Powers of the Receiver Provide a summary of the use of the School Receiver’s powers during 2022-2023 school year.</p>	<p>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).</p>
<ul style="list-style-type: none"> • Schools were able to let go any staff member that was not willing to support the rigorous work that had to be done to be moved off of the receivership list as long as they had documented proof that efforts were made • Receivership school principals met monthly to review the metrics, get professional learning around identified topics, and offer support and guidance to one another 	<ul style="list-style-type: none"> • Master scheduling included 2 weekly common planning times led by the instructional leadership team • 4 one hour afterschool sessions will occur for mandatory professional learning • The receivership schools were given staffing opportunities one week before the non-receivership schools • Receivership schools received school support coaches to work as thought partners and to review metrics and data

Part VI – Assurance and Attestation

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

Name of Receiver (Print):

Signature of Receiver:

Date:

Carminia Peluso
[Signature]
7/20/23

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

Name of CET Representative (Print):

Signature of CET Representative*:

Title of CET Representative:

Date:

Katrina Koff
Katrina Koff
6/23/23
Center for Youth

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