

Receivership Schools ONLY

Quarterly Report #1: July 1, 2019 to October 11, 2019 (Due October 31, 2019)

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: https://www.rcsdk12.org/Page/52265			
Henry Hudson School No. 28	261600010028	Rochester City School District	N/A	Check which plan below applies:			
				SIG	SCEP		
				Cohort (6 or 7):	X		
Model:							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Mr. Terry Dade	Susan Ladd Appointment Date: August 2006	Dr. Elizabeth Mascitti-Miller, <i>Deputy Superintendent of Administration</i> Dr. Shirley JA Green, <i>School Chief</i> Michele Alberti White, <i>Executive Director of School Innovation</i> Kelly Bauman, <i>Director of Expanded Learning</i>		K-8	36.2%	23.4%	657 Based on BEDS Day October 2, 2019

Executive Summary
Please provide a <i>plain-language summary</i> 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 <i>no more than 500 words</i> .
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 entering the first full year of Receivership. The principal remained at the school, and has begun implementing strategies outlined in the July Continuation plan. A week of differentiated professional learning opportunities took place during the last week in August, focused on Literacy, Math, Science, and using data to drive instructional decisions.

At both new student orientation and open house, the receivership plan was detailed to ensure parents understood the Receivership process and goals. Henry Hudson met 83% of the indicators. The school met 3 of the 5 Level 1 indicators, missing the mark for chronic absenteeism and Science for all students 4 and 8. The 4th grade students exceeded the goal while 8th grade fell far short of the science goal. Plans to support these two areas, as well as the other 3 indicators that were met, were rolled out to parents. The school clearly met 3 of the 5 level 2 indicators, with two held as questionable, but likely to be met. ELA and Math targets were achieved for both Level 1 and Level 2 indicators. The school has a clear plan to continue growth in all areas, laid out in the report below.

The Community Engagement team will return to support the work during the new school year. The focus for the school is to utilize a systematic approach to looking at data, recognizing which students could show improvement with additional time on task in both reading and math, and bringing science into a prominent place in the master planning. The school also plans to engage the community to support the whole child, including the family. Henry Hudson School #28 hopes that by supporting the child and the family, chronic absenteeism will be reduced.

Attention – This document is intended to be completed by the school receiver in conjunction with district and building staff 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 website.



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	2019-2020 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-2020 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 18-19 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.



#33 3-8 ELA All Students MGP	45.7	47.7		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 ELA for K-8 teachers that is located in google drive for easy accessibility. First 5 week monitoring was 	<ul style="list-style-type: none"> ● NWEA ● BAS-Fountas and Pinnell ● 5 Week Progress Monitoring Data (school based) 	<p><u>BAS - F&P Data:</u></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 ● 4th Grade <ul style="list-style-type: none"> ○ 48% (24 out of 50 kids) are reading at or above a level P. ● 5th Grade <ul style="list-style-type: none"> ○ 39% (16 out of 41 students) are reading at or above a level S. ○ Without bilingual data ● 6th Grade <ul style="list-style-type: none"> ○ 9% (6 out of 66 students) are reading at or above a level V. ○ 4 students without BAS data ● 7th & 8th Grade: <ul style="list-style-type: none"> ○ Limited BAS data <p><u>5 Week Progress Monitoring:</u></p> <ul style="list-style-type: none"> ● 3rd Grade: <ul style="list-style-type: none"> ○ 9% (6 out of 68 students) scored an 80% or higher on the multiple choice ○ 1% (1 out of 68 students) scored a 1 point on the short response ○ 4% (3 out of 68 students) scored 2 points on the short answer. ● 4th Grade: <ul style="list-style-type: none"> ○ 41% (24 out of 58 students) scored 80% or higher on the multiple choice ○ 28% (16 out of 58 students) scored a 1point on the short response ○ 10% (6 out of 58 students) scored 2 points on the short response. ● 5th Grade:
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				<p>completed and reviewed on October 11, 2019.</p> <ul style="list-style-type: none">• ILT and ADMIN walkthroughs will be scheduled and implemented to focus on building consistency and strong tier 1 teaching. 115 walkthroughs were completed by October 18, 2019. Principal meets weekly with administrative team to review school wide instructional priorities, evidence based on weekly focus of ELA, Math, Science or Domain 2 of the Danielson Rubric.• Introduce and monitor the lesson plans to ensure that the district’s new Instructional Learning Framework as the instructional design is understood and utilized. During the first four weeks of school the instructional learning framework and toolkit were introduced with K-8 teachers. Lesson plans have been requested and reviewed by administrators during informal walkthroughs. Feedback has been		<ul style="list-style-type: none">○ 25% (15 out of 60 students) scored an 80% or higher on the multiple choice○ 33% (20 out of 60 students) scored a 1 point on the short answer○ 12% (7 out of 60 students) scored 2 points on the short answer. <ul style="list-style-type: none">• 6th Grade:<ul style="list-style-type: none">○ 11% (5 out of 44 students) scored an 80% or higher on the multiple choice.○ 23% (10 out of 44 students) scored a 1 point on the short answer○ 18% (8 out of 44 students) scored 2 points on the short answer• 7th & 8th Grade:<ul style="list-style-type: none">○ No 5-week progress monitoring data till November 2019 <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.• 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.• 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.• 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.• 7th Grade
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						<p>provided to the teachers within 24 hours.</p> <ul style="list-style-type: none"> ● The school uses the Fountas and Pinnell Leveled Literacy Intervention to support students during balanced literacy model. The school also supplements with Soar to Success or other available resources depending on the needs of the students. 		<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. ● 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. <p>Summary In order for us to meet our indicator target, we need 311 students to score a 2 or higher on the ELA. Currently 138 students are projected to receive a NYS ELA assessment score of 2 or higher. In comparison, the Fall of 2018 NWEA Assessment predicted 131 students receiving a 2 or higher. Also to note, we out performed our Fall 2018 NWEA predictions by 47 students.</p> <p>Last year, 178 students scored a 2 or higher allowing us to meet our index.</p> <p>Intervention The 3rd grade intervention teachers see a total of 19 students whose reading level is just below grade level. The 4-8 grade intervention teachers see 84 high 1's as well as 18 low 2's 5x 30 a week. The middle school students receive intervention every other day for 40 minutes</p>
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#39 3-8 Math All Students MGP	46.9	48.9		Yes	<p>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.</p> <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● NWEA ● NYS Math Assessment 2019 Data ● 5 Week Progress Monitoring Data 	<p>NWEA:</p> <ul style="list-style-type: none"> ● 3rd Grade <ul style="list-style-type: none"> ○ (12 out of 69 students) predicted by NWEA to score a 2 or higher on the NYS Math test. ● 4th Grade <ul style="list-style-type: none"> ○ (28 out of 61 students) predicted by NWEA to score a 2 or higher on the NYS Math test. ● 5th Grade <ul style="list-style-type: none"> ○ (13 out of 63 students) predicted by NWEA to score a 2 or higher on the NYS Math test. ● 6th Grade <ul style="list-style-type: none"> ○ (32 out of 69 students) predicted by NWEA to score a 2 or higher on the NYS Math test. ● 7th Grade <ul style="list-style-type: none"> ○ (15 out of 81 students) predicted by NWEA to score a 2 or higher on the NYS Math test ● 8th Grade <ul style="list-style-type: none"> ○ (19 out of 59 students) predicted by NWEA to score a 2 or higher on the NYS Math test <p>SUMMARY: In order for us to meet our indicator target, we need 264 students to score a 2 or higher on the math assessment.. Currently (Fall 2019), 126 students are projected to receive a NYS Math Assessment score of 2 or higher. In comparison, the Fall of 2018 NWEA Assessment predicted 107 students receiving a 2 or higher. The school out performed the Fall 2018 NWEA predictions</p>
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				<p>completed and reviewed on October 11, 2019.</p> <ul style="list-style-type: none"> ● ILT and ADMIN walkthroughs will be scheduled and implemented to focus on building consistency and strong tier 1 teaching 115 of walkthroughs were completed by October 18, 2019 Principal meets weekly with administrative team to review school wide instructional priorities, evidence based on weekly focus of ELA, Math, Science or Domain 2 of the Danielson Rubric. ● Introduce and monitor the lesson plans to ensure that the district’s new Instructional Learning Framework as the instructional design is understood and utilized. During the first four weeks of school the instructional learning framework and toolkit were introduced with K-8 teachers. Lesson plans have been requested and reviewed by administrators during informal walkthroughs. Feedback has been 	<p>last year. 182 students performed at level 2 or higher, allowing the school to meet the index target.</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 the Core Performance Index. <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 ● 4th Grade: <ul style="list-style-type: none"> ○ 37% (22 out of 60 students) scored a 65% or higher on the 5 week PM assessment ● 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 ● 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 ● 7th/8th Grade: No 5 week assessments; 10 week only. <p><i>SUMMARY:</i> Currently, in grades 3-6, 113 students performed at 65% or higher on 5 week progress</p>
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					<p>provided to the teachers within 24 hours.</p> <ul style="list-style-type: none"> Reassigned an intervention teacher to support the math program in our school. Intervention teacher supported the initial professional learning on Zearn for those who are new to the tool from September 4, 2019- September 30, 2019. The intervention teacher started to pull out small groups of students in grades 3-6 the week of September 30, 2019 once NWEA testing was completed. 		<p>monitoring assessments comprised of 5 multiple choice and 1 constructed response question based off of previous years NYS Released Items.</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 		



<p>#150 Grade 4 and 8 Science All Students Core Subject Performance Index</p>	<p>133.9</p>	<p>143.9</p>		<p>No</p>	<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 based lessons are being taught in a rigorous manner. ● 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. 	<ul style="list-style-type: none"> ● NWEA for grades 5-8 	<p>NWEA:</p> <ul style="list-style-type: none"> ● 8th Grade <ul style="list-style-type: none"> ○ 26% (18 out of 68 students tested) are scoring at or above the 41st percentile on the NWEA General Science Assessment
<p>#160 3-8 Chronic Absenteeism All Students</p>	<p>38%</p>	<p>34%</p>		<p>No</p>	<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 supports the school can offer the student and their family. The third team focuses on providing incentives for students with good or improved attendance 	<ul style="list-style-type: none"> ● Daily Attendance Rate (YTD) ● Chronic/Severely Chronic Absence Reports (monthly) 	<p>As of October 18, Henry Hudson #28 has 96 chronic plus 67 severely chronic for a total of 163 students(24.8%) being monitored and supported.</p> <p>All returned mail was researched in August to try and find current addresses to reduce opening day transportation issues.</p> <p>Beginning on the first day of school all no shows and absent students were contacted or attempted to be contacted by teachers, office staff, the parent liaison and attendance support staff. The school has located 27 no shows and is awaiting verification from the new school in order to drop the 14 students from the #28 records that remain on the no-show list.</p>



							<p>Since school began, we have received 91 new students. Of those 91, 14 are already on our chronic or severely chronic list.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;"><u>Enrollment and Average Daily Attendance by Grade</u></th> </tr> <tr> <th style="text-align: left;">Grade Level</th> <th style="text-align: center;"># of Students Enrolled</th> <th style="text-align: center;">% of Students Enrolled</th> <th style="text-align: center;">Avg Daily Attendance</th> </tr> </thead> <tbody> <tr><td>Grade 1</td><td style="text-align: center;">63</td><td style="text-align: center;">9.6%</td><td style="text-align: center;">90.8%</td></tr> <tr><td>Grade 2</td><td style="text-align: center;">66</td><td style="text-align: center;">10.0%</td><td style="text-align: center;">91.8%</td></tr> <tr><td>Grade 3</td><td style="text-align: center;">76</td><td style="text-align: center;">11.6%</td><td style="text-align: center;">93.0%</td></tr> <tr><td>Grade 4</td><td style="text-align: center;">72</td><td style="text-align: center;">11.0%</td><td style="text-align: center;">91.1%</td></tr> <tr><td>Grade 5</td><td style="text-align: center;">75</td><td style="text-align: center;">11.4%</td><td style="text-align: center;">91.2%</td></tr> <tr><td>Grade 6</td><td style="text-align: center;">73</td><td style="text-align: center;">11.1%</td><td style="text-align: center;">92.8%</td></tr> <tr><td>Grade 7</td><td style="text-align: center;">86</td><td style="text-align: center;">13.1%</td><td style="text-align: center;">92.2%</td></tr> <tr><td>Grade 8</td><td style="text-align: center;">75</td><td style="text-align: center;">11.4%</td><td style="text-align: center;">89.0%</td></tr> </tbody> </table>	<u>Enrollment and Average Daily Attendance by Grade</u>				Grade Level	# of Students Enrolled	% of Students Enrolled	Avg Daily Attendance	Grade 1	63	9.6%	90.8%	Grade 2	66	10.0%	91.8%	Grade 3	76	11.6%	93.0%	Grade 4	72	11.0%	91.1%	Grade 5	75	11.4%	91.2%	Grade 6	73	11.1%	92.8%	Grade 7	86	13.1%	92.2%	Grade 8	75	11.4%	89.0%
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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	2019-2020 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-2020 progress target for this	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 18-19 continuation	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.



				indicator? For each Level 2 indicator, please answer yes or no below.	plan and a rationale as to why these adjustments were made.		
#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 supports 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 ● The school intends to offer an afterschool program that enrolls 125 students in career and academic learning in a project based setting ● Smilemobile will be coming for students from October 22-until all of the students are seen. 	<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 	<ul style="list-style-type: none"> ● the school will take a team approach to monitoring the NY State Community School Model rubric and implementation guidelines <ul style="list-style-type: none"> ○ A subgroup of the Community Engagement Team, Community School Indicator Team will monitor the implementation of the Community School Model ● Current partnerships include: Big brothers/Big Sisters(Harris Communications, Bigs in Blue), XEROX School Science. <ul style="list-style-type: none"> ○ Will continue to seek and build partnerships with community agencies who support our mission and vision ● Engage with Ibero to support families from Puerto Rico who relocated to Rochester after October of 2017. <ul style="list-style-type: none"> ○ Memorandum of Agreement was initiated. Ibero in process of hiring a staff member. ● New site coordinator was interviewed and a candidate was selected. ● Districts Community Schools Teacher on Assignment assists the school 2.5 days out of the week since September 4, 2019.
#6 Family and Community	n/a	"50% of the Tenet 6 Phase 2		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 	Survey Results	The first survey of the school year was given to 148 families during the 2019-20 school open house. 33 surveys were



Engagement (DTSDE Tenet 6)		indicators are common across the school and at least four Tenet 6 Phase 3 indicators across the school. *In addition, the school must also have 90% of the Phase 1 indicators common across the school."			<p>our office is a welcoming or very welcoming place</p> <ul style="list-style-type: none"> The school parent liaison will actively engage with families to find out what they need and what support the school can offer in the school through a parent survey and the PTO meetings. 	The tenet 6 rubric and list of Tenet 6 phases of implementation guide.	<p>returned and the results were disaggregated and presented to parents at the first PTO meeting of the year.</p> <p>The second school survey will go home with the first report cards to all 657 students.</p> <p>All school surveys go out in both English and Spanish.</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>Next steps include proving the phases of implementation guide to the PTO during the November meeting and to the CET team during the October 24th meeting.</p>
#94 Providing 200 Hours of Extended Learning Time (ELT)	n/a	See ELT Implementation Rubric			<ul style="list-style-type: none"> The school goal is to invite 100% of our students and enroll at least 50% of our students in an academic enrichment program over February and April Recess times providing instructional support in both math and literacy. We offer an afterschool program that enrolls 120 students in career and academic learning in a project based setting 		<p>Staff have been notified of the school plan to host an academic camp during the February and April Recess.</p> <p>Staff have been asked to submit interest in teaching during one or both of these recess breaks.</p> <p>The groundwork for curriculum has begun, to ensure the week is maximizing learning opportunities during each 5 hour day. The test genre, released questions and sample tests will be utilized during the February Recess for students in grades 3-8, with math and ELA each</p>



							<p>getting two full days. The April recess will focus on reading and math for students in grades K-3.</p> <p>The afterschool program staff and students have been selected and the program is ready to begin once the school board has approved the financing.</p> <p>The afterschool program designated 25 seats to support students with chronic absenteeism in hopes that it helps students show improvement in that area.</p>
#105 3-8 ELA ED- Core Subject Performance Index	54.2	63.2		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 Progress monitoring will increase to ensure adjustments can be made quickly and effectively based on specific data pieces ILT and ADMIN walkthroughs will be scheduled and implemented to focus on building consistency and strong tier 1 teaching Introduce and monitor the lesson plans to ensure that the district's new Rochester Instructional Framework (RIF) as the instructional design is understood and utilized 	<p>See #33</p> <p>As of October 18, 2019, 565 students (86%) are qualified for free and reduced lunch. 92 applications are missing or incomplete (14%)</p>	<p>Parent liaison received list of 92 students with missing or incomplete free and reduced forms. Incentive for completion has been initiated to attract completed forms.</p>
#115 3-8 Math ED-Core Subject Performance Index	45.4	55.4		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 	<p>See #39</p> <p>As of October 18, 2019 565 students are qualified for free and reduced lunch. 92</p>	<p>Parent liaison received list of 92 students with missing or incomplete free and reduced forms. Incentive for completion has been initiated to attract completed forms.</p>



				<ul style="list-style-type: none"> Progress monitoring will increase to ensure adjustments can be made quickly and effectively based on specific data pieces ILT and Admin walkthroughs will be scheduled and implemented to focus on building consistency and strong tier 1 teaching introduce and monitor the lesson plans to ensure that the district’s new Rochester Instructional Framework (RIF) as the instructional design is understood and utilized 	applications are missing or incomplete (14%)	
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)

<p><u>Key Strategies</u></p> <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.				
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	Red	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. 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*

Community Engagement Team (CET)



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 2019-2020 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
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	Henry Hudson has scheduled the first of monthly CET meetings for October 23. During this meeting, the principal as facilitator, will discuss the progress made last year, the data and the draft quarterly report, and the upcoming changes for the current school year to move the school towards successfully meeting the indicators and improved academic performance. The school has interviewed and selected a community site coordinator to begin work once the school board approval process is complete. Teacher on Assignment with the Community Schools department has assisted the school with beginning the asset mapping. A collection of all contracted services, MOA's and volunteers supporting the school has been initiated.
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Powers of the Receiver
 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
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	<p>The Superintendent Receiver Authority continues to be utilized in multiple ways for the 19-20 school year:</p> <ul style="list-style-type: none"> · 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. · Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in schools. All placements are reviewed by the School Chief before any decisions were made. · 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.
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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.)

Community Schools Grant (CSG)	
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 18-19)	
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	
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.)

<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 2017-2020 (PSSG, CSG) or 2019-2020 (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:		
SIG:		
CSG:		

Part VII: Best Practices (Optional)

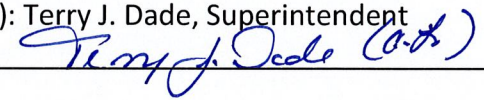
<u>Best Practices</u>	
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in receivership.	
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. DataWise Protocols	Staff are learning how to systematically use data to improve student performance



2.	Shared Governance	Teams are taking ownership of the data and ensuring the stakeholders are all aware and are active participants of our goal. The CET, the ILT, grade level and the admin teams are all supporting the improvement process together.
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 J. Dade, Superintendent
 Signature of Receiver: 
 Date: October 31, 2019

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: _____



Receivership Quarterly Report—1st Quarter
 July 1, 2019–October 11, 2019
 (As required under Section 211(f) of NYS Ed. Law)

Part VII: Best Practices (Optional)

Best Practices	
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.	
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. DataWise Protocols	Staff are learning how to systematically use data to improve student performance
2. Shared Governance	Teams are taking ownership of the data and ensuring the stakeholders are all aware and are active participants of our goal. The CET, the ILT, grade level and the admin teams are all supporting the improvement process together.
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): _____
 Signature of Receiver: _____
 Date: _____

By signing below, I attest to the fact that the community engagement team has had the opportunity to provide input into this 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): Jodi Moughan Susan Ladd, Principal
PTO President



Signature of CET Representative: _____

Date: 10/23/19

Jodi Maggioni

Sam Ladd

10/23/2019

Receivership Quarterly Report—1st Quarter
July 1, 2019–October 11, 2019
(As required under Section 211(f) of NYS Ed. Law)