

**2023-2024 Receivership School Quarterly Report #1**  
Report Period: *July 22, 2023, to October 30, 2023 (Due October 30, 2023)*

This document is to be completed by the Superintendent Receiver and/or their designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov).

Complete all sections by fully responding to each prompt. For Districts with State Monitors, to streamline reporting, 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, accessible location on the district website. All responses should directly align with or be adaptations to previously approved improvement 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 No. 28	261600010028	Rochester City School District	N/A	Cohort 2	<a href="https://www.rcsdk12.org/innovation">https://www.rcsdk12.org/innovation</a>
Superintendent	School Principal <i>(If appointed since the last reporting period, attach resume)</i>	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building 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 Chief of Schools	K-8	N/A

### ***Executive Summary***

Please provide a plain-language summary of this Quarterly Report-based Continuation Plan to both reflect the changes and progress made since the last reporting period. Describe the systems and processes utilized to implement lead strategies, engage the community, and actions taken to enact the Powers of the Receiver during the past quarter have framed 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 prior to submitting the report.

Henry Hudson School #28 has three major priorities for the 2023-24 school year. Students and staff will focus on literacy, using the workshop model to support scaffolded instruction, and increase student voice. The school showed growth in proficiency in both math and ELA, and is continuing to support a rigorous program to stay on that same path. The school will also provide students math and literacy intervention with the iReady program that provides individualized lessons in student gap areas.

Professional development for staff started in the summer, with a focus on the school and district priorities, including writing, working with multiple adults in the classroom, and student voice. Weekly professional development is provided to all teaching staff for one hour.

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. Open House also focused on the importance of school attendance

Henry Hudson School #28 will again offer an after-school program, starting October 24, 2023, that combines academic work with life skills, two days a week. Cooking, construction, Lego League, acting, creative writing, and archery are all offered to students in grades 2nd-8th.

Social-emotional health is a priority. Students are facing severe trauma around loss, violence, negative social media influence, and bullying. Crisis intervention training was provided for support staff and teachers in the summer. The school continues to use grant funds to pay for two part time SEL teachers to work with students. The school has a partnership for an additional team member from Center for Youth and a team member from Pathways to Peace. These additional adults are all part of the SEL team that meets with administration weekly to discuss student concerns and preventative measures.

**Overview of School Demographic and Four-Year Trend Data**

Use the following template to provide demographic and four-year trend data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 5 of this Reporting Document to determine related calculations .

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as ‘point-in-time.’

Data Source: 10/2/23\_\_  
Date of Capture: ROC 3D and SIRS II

SWD: N= 126/20.6%  
Total Current Enrollment/Registrant Counts: N=612  
ELL:N=193/31/5%  
SWD/ELL percentage: N=70/11.4%

Average Daily Attendance and Chronic Absenteeism Rate by Year				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	89.1%	80.8%	83.9%	87.7%
Chronic Absenteeism Rate	35.8	70.7%	59.8%	36.9%

Suspension % Rate and Number by Category				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Out-of-School Suspensions	3.1%/#20	5.2%/#33	6.5%/#40	.16%/#1
Duplicated Suspensions	2.02%/#10	3.7%/#24	5.8%/#36	0%/#0
Unduplicated Suspensions	5.6%/#36	8.7%/#55	10.9%/#67	.65%/#4
ELL Suspensions	2.3%/#5	7.5%/#17	3.5%/#7	1.0%/#2
SWD Suspensions	5.7%/#9	6.8%/#10	9.5%/#13	0%/#0

<b><u>Suspension Tracking and Reporting Addendum</u></b>	
<b>Duplicated Suspensions #</b> - Number of the same student(s) suspended more than one time	2
<b>Unduplicated Suspensions #</b> - Number of students suspended out of school one time	7
<b>English Language Learners (ELL) Suspensions #</b> - Number of ELL students suspended at least one time	2
<b>Students with Disabilities (SWD) Suspensions #</b> - Number of students with disabilities suspended at least one time	1

**Directions for Parts I, II, and III** - District and school leadership should analyze and frame a summary of the steps taken to implement lead strategies during the first quarter, as well as by identifying key strategies that were included in the 2023-2024 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and school improvement*. The report should include a clear focus on *how evidence guides decisions* and an outline 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. Applicable resources and related guidance can be accessed via the *Department's Diversity, Equity, and Inclusion and Culturally Responsive-Sustaining (CR-S) Education Frameworks*, (@ [DEI Framework and Policy Statement | New York State Education Department \(nysed.gov\)](#)), [Culturally Responsive-Sustaining Education | New York State Education Department \(nysed.gov\)](#), and in support of the NY Social Emotional Learning Benchmarks @ [NYS SEL Benchmarks \(nysed.gov\)](#).

- When responding to prompts pertaining to the *Quarterly Report #1*, identify processes:
  - Used throughout Quarter 1 to assess the impact of strategies implemented to improve student learning outcomes.
  - For assessing the impact on student learning outcomes that will be newly implemented during the new school year.
- Frame how the implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
  - Claims should be evidentiary in nature.
  - Reported information and related data should be accessible and able to be reviewed upon request.
- To ensure sustained application of key data where strategy implementation results in *long-term sustainable growth*, District and school Leadership should *assess the impact* of identified lead strategies on student learning, as aligned to Technical Assistance and Support sessions and diagnostic review feedback.

**Part I- Lead Strategies for School Improvement**

*Include 3-4 core lead strategies that are central to the school's improvement plan. Such strategies 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 to serve as overarching approaches for strategically implementing targeted action plans leading to demonstrable improvement.*

**Quarterly Report #1 - Reflection on Lead Strategies Utilized during  
July 22, 2023 – October 30, 2023**

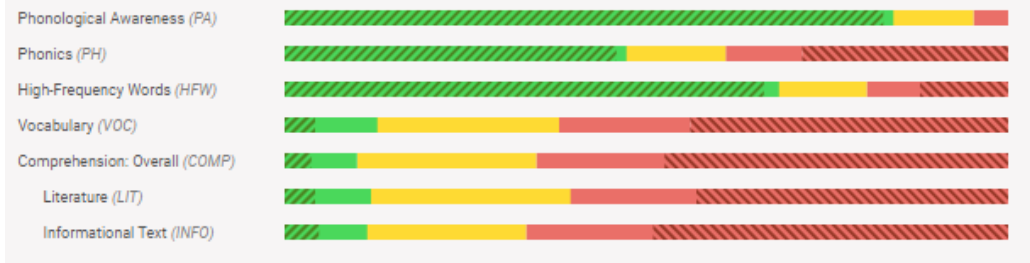
Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
The workshop model will be utilized in 100% of the academic classrooms to allow for differentiation during work time.		The workshop model allows for small group instruction allowing for more individualized support.
100% of staff will implement all four Hallmarks of Advanced Literacy: <ul style="list-style-type: none"><li>- Engaging Text</li><li>- Student Discussion/Math Discourse</li><li>- Vocabulary Development</li><li>- Writing</li></ul>		Using the Four Hallmarks of Advanced Literacy supports achievement by giving students the tools they need to read grade-level text and demonstrate grade-level appropriate responses.
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.		iReady provides students with individualized and targeted intervention lessons that closes learning gaps in both reading and math. Students are encouraged to spend enough time each week completing iReady lessons in order to meet their stretch goals.

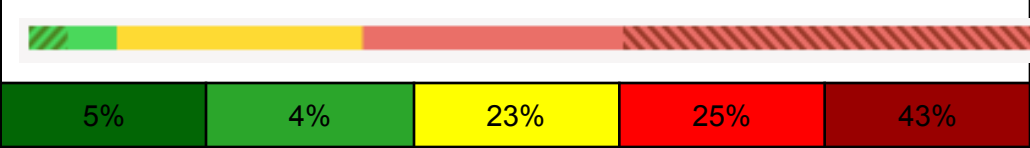
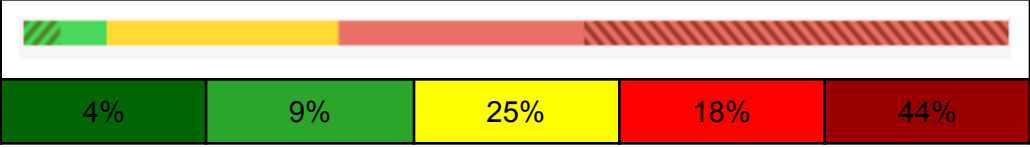
**Part II – Demonstrable Improvement Level 1 Indicators**

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 of specific strategies, action steps, goals, and commitments to support progress toward meeting Demonstrable Improvement Indicator targets. If any changes in Level 1 indicator selections have occurred from last school year, provide details of this shift and the rationale for doing so in the DII Selection Addendum.

**Quarterly Report #1 with Reflection on Lead Strategies Utilized during  
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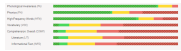

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> <li>Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math .</li> <li>Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
#35: 3-8 ELA Black Students MGP	Yes	<p><b>Specific Strategies</b></p> <ul style="list-style-type: none"> <li>Reduced teacher-student ratio to support individualized instruction by adding paras to kindergarten, 2 additional ENL teachers to support specific grade levels, and increased intervention teachers to support student achievement.</li> <li>Intentional use of both financial and personnel resources</li> </ul> <p><b>Strategies &amp; Action Steps to Support Progress:</b> The school goal is for 100% of the ELA classrooms to utilize the workshop model.</p> <ul style="list-style-type: none"> <li>Walk-through tool to evaluate the status of classroom teachers with this goal</li> <li>A walk-through schedule was created to highlight “look-fors” and identify classes to visit for the week.</li> <li>Walk-through “look-fors” include:               <ul style="list-style-type: none"> <li>Increasing academic language during lessons</li> <li>Highlighting vocabulary for all students</li> </ul> </li> </ul>	<p><b>iReady</b></p> <p><b>Overall Data:</b></p> <ul style="list-style-type: none"> <li>Fall Diagnostic window closed Friday, October 13, 2023</li> <li>494 of our 596 iReady Rostered Students tested</li> <li>56 primary bilingual students that should not be rostered on iReady because they take the iStation assessment</li> <li>29 primary ASD students that are too young to yet classify as NYSAA also rostered on iReady</li> <li>If the bilingual and ASD students were removed from the school’s overall iReady rostered students:               <ul style="list-style-type: none"> <li>The school would have an overall total of 511 students on iReady Reading</li> <li>97% of School #28’s students assessed during our beginning of the year diagnostic</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>using all sections of the workshop model, and including the closing to assess student learning</li> </ul> <p><b>iReady Diagnostic:</b></p> <ul style="list-style-type: none"> <li>Data was reviewed with the entire staff &amp; grade level teams</li> <li>Testing grades will meet with the Data Coach and Principal to review their iReady growth, review the resources available in iReady</li> <li>The leadership team met with the iReady Associate to review and analyze the diagnostic data and create an action plan for next steps. These next steps include: <ul style="list-style-type: none"> <li>Communications with home helping parents understand the diagnostic data and how students can spend more time using the program when they are not at school</li> </ul> </li> </ul> <p><b>iReady Instructional Learning Path:</b></p> <ul style="list-style-type: none"> <li>“Students who reach Mid On Grade Level (i.e., the green line) have a high likelihood of proficiency on the state test. Students who reach Early On Grade Level (i.e., the light green band below the green line) have a lower likelihood of proficiency on the state test, but they may still achieve proficiency.” <ul style="list-style-type: none"> <li>This is the driving force behind the School’s focus on i-Ready and students achieving their stretch growth</li> </ul> </li> <li>Weekly monitoring of school-wide iReady data. Specifically, minutes students were on for both reading and math and the number of lessons passed for each</li> </ul> <p><b>Targeted Intervention Groups:</b></p> <ul style="list-style-type: none"> <li>Intervention teachers gave many students in grades 2-5 a phonics screener at the beginning of the year</li> </ul>	<p><b>iReady Color Key:</b></p> <table border="1" data-bbox="1526 407 2556 521"> <tr> <td style="background-color: #008000;">Mid or Above Grade-Level</td> <td style="background-color: #90EE90;">Early on Grade-Level</td> <td style="background-color: #FFFF00;">One Grade-Level Below</td> <td style="background-color: #FF0000;">Two Grade-Levels Below</td> <td style="background-color: #800000;">Three or More Grade-Levels Below</td> </tr> </table> <p><b>Fall to Fall Comparison on iReady - Overall Placement (Reading)</b></p> <table border="1" data-bbox="1526 589 2556 911"> <thead> <tr> <th colspan="5">Fall 2022</th> </tr> </thead> <tbody> <tr> <td style="background-color: #008000;">2% 7 Students</td> <td style="background-color: #90EE90;">6% 27 Students</td> <td style="background-color: #FFFF00;">21% 95 Students</td> <td style="background-color: #FF0000;">24% 106 Students</td> <td style="background-color: #800000;">48% 213 Students</td> </tr> <tr> <th colspan="5">Fall 2023</th> </tr> <tr> <td style="background-color: #008000;">3% 15 Students</td> <td style="background-color: #90EE90;">6% 32 Students</td> <td style="background-color: #FFFF00;">27% 133 Students</td> <td style="background-color: #FF0000;">17% 84 Students</td> <td style="background-color: #800000;">47% 230 Students</td> </tr> </tbody> </table> <p><b>Fall 2023 iReady Data by Domains - (Reading)</b></p>  <table border="1" data-bbox="1526 1320 2556 1385"> <tr> <td><b>PA</b></td> <td style="background-color: #008000;">83%</td> <td style="background-color: #90EE90;">1%</td> <td style="background-color: #FFFF00;">11%</td> <td style="background-color: #FF0000;">5%</td> <td style="background-color: #800000;"></td> </tr> </table>	Mid or Above Grade-Level	Early on Grade-Level	One Grade-Level Below	Two Grade-Levels Below	Three or More Grade-Levels Below	Fall 2022					2% 7 Students	6% 27 Students	21% 95 Students	24% 106 Students	48% 213 Students	Fall 2023					3% 15 Students	6% 32 Students	27% 133 Students	17% 84 Students	47% 230 Students	<b>PA</b>	83%	1%	11%	5%	
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		<ul style="list-style-type: none"> <li>Intervention teachers worked closely with classroom teachers to analyze student data and place students, in the entire grade-level, into small targeted intervention groups</li> </ul> <p><b>Magnetic Reading</b></p> <ul style="list-style-type: none"> <li>In the Spring 2023 the school purchased Magnetic Reading 3-5 to be used this school year</li> <li>Curriculum Associates will be facilitating professional learning in the November for our teachers who are using the comprehension components of</li> </ul> <p><b>Phonics for Reading</b></p> <ul style="list-style-type: none"> <li>In February 2023 intermediate staff received training from a Curriculum Associates trainer on a new program, <i>Phonics for Reading</i></li> <li>Intervention program for 3rd grade and up, based in the science of reading</li> <li>Science of Reading - direct and explicit phonics instruction for students in those intermediate grades that still have broken the reading code</li> <li>Classroom teachers, intervention teachers and other support staff are able to use this program in a small group setting to help close reading gaps.</li> </ul> <p><b>Professional Learning (PL)</b></p> <ul style="list-style-type: none"> <li>Professional learning focuses on tier 1 and 2 ELA instruction</li> <li>PL topics include the utilization of i-Ready reports and materials, small group instruction, conferencing, plan for student growth, MTSS process and documentation, and how best to utilize the multitude of supports</li> <li>Co-Existing, Co-Teaching &amp; Co-Planning</li> </ul>	<table border="1" data-bbox="1526 378 2556 760"> <tr> <td><b>PH</b></td> <td>46%</td> <td>1%</td> <td>14%</td> <td>11%</td> <td>29%</td> </tr> <tr> <td><b>HF</b></td> <td>66%</td> <td>2%</td> <td>12%</td> <td>7%</td> <td>12%</td> </tr> <tr> <td><b>VOC</b></td> <td>4%</td> <td>9%</td> <td>25%</td> <td>18%</td> <td>44%</td> </tr> <tr> <td><b>COMP</b></td> <td>4%</td> <td>6%</td> <td>25%</td> <td>18%</td> <td>48%</td> </tr> <tr> <td><b>LIT</b></td> <td>4%</td> <td>8%</td> <td>28%</td> <td>17%</td> <td>43%</td> </tr> <tr> <td><b>INFO</b></td> <td>5%</td> <td>7%</td> <td>22%</td> <td>17%</td> <td>49%</td> </tr> </table> <p><b>Vocabulary Domain Growth</b></p> <p><b>Fall 2022</b></p>  <p><b>Fall 2023</b></p> 	<b>PH</b>	46%	1%	14%	11%	29%	<b>HF</b>	66%	2%	12%	7%	12%	<b>VOC</b>	4%	9%	25%	18%	44%	<b>COMP</b>	4%	6%	25%	18%	48%	<b>LIT</b>	4%	8%	28%	17%	43%	<b>INFO</b>	5%	7%	22%	17%	49%
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Specifically, minutes students were on for both reading and math and the number of lessons passed for each</li> </ul> <p>Targeted Intervention Groups:</p> <ul style="list-style-type: none"> <li>Intervention teachers gave many students in grades 2-5 a phonics screener at the beginning of the year</li> <li>Intervention teachers worked closely with classroom teachers to analyze student data and place students, in the entire grade-level, into small targeted intervention groups</li> </ul> <p>Magnetic Reading</p> <ul style="list-style-type: none"> <li>In the Spring 2023 the school purchased Magnetic Reading 3-5 to be used this school year</li> <li>Curriculum Associates will be facilitating professional learning in the November for our teachers who are using the comprehension components of</li> </ul> <p>Phonics for Reading</p> <ul style="list-style-type: none"> <li>In February 2023 intermediate staff received training from a Curriculum Associates trainer on a new program, <i>Phonics for Reading</i></li> </ul>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="5">Fall 2023</th> </tr> </thead> <tbody> <tr> <td style="background-color: #006400; color: white;">3%</td> <td style="background-color: #008000; color: white;">6%</td> <td style="background-color: #ffff00; color: black;">27%</td> <td style="background-color: #ff0000; color: white;">17%</td> <td style="background-color: #800000; color: white;">47%</td> </tr> <tr> <td>15 Students</td> <td>32 Students</td> <td>133 Students</td> <td>84 Students</td> <td>230 Students</td> </tr> </tbody> </table> <p><b>Fall 2023 iReady Data by Domains - (Reading)</b></p>  <table border="1" style="width: 100%; text-align: center;"> <tbody> <tr> <td><b>PA</b></td> <td style="background-color: #006400; color: white;">83%</td> <td style="background-color: #008000; color: white;">1%</td> <td style="background-color: #ffff00; color: black;">11%</td> <td style="background-color: #ff0000; color: white;">5%</td> <td style="background-color: #800000; color: white;"></td> </tr> <tr> <td><b>PH</b></td> <td style="background-color: #006400; color: white;">46%</td> <td style="background-color: #008000; color: white;">1%</td> <td style="background-color: #ffff00; color: black;">14%</td> <td style="background-color: #ff0000; color: white;">11%</td> <td style="background-color: #800000; color: white;">29%</td> </tr> <tr> <td><b>HFV</b></td> <td style="background-color: #006400; color: white;">66%</td> <td style="background-color: #008000; color: white;">2%</td> <td style="background-color: #ffff00; color: black;">12%</td> <td style="background-color: #ff0000; color: white;">7%</td> <td style="background-color: #800000; color: white;">12%</td> </tr> <tr> <td><b>VOC</b></td> <td style="background-color: #006400; color: white;">4%</td> <td style="background-color: #008000; color: white;">9%</td> <td style="background-color: #ffff00; color: black;">25%</td> <td style="background-color: #ff0000; color: white;">18%</td> <td style="background-color: #800000; color: white;">44%</td> </tr> <tr> <td><b>COMP</b></td> <td style="background-color: #006400; color: white;">4%</td> <td style="background-color: #008000; color: white;">6%</td> <td style="background-color: #ffff00; color: black;">25%</td> <td style="background-color: #ff0000; color: white;">18%</td> <td style="background-color: #800000; color: white;">48%</td> </tr> <tr> <td><b>LIT</b></td> <td style="background-color: #006400; color: white;">4%</td> <td style="background-color: #008000; color: white;">8%</td> <td style="background-color: #ffff00; color: black;">28%</td> <td style="background-color: #ff0000; color: white;">17%</td> <td style="background-color: #800000; color: white;">43%</td> </tr> <tr> <td><b>INFO</b></td> <td style="background-color: #006400; color: white;">5%</td> <td style="background-color: #008000; color: white;">7%</td> <td style="background-color: #ffff00; color: black;">22%</td> <td style="background-color: #ff0000; color: white;">17%</td> <td style="background-color: #800000; color: white;">49%</td> </tr> </tbody> </table> <p><b>Vocabulary Domain Growth</b> Fall 2022</p>  <table border="1" style="width: 100%; text-align: center;"> <tbody> <tr> <td style="background-color: #006400; color: white;">5%</td> <td style="background-color: #008000; color: white;">4%</td> <td style="background-color: #ffff00; color: black;">23%</td> <td style="background-color: #ff0000; color: white;">25%</td> <td style="background-color: #800000; color: white;">43%</td> </tr> </tbody> </table>	Fall 2023					3%	6%	27%	17%	47%	15 Students	32 Students	133 Students	84 Students	230 Students	<b>PA</b>	83%	1%	11%	5%		<b>PH</b>	46%	1%	14%	11%	29%	<b>HFV</b>	66%	2%	12%	7%	12%	<b>VOC</b>	4%	9%	25%	18%	44%	<b>COMP</b>	4%	6%	25%	18%	48%	<b>LIT</b>	4%	8%	28%	17%	43%	<b>INFO</b>	5%	7%	22%	17%	49%	5%	4%	23%	25%	43%
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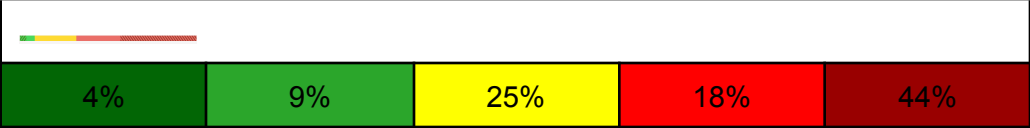




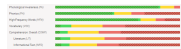






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		<ul style="list-style-type: none"> <li>Intervention program for 3rd grade and up, based in the science of reading</li> <li>Science of Reading - direct and explicit phonics instruction for students in those intermediate grades that still have broken the reading code</li> <li>Classroom teachers, intervention teachers and other support staff are able to use this program in a small group setting to help close reading gaps.</li> </ul> <p>Professional Learning (PL)</p> <ul style="list-style-type: none"> <li>Professional learning focuses on tier 1 and 2 ELA instruction</li> <li>PL topics include the utilization of i-Ready reports and materials, small group instruction, conferencing, plan for student growth, MTSS process and documentation, and how best to utilize the multitude of supports</li> <li>Co-Existing, Co-Teaching &amp; Co-Planning</li> </ul>	<p><b>Fall 2023</b></p>  <table border="1" data-bbox="1526 443 2556 570"> <tr> <td>4%</td> <td>9%</td> <td>25%</td> <td>18%</td> <td>44%</td> </tr> </table>	4%	9%	25%	18%	44%
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#102: 3-8 ELA Black Core Subject PI	Yes	<p><b>Specific Strategies</b></p> <ul style="list-style-type: none"> <li>Reduced teacher-student ratio to support individualized instruction by adding paras to kindergarten, 2 additional ENL teachers to support specific grade levels, and increased intervention teachers to support student achievement.</li> <li>Intentional use of both financial and personnel resources</li> </ul> <p><b>Strategies &amp; Action Steps to Support Progress:</b></p> <p>The school goal is for 100% of the ELA classrooms to utilize the workshop model.</p> <ul style="list-style-type: none"> <li>Walk-through tool to evaluate the status of classroom teachers with this goal</li> <li>A walk-through schedule was created to highlight “look-fors” and identify classes to visit for the week.</li> <li>Walk-through “look-fors” include:</li> </ul>	<p><b>iReady</b></p> <p><b>Overall Data:</b></p> <ul style="list-style-type: none"> <li>Fall Diagnostic window closed Friday, October 13, 2023</li> <li>494 of our 596 iReady Rostered Students tested</li> <li>56 primary bilingual students that should not be rostered on iReady because they take the iStation assessment</li> <li>29 primary ASD students that are too young to yet classify as NYSAA also rostered on iReady</li> <li>If the bilingual and ASD students were removed from the school’s overall iReady rostered students: <ul style="list-style-type: none"> <li>The school would have an overall total of 511 students on iReady Reading</li> </ul> </li> </ul>					



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		<ul style="list-style-type: none"> <li>Increasing academic language during lessons</li> <li>Highlighting vocabulary for all students</li> <li>using all sections of the workshop model, and including the closing to assess student learning</li> </ul> <p><b>iReady Diagnostic:</b></p> <ul style="list-style-type: none"> <li>Data was reviewed with the entire staff &amp; grade level teams</li> <li>Testing grades will meet with the Data Coach and Principal to review their iReady growth, review the resources available in iReady</li> <li>The leadership team met with the iReady Associate to review and analyze the diagnostic data and create an action plan for next steps. These next steps include: <ul style="list-style-type: none"> <li>Communications with home helping parents understand the diagnostic data and how students can spend more time using the program when they are not at school</li> </ul> </li> </ul> <p><b>iReady Instructional Learning Path:</b></p> <ul style="list-style-type: none"> <li>“Students who reach Mid On Grade Level (i.e., the green line) have a high likelihood of proficiency on the state test. Students who reach Early On Grade Level (i.e., the light green band below the green line) have a lower likelihood of proficiency on the state test, but they may still achieve proficiency.” <ul style="list-style-type: none"> <li>This is the driving force behind the School’s focus on i-Ready and students achieving their stretch growth</li> </ul> </li> <li>Weekly monitoring of school-wide iReady data. Specifically, minutes students were on for both reading and math and the number of lessons passed for each</li> </ul> <p>Targeted Intervention Groups:</p>	<ul style="list-style-type: none"> <li>97% of School #28’s students assessed during our beginning of the year diagnostic</li> </ul> <p><b>iReady Color Key:</b></p> <table border="1" data-bbox="1524 574 2556 688"> <tr> <td style="background-color: #008000; color: white;">Mid or Above Grade-Level</td> <td style="background-color: #00b050; color: white;">Early on Grade-Level</td> <td style="background-color: #ffff00; color: black;">One Grade-Level Below</td> <td style="background-color: #ff0000; color: white;">Two Grade-Levels Below</td> <td style="background-color: #800000; color: white;">Three or More Grade-Levels Below</td> </tr> </table> <p><b>Fall to Fall Comparison on iReady - Overall Placement (Reading)</b></p> <table border="1" data-bbox="1524 756 2556 1078"> <thead> <tr> <th colspan="5">Fall 2022</th> </tr> </thead> <tbody> <tr> <td style="background-color: #008000; color: white;">2% 7 Students</td> <td style="background-color: #00b050; color: white;">6% 27 Students</td> <td style="background-color: #ffff00; color: black;">21% 95 Students</td> <td style="background-color: #ff0000; color: white;">24% 106 Students</td> <td style="background-color: #800000; color: white;">48% 213 Students</td> </tr> <tr> <th colspan="5">Fall 2023</th> </tr> <tr> <td style="background-color: #008000; color: white;">3% 15 Students</td> <td style="background-color: #00b050; color: white;">6% 32 Students</td> <td style="background-color: #ffff00; color: black;">27% 133 Students</td> <td style="background-color: #ff0000; color: white;">17% 84 Students</td> <td style="background-color: #800000; color: white;">47% 230 Students</td> </tr> </tbody> </table> <p><b>Fall 2023 iReady Data by Domains - (Reading)</b></p>  <table border="1" data-bbox="1524 1271 2556 1391"> <tr> <td style="background-color: #008000; color: white;"><b>PA</b></td> <td style="background-color: #00b050; color: white;">83%</td> <td style="background-color: #008000; color: white;">1%</td> <td style="background-color: #ffff00; color: black;">11%</td> <td style="background-color: #ff0000; color: white;">5%</td> <td style="background-color: #800000; color: white;"></td> </tr> <tr> <td style="background-color: #008000; color: white;"><b>PH</b></td> <td style="background-color: #00b050; color: white;">46%</td> <td style="background-color: #008000; color: white;">1%</td> <td style="background-color: #ffff00; color: black;">14%</td> <td style="background-color: #ff0000; color: white;">11%</td> <td style="background-color: #800000; color: white;">29%</td> </tr> </table>	Mid or Above Grade-Level	Early on Grade-Level	One Grade-Level Below	Two Grade-Levels Below	Three or More Grade-Levels Below	Fall 2022					2% 7 Students	6% 27 Students	21% 95 Students	24% 106 Students	48% 213 Students	Fall 2023					3% 15 Students	6% 32 Students	27% 133 Students	17% 84 Students	47% 230 Students	<b>PA</b>	83%	1%	11%	5%		<b>PH</b>	46%	1%	14%	11%	29%
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**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 actions and activities that support goal attainment, and ultimately target sustainable commitments that support progress toward Demonstrable Improvement Indicator targets attainment. If any changes in Level 2 indicator selections have occurred from last school year, provide details of this shift and the rationale for doing so in the DII Selection Addendum.

**Quarterly Report #1 with Reflection on Lead Strategies Utilized during  
July 23, 2023 – October 30, 2023**

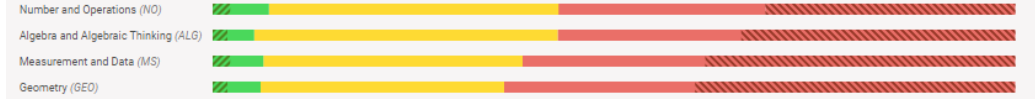
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<p>#2</p> <p><b>Plan for and implement Community School Model</b></p>		<p>This year the district has to hire a new community liaison specialist to support the school. The school assistant principal is taking the lead on this and will hold the first CET meeting at the end of October. While this has been delayed, the school did hire a new parent liaison, who is bilingual and can support the entire school population. The food pantry is operational and the staff have already delivered food to over 10 families. The community partners are reaching out to the principal and are ready to start focusing on the needs of the school and the students.</p> <p><b>Specific Strategies and Action Steps:</b></p> <ul style="list-style-type: none"> <li>• Hired new bilingual parent liaison on October 16, 2023</li> <li>• Reached out to a new church who is looking to support the school in a variety of way.</li> <li>• Connecting with past partners to see if they are still interested in serving on the CET</li> <li>• Created a new school wide team to work on partnerships and needs. This team will create a</li> </ul>	<ul style="list-style-type: none"> <li>• The school parent liaison was supposed to start August 1. The school went 52 days without a parent liaison.</li> <li>• The new partner possibilities were all emailed a needs assessment that listed the needs of the school.</li> <li>• The school has heard from 2 of the 7 past partners about returning to CET</li> <li>• The new partnership committee will meet monthly to engage in action planning around the school needs assessment</li> <li>• The Americorp volunteer is working with grades 2-5 supporting 5 to 7 students with both math and literacy everyday</li> </ul>

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		<p>survey for the school partners to see how they can support the school and the students and families</p> <ul style="list-style-type: none"> <li>• Started a new partnership with Americorps to support math and literacy intervention</li> <li>• Continued partnership with Community Place supporting the grandparents program. The school Currently has 5 Bilingual grandparents</li> <li>• Continued partnership with Center for Youth to support the HelpZone and social emotional learning for students with a full time staff member</li> <li>• Continued partnership with Pathways to Peace that provides a full time staff member for the help zone and social emotional learning</li> </ul>	
<p>#6</p> <p><b>Family and Community Engagement</b> (<a href="#">DTSDE Tenet 6</a>)</p>		<p><b><u>Specific Strategies and Action Steps:</u></b></p> <ul style="list-style-type: none"> <li>• Hired new bilingual parent liaison</li> <li>• Held the Receivership/Title 1 Town Hall meeting on September 26, 2023</li> <li>• Held the first Parent/Teacher Organization meeting on Oct 3, 2023</li> <li>• Held Parent teacher conferences in line with the Rocherster Parent organizations information meeting so that parents could receive school and district information and support in one visit.</li> <li>• Sent home all flyers and newsletters for the fall events in both English and Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• The first PTO meeting had 7 attendees</li> <li>• Town Hall and Title 1 Open House had 135 families sign in</li> <li>• Parent Teacher conferences had 48 families attend</li> </ul>
<p>#105</p> <p><b>3-8 ELA ED Core subject PI</b></p>	Yes	<p><b><u>Specific Strategies</u></b></p> <ul style="list-style-type: none"> <li>- Reduced teacher-student ratio to support individualized instruction by adding paras to kindergarten, 2 additional ENL</li> </ul>	<p><b>iReady</b></p> <p><b>Overall Data:</b></p>

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		<p>teachers to support specific grade levels, and increased intervention teachers to support student achievement.</p> <ul style="list-style-type: none"> <li>- Intentional use of both financial and personnel resources</li> </ul> <p><b>Strategies &amp; Action Steps to Support Progress:</b> The school goal is for 100% of the ELA classrooms to utilize the workshop model.</p> <ul style="list-style-type: none"> <li>Walk-through tool to evaluate the status of classroom teachers with this goal</li> <li>A walk-through schedule was created to highlight “look-fors” and identify classes to visit for the week.</li> <li>Walk-through “look-fors” include: <ul style="list-style-type: none"> <li>Increasing academic language during lessons</li> <li>Highlighting vocabulary for all students</li> <li>using all sections of the workshop model, and including the closing to assess student learning</li> </ul> </li> </ul> <p>iReady Diagnostic:</p> <ul style="list-style-type: none"> <li>Data was reviewed with the entire staff &amp; grade level teams</li> <li>Testing grades will meet with the Data Coach and Principal to review their iReady growth, review the resources available in iReady</li> <li>The leadership team met with the iReady Associate to review and analyze the diagnostic data and create an action plan for next steps. These next steps include: <ul style="list-style-type: none"> <li>Communications with home helping parents understand the diagnostic data and how students can spend more time using the program when they are not at school</li> </ul> </li> </ul> <p>iReady Instructional Learning Path:</p>	<ul style="list-style-type: none"> <li>Fall Diagnostic window closed Friday, October 13, 2023</li> <li>494 of our 596 iReady Rostered Students tested</li> <li>56 primary bilingual students that should not be rostered on iReady because they take the iStation assessment</li> <li>29 primary ASD students that are too young to yet classify as NYSAA also rostered on iReady</li> <li>If the bilingual and ASD students were removed from the school’s overall iReady rostered students: <ul style="list-style-type: none"> <li>The school would have an overall total of 511 students on iReady Reading</li> <li>97% of School #28’s students assessed during our beginning of the year diagnostic</li> </ul> </li> </ul> <p><b>iReady Color Key:</b></p> <table border="1" data-bbox="1526 912 2558 1024"> <tr> <td style="background-color: #006400; color: white;">Mid or Above Grade-Level</td> <td style="background-color: #008000; color: white;">Early on Grade-Level</td> <td style="background-color: #ffff00; color: black;">One Grade-Level Below</td> <td style="background-color: #ff0000; color: white;">Two Grade-Levels Below</td> <td style="background-color: #800000; color: white;">Three or More Grade-Levels Below</td> </tr> </table> <p><b>Fall to Fall Comparison on iReady - Overall Placement (Reading)</b></p> <table border="1" data-bbox="1526 1092 2558 1414"> <thead> <tr> <th colspan="5" style="background-color: #cccccc;">Fall 2022</th> </tr> </thead> <tbody> <tr> <td style="background-color: #006400; color: white;">2% 7 Students</td> <td style="background-color: #008000; color: white;">6% 27 Students</td> <td style="background-color: #ffff00; color: black;">21% 95 Students</td> <td style="background-color: #ff0000; color: white;">24% 106 Students</td> <td style="background-color: #800000; color: white;">48% 213 Students</td> </tr> <tr> <th colspan="5" style="background-color: #cccccc;">Fall 2023</th> </tr> <tr> <td style="background-color: #006400; color: white;">3% 15 Students</td> <td style="background-color: #008000; color: white;">6% 32 Students</td> <td style="background-color: #ffff00; color: black;">27% 133 Students</td> <td style="background-color: #ff0000; color: white;">17% 84 Students</td> <td style="background-color: #800000; color: white;">47% 230 Students</td> </tr> </tbody> </table>	Mid or Above Grade-Level	Early on Grade-Level	One Grade-Level Below	Two Grade-Levels Below	Three or More Grade-Levels Below	Fall 2022					2% 7 Students	6% 27 Students	21% 95 Students	24% 106 Students	48% 213 Students	Fall 2023					3% 15 Students	6% 32 Students	27% 133 Students	17% 84 Students	47% 230 Students
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Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math .</li> <li>Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>																								
		<ul style="list-style-type: none"> <li>For marking period one the intervention teachers are pushing into math classes for additional support in grades 2-5</li> <li>While in the classrooms, Intervention Teachers:               <ul style="list-style-type: none"> <li>Model best practices</li> <li>Team Teach</li> <li>Parallel Teach</li> <li>Provide responsive reteaching to small groups that need additional support</li> </ul> </li> </ul> <p>Professional Learning (PL)</p> <ul style="list-style-type: none"> <li>Professional learning focuses on tier 1 and 2 math instruction</li> <li>PL topics include math discourse, the utilization of i-Ready reports and materials, small group instruction, conferencing, plan for student growth, MTSS process and documentation, and how best to utilize the multitude of supports</li> <li>Co-Existing, Co-Teaching &amp; Co-Planning</li> </ul>	<table border="1" data-bbox="1526 407 2548 662"> <tbody> <tr> <td><b>NO</b></td> <td>2%</td> <td>5%</td> <td>36%</td> <td>26%</td> <td>31%</td> </tr> <tr> <td><b>ALG</b></td> <td>2%</td> <td>3%</td> <td>38%</td> <td>23%</td> <td>34%</td> </tr> <tr> <td><b>MS</b></td> <td>2%</td> <td>4%</td> <td>32%</td> <td>23%</td> <td>39%</td> </tr> <tr> <td><b>GEO</b></td> <td>2%</td> <td>4%</td> <td>30%</td> <td>24%</td> <td>40%</td> </tr> </tbody> </table>	<b>NO</b>	2%	5%	36%	26%	31%	<b>ALG</b>	2%	3%	38%	23%	34%	<b>MS</b>	2%	4%	32%	23%	39%	<b>GEO</b>	2%	4%	30%	24%	40%
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**Part IV – Community Engagement Team (CET)**

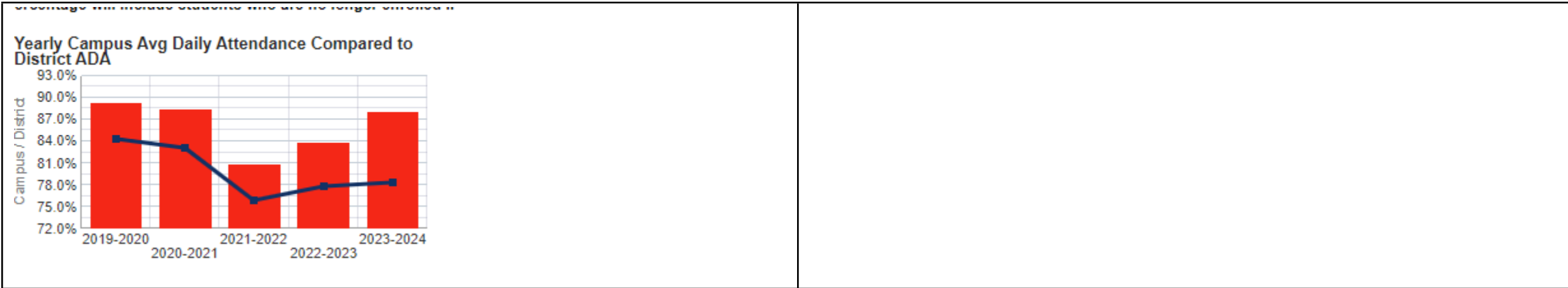
The Community Engagement Team is a representative body designed to foster and support public engagement. The CET serves as an active thought partner contributing to and supporting the development of recommendations for school improvement as outlined by the school and district.

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 for the 2023-2024 SY should be included and detailed 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 2023-2024 CET Plan Implementation**

<ul style="list-style-type: none"> <li>List the constituent categories of stakeholders that have participated as CET members during this reporting period.</li> <li>Include any changes made to the CET’s membership during this reporting period. Include the role/title of any new members.</li> <li>Provide data and related evidence used to measure the impact and efficacy of the CET.</li> <li>Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school’s improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>Outline the process by which new members of the CET will be identified and selected*.</li> <li>Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members.</li> <li>An outline of the school’s plan for CET meeting agenda development, the identification of action items, the role of stakeholders, and how progress will be monitored, and goal attainment measured and reported.</li> <li>Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner.</li> </ul>
<p>Administration            Teachers            SEL supports-Center for Youth and Pathways to Peace            Churches            Monroe County Children’s Initiative            Parents</p> <p>The first CET meeting is planned for November            The past three years the CET team has focused on improving attendance and reducing chronic absenteeism. The data shows that Average daily attendance has improved</p>	<p>TheCommunity Engagement team will reach out to new community partners and invite them to serve on the monthly CET.            Administration will be on each meeting to provide the necessary data that the team requires to make effective changes.</p>



*\*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)*

**Part V – Powers of the Receiver**

*Provide a summary of the use of the School Receiver's powers during this reporting period.*

- Early staffing in the spring outside of the teacher's union transfer process
- Purchased Phonics for Reading to be used in small intervention groups grades 3-8
- Starting this academic school year the school purchased Magnetic Reading 2-5 to utilize the fluency and comprehension components to be used in small groups
- A Curriculum Associates Trainer will be training staff using this 3rd - 5th grade program in early November. This trainer will also do some classroom and small intervention group visits and walkthroughs
- Mandated grade-level meetings during the school day with an agenda and focus created by the leadership team
- Thursday professional learning sessions for all teaching staff

***DII Selection Addendum – If applicable, please indicate any changes in DII selection that have occurred after the submission of the Final Report and Continuation Plan and summarize any adjustments made to Lead Strategies based on these selections.***

We used the data and resources available to us to determine an indicator that we could grow.

**Part VI – Assurance and Attestation**

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

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

Carmine Peluso  
[Signature]  
10/30/23

By signing below, I attest that the Community Engagement Team has had the opportunity to provide direct and explicit input into this Quarterly Report and has had the opportunity to review and update, as necessary, its 2022-2023 Community Engagement Team Plan and membership for the current academic year.

Name of CET Representative (Print):  
Signature of CET Representative\*:  
Title of CET Representative:  
Date:

Romana Rogers  
[Signature]  
Center for Instructional  
10-18-2023

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