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: www.troycsd.org			
School 2	491700010002	Troy City School District		Check which plan below applies:			
				SIG			SCEP
				Cohort (6 or 7): Model:Transformation			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
John Carmello	Natélegé Turner-Hassell	Dr. Donna Watson Juli Currey		Pre K - 5	1%	18.2%	356
	Appointment Date: June 2015						

Executive Summary

Please provide a *plain-language summary* of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 Indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to no more than 500 words.

School 2 continues to be a lab of learning-for both students and adults. We have established a true *Culture of Learning*, via collaboration, reflection and feedback around effective practice. Our School Leadership Team (SLT), Student Support Team (SST) and RtI team have developed tools and systems to elicit collaboration, thoughtful feedback, and consistent monitoring. Therefore promoting a level agency ,professionalism and most importantly, sustainability. As a result of the level of adult engagement, teacher instruction is improving; thus increasing content knowledge, critical thinking, etc. In classrooms. We continue to receive tremendous professional support from: District Curriculum Leaders, Bank Street College, Teacher's College and The College of St. Rose. As aforementioned, support as such is increasing teacher capacity and growing teacher efficacy.

We continue to engage our community, via Community Schools model, in a thoughtful empowering manner. This is done by providing resources and supports in a manner that facilitates growth rather than stagnation or complacency. We provide access to resources(i.e. housing, laundry, food, etc), and help to break down obstacles; but this is done from a stance of support not "charity." We continue to find and/or develop authentic ways to establish reciprocal relationships with families and our community partners.

Although it is early to determine the level of impact, regarding academic growth, we're confident we're moving in the right direction.

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 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.
#5 School Safety	.5	.3	Green	Yes	**SIG Key Strategy:** *Character Education, Professional Development, Technology* 1. All staff attended Summer Professional Development by SST (Student Support Team) on trauma sensitive classroom practices; including focus on building safe and healthy relationships. 2. All staff attended Teacher Led Professional Development in August and October in the form of Cafe Sessions; topics included Restorative Practices and Morning Meeting strategy, Proactive Classroom Management Strategies. 3. Implementation of Mindfulness and Yoga Program for identified students	1. Enrollment data 2. Discipline referrals 3. Out of School Suspensions 4. Spring 2019 SAEBRS Social Emotional Screener	**Enrollment data 7/1/19-10/11/19:** 55 students transferred out 64 new students enrolled **Discipline referrals 7/1/19-10/11/19:** 21 **Out of School Suspensions 9/5/19-10/11/19:** 11 **Spring 2019 SAEBRS Social Emotional Screener-** students identified as "some risk" in current grades 3-5 (106 students still enrolled) • Academic- 27% • Social- 30% • Emotional- 85%

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					(repeated discipline referrals and/or chronic dysregulation): students are provided structured sessions in a low ratio environment. Planning for grade level yoga program to facilitate self-regulation post completion of lunch and/or special area activities, prior to returning to the classroom environment. 4. Implementation of Restorative Practices and/or Morning Meeting- to improve classroom communities and reduce punitive consequences. 5. New Student Orientation: new or returning students attend a session with student support staff about important building level information and procedures, attendance and efficacy information. 6. New Family Orientation 7. Saturday Basketball Program- Designed to increase engagement for male students in grades 2-5, offers a safe and welcoming environment during non-school hours. Students are provided opportunities to practice social skills and problem solving in a supervised setting. (19 students invited) 8. Check In/Check Out Intervention 9. Small Group Intervention (18 small groups: Emotional Regulation, Social Skills, "Student Success"/Attendance, Academic or "Classroom Survival		

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					Skills)", students are identified based on SAEBRS/Fastbridge universal screener. (90 students participating in Fall small group intervention) 10. Creation of Engagement and Empowerment Team (EET): Designed to understand and strengthen our partnership, via action research, with our students, families and North Central Community. The goal is to leverage our partnerships so we can empower those we serve. First task is planning for Academic Parent Teacher Team (APTT) family engagement event. 11. Bullying Prevention theme: presented at student assemblies, including demonstrating kindness and respectful behavior (classroom lessons have begun in grades 4 and 5). 12. Planning for Code of Conduct presentation- developmentally appropriate explanation of rules and procedures, including prohibited behaviors; emphasis on prevention. 13. Planning for student led conferences		
#160 3-8 Chronic Absenteeism - All Students	52%	45%	Green	Yes	**SIG Key Strategy:** *Professional Development, Technology, Character Education* 1. Thorough review and analysis of SY 2018-19 chronic absenteeism (CA) data, defined as missing 10% or more of enrolled days, use of Attendance Data	1. 2019-2019 Chronic Absence data 2. 2019-2020 goal	**2019-2019 CA data:** 45.9% (gr 1-5) **2019-20120 goal:** 43.9%

					Tracker System: students' attendance percentages are identified as green (0-4%), yellow (5-9%), red (10-20%) and dark red (20%+). Identified students as being at risk for CA. 2. Attendance Support Team meets weekly to review and analyze attendance data and share about current family contacts and interventions. Initial interventions and family meetings determined by percentage of days absent, and by specific causal barrier. 3. Student attendance and tardy information (percentages) shared with classroom teachers monthly. 4. Attendance Awareness campaign, September and ongoing (presentations to families at Open House and PTO, mailings, educational information, *Keep Track at Home* Calendars, monthly recognition of perfect attendance, monthly classroom competition) 5. K-5 Attendance Success classroom lesson (September) 6. Monthly attendance status letters for families of students at risk of being Chronically Absent- absences at 10% or higher (sent to families at 10 days of school and end of September). 7. Priority and early stage family outreach and support for at risk families; including focus on teachers building relationships/ classroom culture and community and ongoing communication with families 8. Student self-monitoring of attendance progress (includes calendars and use of pie charts to reflect days present/absent).	3. 10/10/2019 at 10% or higher 4. Average Daily Percentage 5. Students participating in Student Success intervention groups:	**10/10/2019 at 10% or higher:** 27% (81/300 students gr K-5) **Average Daily Percentage (9/5-10/10/19):** 92.45% **Students participating in Student Success intervention groups:** • 32 students • 78% (25/32 students) show significant progress as compared to their end of year percentage

					9. Small group intervention for identified students in grades 1-5 (Student Success groups): focus is on self-advocacy, responsible routines and the effects of absenteeism. 10. Attendance Helper student job (moderately chronically absent students); students are responsible for taking and documenting classroom attendance in a specialized folder. 11. Addition of themed and/or STEAM activities on early dismissal days, including a letter to families describing the importance of attending on shortened days. 12. Use of data to identify barriers to regular attendance. 13. Collaboration with families and agencies on mutual attendance goals (including outside referrals). 14. Planning for attendance component to Academic Parent Teacher Team (APTT) sessions 15. Planning for focus on Kindergarten family engagement and attendance					

#33 3-8 ELA All Students MGP	44.4	46.4	Yellow	Yes	**SIG Key Strategy:** *Professional Support/Development & Technology:*	1. NYS ELA from 2018-2019; instructional strategies were identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4	2018-2019 NYS ELA Data			
#100 3-8 ELA All Students Core Subject Performance Index	79	87.3	Yellow		1. School 2 provided the entire staff with an in-depth, week-long, professional development session in August that focused on effective instructional practices, climate & culture, SDIS	2. aReading from 2019-2020 (fall) students were screened to				

2018-2019 NYS ELA Data

GL	L 1's	L 2's	L3's	L4's
3	24	21	5	0
4	20	17	1	2
5	22	17	8	0

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(self-directed improvement systems), and data driven instruction

2. In the 1st week of August, staff was provided with 2018-2019 ELA, math, & science data exclusive to their student class list, and grade level

3. In the first 6-weeks of school - all new staff took part in a minimum of weekly 1-hour PD sessions with the instructional coach staff. This is in addition to efficacy (70 min. weekly for all instructional staff). This professional development was reduced to 2x/mo additional to regular weekly efficacy meetings as needed for the remainder of the year. Focus areas are classroom environment, behavior management, instructional pedagogy & reflection, SDIS and data driven instruction.

4. The School 2 Principal is holding monthly meetings with new staff to ensure a smooth transition into the School 2 culture, to check for understanding with expectations, and support the new staff with their concerns

5. All staff were provided access to the electronic shared drive, *School 2 Professional Toolkit*. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Natélegé Turner-Hassell, general information around RtI, PST, social emotional and culture and climate.

6. All instructional staff were provided access to the electronic shared drive for building the ELA curriculum, *School 2 Planning-Team*. Areas of integration are in math, science, social studies, art, music and physical education that support the practical application of reading and writing

7. At the end of September, Teachers College provided a total of 3 days of professional

ascertain effectiveness of instruction at all Tiers. It is used as a cross-district core program auditing instrument.

3. TCSD Reading Interim Assessment #1 will be given 11/4-11/15 for grades K-5 formative assessments, (Form #1-winter, Form #2-spring). This measure aligns with district curriculum maps, and assesses NYS Common Core Standards

4. School 2 ELA Testlet Assessments from 2019-2020(grades 3-5, formative), Testlet #1-November, Testlet #2-February. This will measure aligns with School 2 curriculum, and assess progress with NYS Common Core Standards specifically in reading comprehension and writing short and extended responses

5. Fountas & Pinnell Benchmark Fall for incoming students winter and any other students that needed testing,winter (January,spring (May/June)

6. Kindergarten only October letters-uppercase (UC), lowercase (LC), letter sounds

7. Grade 1 & 2 only, letter sounds & high frequency words

aReading - % of students at each risk level by building

GL	Risk Level	Fall		
		PS 2	CHS	PS 14
K	CP	5	4	8
	Low	25	21	18
	Some	43	49	38
	High	27	26	36
1	CP	4	10	12
	Low	10	24	21
	Some	27	30	31
	High	59	36	36
2	CP	9	6	16
	Low	27	33	33
	Some	27	28	28
	High	37	33	23

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development for the Units of Study (UOS) development of instruction in reading & writing:

a. Grades K, 1, & 2 were provided embedded instruction, in-class modeling and reflection feedback for the *UOS in Reading*, during a 2 day in-service at School 2.
b. Grade 3 was provided embedded instruction, in-class modeling and reflection feedback for the *UOS in Writing*, during a 1 day in-service at School 2 in the area of writing.

8. In October, *Bank Street College* provided professional development for grades K-5 for math instruction. This 2-day in-service provided classroom support and modeling, direct feedback regarding math instruction and a workshop for all grade levels regarding best practices for math, student engagement and achievement

9. During September and October, Instructional Coach support occurred regularly in areas such as efficacy, planning, modeling and classroom visits to support effective instruction. The following represents additional support at the tier 2 & 3 levels:

a. Specific feedback regarding Domain 2-Classroom environment consistency using the *School 2 Must-Haves Classroom Environment Checklist* in all classrooms Kindergarten through grade 5 (i.e. organizing classroom libraries, focus walls, word walls, arrangement of desks, carpet, MX800, etc., for the most effective use of instructional space)
b. Shared Reading School-Wide Initiative - staff was given professional development and templates to carry out a five day plan

3	CP	7	13	10
	Low	12	20	26
	Some	48	26	33
	High	33	41	31
4	CP	5	10	24
	Low	18	37	24
	Some	33	20	21
	High	44	33	31
5	CP	5	4	9
	Low	41	29	34
	Some	25	23	39
	High	29	44	18

Key
- CP-College and Career Path
- Low-at Low Risk
- Some-at Some Risk
- High-at High Risk

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					each week for shared reading Instructional coaches helped to plan, observed, modeled and co-taught to ensure consistency in the building. c. Kindergarten: tier 2 support in math core, centers, and the Units of Study in Writing d. Grade 1 and 3 worked in collaborative teams, facilitated by the coaches, to design micro-schedules of their daily instruction. This planning in-service was designed to improve instructional practice, routines, integration of science and social studies, and formative assessment to drive instruction e. Grade 3 instructional teams worked collaboratively with the coaches to improve planning and instructional delivery (coaching cycles in Domain 3) f. Grade 1 instructional teams worked collaboratively with the coaches to improve planning and instructional delivery (coaching cycles in Domain 1 & Domain 3)					

#39 3-8 Math All Students MGP	44.8	46.8	Yellow	Yes		**SIG Key Strategy:** *Professional Support/Development & Technology:*	1. NYS Math from 2018-2019; instructional strategies were identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4 2. aMath from 2019-2020 (fall) students took the first of three screening throughout the year to ascertain effectiveness of instruction at all Tiers. It is used as a cross-district core program auditing instrument.	2018-2019 NYS Math Data
#110 3-8 Math All Students Core Subject Performance Index	59	69	Yellow			1. School 2 provided the entire staff with an in-depth, week-long, professional development session in August that focused on effective instructional practices, climate & culture, SDIS (self-directed improvement systems), and data driven instruction 2. In the 1st week of August, staff was provided with 2018-2019 ELA, math, & science data exclusive to their student class list, and grade level		

2018-2019 NYS Math Data

GL	L 1's	L 2's	L3's	L4's
3	38	12	2	1
4	25	13	2	1
5	26	15	5	3

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3. In the first 6-weeks of school - all new staff took part in a minimum of weekly 1-hour PD sessions with the instructional coach staff. This is in addition to efficacy (70 min. weekly for all instructional staff). This professional development was reduced to 2x/mo additional to regular weekly efficacy meetings as needed for the remainder of the year. Focus areas are classroom environment, behavior management, instructional pedagogy & reflection, SDIS and data driven instruction.

4. The School 2 Principal is holding monthly meetings with new staff to ensure a smooth transition into the School 2 culture, to check for understanding with expectations, and support the new staff with their concerns

5. All staff were provided access to the electronic shared drive, *School 2 Professional Toolkit*. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Natélegé Turner-Hassell, general information around RtI, PST, social emotional and culture and climate.

6. All instructional staff were provided access to the electronic shared drive for building the ELA curriculum, *School 2 Planning-Team*. Areas of integration are in math, science, social studies, art, music and physical education that support the practical application of reading and writing

7. At the end of September, Teachers College provided a total of 3 days of professional development for the Units of Study (UOS) development of instruction in reading & writing:
   a. Grades K, 1, & 2 were provided embedded instruction, in-class modeling and

3. TCSD Math Interims Assessments from 2019-2020 will be given (grades K-5, formative assessments, (Form #1-winter, Form #2-spring), This measure aligns with district curriculum maps, and assesses NYS Common Core Standards

4. School 2 Math Testlet Assessments from 2019-2020 will be given (grades 3-5, formative), Testlet #1-November, Testlet #2-February. This measure aligns with School 2 curriculum, and assess progress with NYS Common Core Standards specifically in reading comprehension and writing short and extended responses

5. Math fluency 1-5 was given in the *fall*, (October 2019) and then will be given again in the *winter*, January 2020, *spring*, May/June 2020)

6. Kindergarten only - number sense (*fall*, October 2019, *winter*, January 2020, *spring*, May/June 2020)

aMath - Percentage of students at each risk level by building

GL	Risk Level	Fall 2019		
		PS 2	CHS	PS 14
K	CP	4	9	16
	Low	35	20	19
	Some	46	48	21
	High	15	23	44
1	CP	7	7	4
	Low	11	30	32
	Some	17	25	32
	High	65	38	32
2	CP	7	10	23
	Low	34	22	29
	Some	27	31	29
	High	32	37	19
3	CP	5	4	13
	Low	17	31	24

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reflection feedback for the *UOS in Reading*, during a 2 day in-service at School 2.

b. Grade 3 was provided embedded instruction, in-class modeling and reflection feedback for the *UOS in Writing*, during a 1 day in-service at School 2 in the area of writing.

8. In October, *Bank Street College* provided professional development for grades K-5 for math instruction. This 2-day in-service provided classroom support and modeling, direct feedback regarding math instruction and a workshop for all grade levels regarding best practices for math, student engagement and achievement

9. During September and October, Instructional Coach support occurred regularly in areas such as efficacy, planning, modeling and classroom visits to support effective instruction. The following represents additional support at the tier 2 & 3 levels:

a. Specific feedback regarding Domain 2-Classroom environment consistency using the *School 2 Must-Haves Classroom Environment Checklist* in all classrooms Kindergarten through grade 5 (i.e. organizing classroom libraries, focus walls, word walls, arrangement of desks, carpet, MX800, etc., for the most effective use of instructional space)

b. Shared Reading School-Wide Initiative - staff was given professional development and templates to carry out a five day plan each week for shared reading instructional coaches helped to plan, observed, modeled and co-taught to ensure consistency in the building.

	Some	52	37	37
	High	26	28	26
4	CP	5	20	16
	Low	20	20	29
	Some	36	25	20
	High	39	35	35
5	CP	15	3	17
	Low	17	24	26
	Some	39	29	34
	High	29	44	23

Key
- **CP-College and Career Path**
- **Low-at Low Risk**
- **Some-at Some Risk**
- **High-at High Risk**

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					c. Kindergarten: tier 2 support in math core, centers, and the Units of Study in Writing d. Grade 1 and 3 worked in collaborative teams, facilitated by the coaches, to design micro-schedules of their daily instruction. This planning in-service was designed to improve instructional practice, routines, integration of science and social studies, and formative assessment to drive instruction e. Grade 3 instructional teams worked collaboratively with the coaches to improve planning and instructional delivery (coaching cycles in Domain 3) f. Grade 1 instructional teams worked collaboratively with the coaches to improve planning and instructional delivery (coaching cycles in Domain 1 & Domain 3)		
#150 Grades 4 and 8 Science All Students Core Subject Performance Index	176.6	182.2	Green	Yes	**SIG Key Strategy:** *Professional Support/Development & Technology:* 1. School 2 provided the entire staff with an in-depth, week-long, professional development session in August that focused on effective instructional practices, climate & culture, SDIS (self-directed improvement systems), and data driven instruction 2. In the 1st week of August, staff was provided with 2018-2019 ELA, math, & science data exclusive to their student class list, and grade level 3. In the first 6-weeks of school - all new staff took part in a minimum of weekly 1-hour PD sessions with the instructional coach staff. This is in addition to efficacy (70 min. weekly	10. NYS Grade 4 Science from 2018-2019; instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4 11. School 2 Science electronic mini assessments from 2018-2019, (and designed to begin again in October 2019 for our new grade 4 students). Designed to give immediate feedback for teachers and students developed by the instructional coaching staff. Questions are taken directly from the NYS	**NYS Science Assessment 2018-19** Level 1's Level 2's Level 3's Level 4's 1 11 24 3

						for all instructional staff). This professional development was reduced to 2x/mo additional to regular weekly efficacy meetings as needed for the remainder of the year. Focus areas are classroom environment, behavior management, instructional pedagogy & reflection, SDIS and data driven instruction.	Science assessment from the last ten plus years of testing and organized by topic.	
						4. The School 2 Principal is holding monthly meetings with new staff to ensure a smooth transition into the School 2 culture, to check for understanding with expectations, and support the new staff with their concerns	12. Review Math concept data from NYS Math assessments, Math Testlets, and Math Interims from 2018-2019 in order to develop meaningful, integrated math/science performance instruction.	
						5. All staff were provided access to the electronic shared drive, *School 2 Professional Toolkit*. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Natélegé Turner-Hassell, general information around RtI, PST, social emotional and culture and climate.		
						6. All instructional staff were provided access to the electronic shared drive for building the ELA curriculum, *School 2 Planning-Team*. Areas of integration are in math, science, social studies, art, music and physical education that support the practical application of reading and writing		
						7. At the end of September, Teachers College provided a total of 3 days of professional development for the Units of Study (UOS) development of instruction in reading & writing: ○ Grades K, 1, & 2 were provided embedded instruction, in-class modeling and reflection feedback for the *UOS in*		

Reading, during a 2 day in-service at School 2.

- Grade 3 was provided embedded instruction, in-class modeling and reflection feedback for the *UOS in Writing*, during a 1 day in-service at School 2 in the area of writing.

8. In October, *Bank Street College* provided professional development for grades K-5 for math instruction. This 2-day in-service provided classroom support and modeling, direct feedback regarding math instruction and a workshop for all grade levels regarding best practices for math, student engagement and achievement

9. During September and October, Instructional Coach support occurred regularly in areas such as efficacy, planning, modeling and classroom visits to support effective instruction. The following represents additional support at the tier 2 & 3 levels:

- Specific feedback regarding Domain 2-Classroom environment consistency using the *School 2 Must-Haves Classroom Environment Checklist* in all classrooms Kindergarten through grade 5 (i.e. organizing classroom libraries, focus walls, word walls, arrangement of desks, carpet, MX800, etc., for the most effective use of instructional space)

- Shared Reading School-Wide Initiative – staff was given professional development and templates to carry out a five day plan each week. Shared reading is designed to include students of all reading abilities with special attention to integrating science and social studies instructional coaches helped to plan, observed,

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					modeled and co-taught to ensure consistency in the building. - Kindergarten: tier 2 support in math core, centers, and the Units of Study in Writing - Grade 1 and 3 worked in collaborative teams, facilitated by the coaches, to design micro-schedules of their daily instruction. This planning in-service was designed to improve instructional practice, routines, integration of science and social studies, and formative assessment to drive instruction - Grade 3 instructional teams worked collaboratively with the coaches to improve planning and instructional delivery (coaching cycles in Domain 3) - Grade 1 instructional teams worked collaboratively with the coaches to improve planning and instructional delivery (coaching cycles in Domain 1 & Domain 3)		

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy _with impact_.	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 indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 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) which demonstrate impact towards meeting the target.
#35 3-8 ELA Black Students MGP	44.7	46.7	Yellow	Yes	**SIG Key Strategy:** *Professional Support/Development & Technology:*	8. NYS ELA from 2018-2019; instructional strategies were identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4	2018-2019 NYS ELA Data
#36 3-8 ELA Hispanic Students MGP	42.1	44.2	Yellow		==*Highlighted areas, note adjustments/additions*==		

2018-2019 NYS ELA Data

GL	L 1's	L 2's	L3's	L4's
3	24	21	5	0
4	20	17	1	2
5	22	17	8	0

Identify Indicator # and Name	Baseline	2019-2020 Progress Target	Status				
#38 3-8 ELA ED Students MGP	44.3	46.3	Yellow		**Equitable & Culturally Responsive Practices**	9. aReading from 2019-2020 (fall) students were screened to ascertain effectiveness of instruction at all Tiers. It is used as a cross-district core program auditing instrument.	**aReading** - Percentage of Black students at each risk level by building
#102 308 ELA Black Core Subject Performance Index	71.7	80.	Yellow		Thinking Maps-We will continue to utilize Thinking Maps to facilitate higher order thinking and "make students "thinking more visible" across content areas grades. Thinking Maps are brain-based organizational frameworks, that can be used across grade-levels (developmentally appropriate) and demographics.	10. TCSD Reading Interim Assessment #1 will be given 11/4-11/15 for grades K-5 formative assessments, (Form #1-winter, Form #2-spring), This measure aligns with district curriculum maps, and assesses NYS Common Core Standards	****N=total number of Black students in each building with percentage of total building ****
#105 3-8 ELA ED Core Subject Performance Index	77.8	85.3	Yellow		Must Haves- Common Standards or practice (related instruction and learning environment) that are administered grades K-5 . Must Haves will be evaluated (fidelity and quality) by teachers and administration.	11. School 2 ELA Testlet Assessments from 2019-2020 (grades 3-5,	

GL	Risk Level	Fall 2019		
		PS 2 N = 168 60%	CHS N = 148 39%	PS 14 N = 169 36%
K	CP	3	0	4
	Low	25	21	8
	Some	44	43	44

Materials(Texts)- District office has purchased Lucy Calkins culturally relevant libraries for each general & special educational classroom.

Implicit Bias Workshops-School 2 will continue to consult w/ Dr. Claudia Linghert-Putnam, regarding practices around: *Implicit Bias, Cultural Competence, & Historical Trauma.* We have begun a book study with the text, *So You Want To Talk About Race,* by Ijeoma Oluo. All faculty and staff will participate.

We will also be implementing a student (intermediate) Book Club. The texts we'll be using are: *The Stars Beneath My Feet & Calling My Name.*

Author's visit and writing workshop (Sept. 2019) w/ Ty Allen Jackson. Mr. Jackson is an award winning. African American, children's book author.

Data,Feedback,Strategy (DFS)- Systematic process for analyzing data, providing instructional feedback to practitioners, and developing a sound strategy to teach and model for students-with the intent students will internalize and apply for themselves.

formative), Testlet #1-November, Testlet #2-February. This will measure aligns with School 2 curriculum, and assess progress with NYS Common Core Standards specifically in reading comprehension and writing short and extended responses

12. Fountas & Pinnell Benchmark Fall for incoming students winter and any other students that needed testing,winter (January,spring (May/June)

13. Kindergarten only October letters-uppercase (UC), lowercase (LC), letter sounds

14. Grade 1 & 2 only, letter sounds & high frequency words

High	28	36	44
1 CP	6	3	11
Low	10	22	19
Some	29	34	35
High	55	41	35
2 CP	16	6	10
Low	24	28	35
Some	36	22	23
High	24	44	32
3 CP	8	6	4
Low	19	19	31
Some	38	19	34
High	35	56	31
4 CP	4	13	15
Low	19	22	19
Some	27	26	19
High	50	39	47
5 CP	0	0	7
Low	50	23	24

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	Some	17	30	55
	High	33	47	14

#41 3-8 Math Black Students MGP	45.3	47.3	Yellow	Yes		**SIG Key Strategy:** *Professional Support/Development & Technology:*	7. NYS Math from 2018-2019; instructional strategies were identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4	**2018-2019 NYS Math Data**
#42 3-8 Math Hispanic Students MGP	44.3	46.3	Yellow			==*Highlighted areas, note adjustments/additions*==		
#44 3-8 Math ED Students MGP	44.3	46.3	Yellow			**Equitable & Culturally Responsive Practices**	8. aMath from 2019-2020 (fall) students took the first of three screening throughout the year to ascertain effectiveness of instruction at all Tiers. It is used as a cross-district core program auditing instrument.	
#112 3-8 Math Black Core Subject Performance Index	51.7	60.5	Yellow			**Thinking Maps**-We will continue to utilize Thinking Maps to facilitate higher order thinking and "make students "thinking more visible" across content areas grades. Thinking Maps are brain-based organizational frameworks, that can be used across grade-levels (developmentally appropriate) and demographics. **Must Haves**- Common Standards or practice (related instruction and learning environment) that are administered grades K-5 . Must Haves will be evaluated (fidelity and quality) by teachers and administration. **Implicit Bias Workshops**-School 2 will continue to consult w/ Dr. Claudia Linghert-Putnam, regarding practices around: *Implicit Bias, Cultural Competence, & Historical Trauma.*	9. TCSD Math Interims Assessments from 2019-2020 will be given (grades K-5, formative assessments, (Form #1-winter, Form #2-spring). This measure aligns with district curriculum maps, and assesses NYS Common Core Standards 10. School 2 Math Testlet Assessments from 2019-2020 will be given (grades 3-5, formative), Testlet #1-November, Testlet #2-February. This measure aligns with School 2 curriculum, and assess	

2018-2019 NYS Math Data

GL	L 1's	L 2's	L3's	L4's
3	38	12	2	1
4	25	13	2	1
5	26	15	5	3

aMath - Percentage of Black students at each risk level by building

**N = total number of Black students in each building with percentage of total building **

GL	Risk Level	Fall 2019		
		PS 2 N = 155 60%	CHS N = 132 37%	PS 14 N = 159 35%
K	CP	0	12	5
	Low	39	6	17
	Some	50	44	17
	High	11	38	61
1	CP	6	3	0

#115 3-8 Math ED COre Subject Performance Index	59.5	69.5

==We have begun a book study with the text, *So You Want To Talk About Race*, by Ijeoma Oluo. All faculty and staff will participate.==

==We will also be implementing a student (intermediate) Book Club. The texts we'll be using are: *The Stars Beneath My Feet & Calling My Name*.==

==Author's visit and writing workshop (Sept. 2019) w/ Ty Allen Jackson. Mr. Jackson is an award winning, African American, children's book author.==

Data,Feedback,Strategy (DFS)- Systematic process for analyzing data, providing instructional feedback to practitioners, and developing a sound strategy to teach and model for students-with the intent students will internalize and apply for themselves.

progress with NYS Common Core Standards specifically in reading comprehension and writing short and extended responses

11. Math fluency 1-5 was given in the *fall*, (October 2019) and then will be given again in the *winter*, January 2020, *spring*, May/June 2020)

12. Kindergarten only - number sense (*fall*, October 2019, *winter*, January 2020, *spring*, May/June 2020)

	Low	16	28	21
	Some	23	21	29
	High	55	48	50
2	CP	13	6	13
	Low	43	12	30
	Some	22	44	33
	High	22	38	24
3	CP	4	0	11
	Low	12	12	26
	Some	52	41	48
	High	32	47	15
4	CP	4	23	10
	Low	23	9	19
	Some	27	27	13
	High	46	41	58
5	CP	14	0	3
	Low	14	19	35
	Some	54	22	24
	High	18	59	38

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						Key
						• **CP-College and Career Path**
						• **Low-at Low Risk**
						• **Some-at Some Risk**
						• **High-at High Risk**
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	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)

Key Strategies			
• 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			
2. EPO (lead partner) for SIG 6 and SIG 7 ONLY			
3.			
4.			
5.			
Green: Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact.	Yellow: Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red: Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.	

Part IV – Community Engagement Team and Receivership Powers

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

	The Community Engagement Team is made up of Community Based Organizations, parents/guardians, faith-based organizations, Department of Probation, school and district faculty.
	 • The team meets once a month.
	    ○ The meeting begins with a conversation around School 2's vision and mission.
	    ○ The quarterly report and demonstrable improvement indicators are shared and discussed with the team during meetings.
	    ○ The Community Schools Grant and initiatives are also discussed with this team.
	       ■ Members share insights, suggestions and feedback. They also share program and community updates.
	    ○ CET members have been actively participating in school events (i.e. potlucks, BOE meetings, etc.).
	    ○ The team continues to brainstorm ways to work more collaboratively for school and community initiatives and programs.

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
Green	The Receiver will continue to work with School 2 and implementing the continuation plan. The focus continues to be school turnaround, extended learning time, professional development and school climate and culture .

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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 with impact. | 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 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 19-20)	The needs and interests of families will be assessed through brief paper and digital surveys throughout the calendar year through the Community Schools team, PTO, and Project P.R.O.M.I.S.E. This data will help to determine services provided, community partnerships, and adult workshops, and event topics.
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)	Our Open House, this past fall was administered utilizing the Academic Parent Teacher Teams (APTT) model. Teams of teachers and parents met to discuss academic goals and expectations, the mission and vision of the school and student interventions. They participated in hands-on learning tasks and grade-level specific examples of academic activities and trajectory statements. They were also given information and resources to assist them in reinforcing their children's education at home. Other ways we meet and/or engage families are: Parent-Teacher Organization (PTO), Community Engagement Team (CET), P.R.O.M.I.S.E. events, family workshops, Open House, School events and assemblies/celebrations, etc.
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	Flyers, newsletters, emergency notices, social media announcements, text alerts, school memos, parent letters, monthly calendars
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	The school community and community members have open access to our Community School resources, as there is open office, email, and telephone accessibility. The new facilities have created a space more conducive to meeting families' needs discretely and allowing them increased confidentiality. Staff are available by appointment and are open to home visits as needed.
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)	

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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 with impact.	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 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.)

Budget Analysis		
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:		NA
SIG:		NA
CSG:		NA

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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.	
2.	
3.	

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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): _John Carmello_
Signature of Receiver: _____
Date: _10/31/19_

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): _Candace Curtis Miller_
Signature of CET Representative: _____
Date: _10/31/19_