

Receivership

Quarterly Report

2nd Quarter - November 1, 2015 to January 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
Public School 2	491700010002	Troy City School District	Yellow	SIG Cohort 4
Superintendent	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
John Carmello	Natélegé Turner-Hassell	Juli Currey	Pre K– 5	338

Executive Summary

Please provide a plain-language summary of the current reporting 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 implement strategies to ensure all students reach proficiency. School 2 teachers and staff continue to participate in high quality professional development with the Efficacy Institute. The School 2 school day has been extended an hour for all students in comparison to the other four district elementary buildings. In addition to the hour there is also an after school program offered to students three days a week for an extra hour and a half per day. During the after school program, both targeted intervention and Project Based Learning take place. Project P.R.O.M.I.S.E. continues to be implemented throughout School 2 and is embedded into all classrooms. Families are invited to participate in monthly P.R.O.M.I.S.E. themed events. Behavior referrals and suspensions have decreased since the start of the school year in comparison to the previous two years. (Year 1 and Year 2 of the SIG)

Through strong turnaround leadership, targeted professional development, character development and Extended Learning Time opportunities for all students, we are confident that School 2 will reach all targets.



Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcome 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 schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.



Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators

Please list the school's Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
#1: Priority School makes yearly progress	R	NA	NA	Based on state assessments scores, School 2 falls well below the state average in both ELA and Math. Strategies outlined in this report will be utilized to reach all targets.
#9: 3-8 ELA ALL Students Level 2 and above	Y	26%	27%	We currently have 39.8% of our students grades 3-5 performing at or above grade level. We determine whether a student is at or above grade level using the following data: Fountas and Pinnell Scores, Reading Street Baseline, Weekly and Unit Tests, Writing Prompts that use district and NYS rubrics. Research has shown that students performing 1 grade level above in Fountas and Pinnell score a 3 on the NYS ELA Exam therefore students in our extension group are expected to score a Level 2 and above.
#15: Math All Students Level 2 and above	R	31%	32%	25.2 % of our students scored proficient on our district Go Math Assessment. 25% of All Math Students in Grades 4 and 5 scored a 2 or above on last year's NYS Assessment. School 2 this year has implemented for the first time across all grade levels a NYS module which should lay the foundation for increase test scores.
#33: 3 – 8 ELA All students MGP	Y	43.47	44.47	45.52% of our students in Grades 3-8 made adequate growth. We determine adequate growth using the following data: Fountas and Pinnell Scores, Reading Street Baseline, Weekly and Unit Tests, Writing Prompts using district and NYS rubrics.
#39: 3- 8 Math All Students MGP	R	41.62	42.62	While 25.2 % of our students scored proficient on our first district Go Math Assessment, 0% of our students scored proficient on the Questar Baseline for the District. We will continue to monitor our math results.



LEVEL 2 Indicators

Please list the school's Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
#11: 3-8 ELA Black Students Level 2 and above	Y	18%	19%	We currently have 32.8% of our Black students performing at or above grade level. We determine whether a student is at or above grade level using the following data: Fountas and Pinnell Scores, Reading Street Baseline, Weekly and Unit Tests, Writing Prompts using district and NYS rubrics. Research has shown that students performing 1 grade level above in Fountas and Pinnell score a 3 on the NYS ELA Exam therefore students in our extension group should score a Level 2 and above.
#14: 3-8 ELA ED Students Level 2 and above	Y	27%	28%	We currently have 38.8% of our Economically Disadvantaged Students Grades 3-5 are performing at or above grade level. We determine whether a student is at or above grade level using the following data: Fountas and Pinnell Scores, Reading Street Baseline, Weekly and Unit Tests, Writing Prompts using district and NYS rubrics. Research has shown that students performing 1 grade level above in Fountas and Pinnell score a 3 on the NYS ELA Exam therefore students in our extension group should score a Level 2 and above.
#17: 3-8 Math Black Students Level 2 and above	R	24%	25%	17.8% of our Black Students scored proficient on the District Go Math Assessment. 54% of Black Students in Grades 4 and 5 scored a Level 2 or above on the NYS Math Exam last year.
#20: 3-8 Math ED Students Level 2 and above	R	31%	32%	24.44% of our students scored proficient on our district Go Math Assessment. 24.2% of All Math Students in Grades 4 and 5 scored a 2 or above on last year's NYS Assessment.
#86 Teacher Turnover	Y	47%	48%	To date, all faculty and staff hired for the 2015-16 school year are still in place. New teachers not only participate in District Mentor program, they also attend building-level new teacher meetings monthly. School #2 has a Professional Support Team which consists of 3 classroom teachers, 1 reading teacher and 1 instructional coach. This team provides embedded support to teachers through modeling lessons, classroom visitations, after school PD and consultation as needed. Teacher attendance rate during the second quarter was 91.4%. Based on the supports in place for teachers, attendance and overall climate and culture we anticipate a very low number of staff vacating.



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

Key Strategies <i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <u>not described above</u> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.			
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).		Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.
1.	Responsive Professional development	Green	School 2 and the district continue to work with the Efficacy Institute on the mission, mindset and method practice. School 2 is focused around “Work Hard Get Smart” mindset and that all students can reach proficiency. All School 2 classrooms are implementing the Efficacy curriculum. All grade levels developed SMART goals which were developed through Efficacy’s Data, Feedback, Strategy (DFS) method. Dr. Tiffany Powell will be providing embedded professional development for all staff on culturally responsive practices.
2.	Extended Learning Time	Yellow	School 2 continues to provide a unique Extended Learning Time. School 2 ends the regular school day at 3:00, which is one hour later than the other district elementary buildings. Additionally, School 2 has also been implementing a 3 day/week, 1 ½ hour/day after school program. This after school program is offered to all students but is not mandatory. The program is set up into three 11 week sessions. The first session concluded in December and had 73 students participate. The second session began at the start of January and has 105 students enrolled. School 2 teachers and staff provide additional targeted reading and math intervention as well as enrichment and project based learning activities.
3.	Recruitment of High Quality Leader	Green	School 2 is led by a successful leader with over 15 years of experience in



			education. Ms. Turner-Hassell spent five years as a central office administrator within the Troy City School District. During the last two years in central office she worked closely with School 2 as she was one of the School Improvement Managers. She conducted classroom observations across the district, participated in DTSDE reviews, completed SED reports and plans and participated in multiple noteworthy professional development opportunities. The most recent being the Harvard School Turnaround Institute. In addition to Ms. Turner-Hassell's administrative experience she has seven years of teaching experience in an urban setting. Ms. Turner-Hassell has the training, experience, motivation and drive to lead School 2 to achieve identified targets.
3.	Character Education	Yellow	Project P.R.O.M.I.S.E. continues to be implemented since the first year of the SIG (2013). School 2 has a half time staff member devoted to Project P.R.O.M.I.S.E. She works closely with staff on implementing the curriculum into the classrooms. Additionally, she plans Project P.R.O.M.I.S.E. events for families. These events are focused around each of the Project P.R.O.M.I.S.E. themes. So far this year the events have included families setting goals, listening to stories from motivational guest speakers and an opportunity fair. There has been an increase in attendance by families this year in comparison to the previous two years. In the first year they averaged around 3-5 families per event, in year two they averaged about 5-10 families and this year the average is around 20 families per event.
4.	School Climate Culture	Green	During the second quarter there have been a total of 24 referrals and 13 suspensions. This is an average of 2.4 referrals per week and 1.3 suspensions per week. This decrease in referrals and suspensions are directly connected to a variety of preventive efforts. A few examples of the preventive strategies are, implementation of our 4th and 5th grade student support specialist, TA assigned to short term ISS which allows students to de-escalate and quickly get back into the classroom for instruction. Additionally school climate continues to get better primarily due to well established expectations. Students understand expectations for behavior and what is needed to continue to grow their academic proficiency. Lastly, we must give some credit to our implementation of



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

Part III – Community Engagement Team and Receivership Powers

<u>Community Engagement Team (CET)</u>	
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.	
Status (R/Y/G)	Analysis / Report Out
Yellow	<p>Attached please find the CET agendas, sign in sheets and minutes. The CET is made up of CBOs, parents, faith based organizations, school and district faculty and staff and the Department of Probation. Please refer to the attached Community Engagement Plan Template for a Specific listing of team members.</p> <p>The quarterly report is shared electronically with the team as well as a hard copy during the meeting. During each meeting the School 2 mission and vision are shared and discussed.</p> <p>School 2 Vision: All students achieving at proficiency!</p> <p>School 2 Mission: To provide students with learning opportunities, which foster academic proficiency or higher; to model and expect strong character from all and to collectively own and celebrate the entire school community.</p>
<u>Powers of the Receiver</u>	
Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner's Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.	
Status (R/Y/G)	Analysis / Report Out
	As a result of currently having a School Improvement Grant (SIG), much of what is outlined in the School Receivership Regulations is a part of the SIG plan.



Green	E.g.: <ul style="list-style-type: none">Extended Day (Negotiated MOU Teacher's and CSEA Bargaining Units)Professional DevelopmentSchool Culture/ClimateNew AdministrationSince 2012-2013 a total of 73% of the teaching staff has been replaced through termination, transfer, retirement or resignation.				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – Best Practices(Optional)

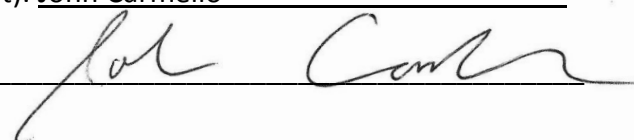
Best Practices The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. 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 best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	Summer and Monthly Professional Development	<p>Responsive, intentional PD, aligned to the school's mission and vision, has significantly improved School 2's overall climate and culture. This is evidenced in increased attendance percentages (i.e., faculty, staff and students). It is also evidenced in lower rates of behavioral referrals and suspensions. Said improvements, have increased the number of faculty and staff members that voluntarily attend school and community events beyond school hours; resulting in stronger partnerships with families and CBO's.</p> <p>Frequent PD aligned to the vision and mission must be provided in a strategic, coherent manner. All professional learning is related to school goals and belief; therefore allowing all stakeholders to be clear and resolute about work. When designing and/or planning PD, the strengths and needs of the participants are carefully considered. Transparent objectives are established and articulated in a manner that demonstrates impact. People need to feel that what they are spending their time on has real impact on the work they do.</p>
2.		
3.		



Part V – Attestation

ATTESTATION: By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): John Carmello

Signature of Receiver: 

Date: January 29, 2016

COMMUNITY ENGAGEMENT MEETING

January 21, 2016 | Community Room

Meeting called by	Dr. Maxine Fantroy-Ford
Type of meeting	Community Engagement
Facilitator	Dr. Maxine Fantroy-Ford
Note taker	Anna Shaello-Johnson
Time keeper	Candace Miller

Important Note

Please sign in on the sign in sheet prior to the beginning of the Community Engagement Meeting.

AGENDA ITEMS

UPDATE ON TENET 5.4 STATEMENT OF PRACTICE (SOP)	LAKIME MEADOWS	20 MINUTES
<ul style="list-style-type: none">▪ All School stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.▪ IMPACT: The school's collaboration with stakeholders and other partners for social and emotional developmental health has allowed students to receive the support they need to develop social-emotional learning skills and remove barriers to learning.		
UPDATE ON TENET 6.4 STATEMENT OF PRACTICE (SOP)	STEPHANIE STINNEY	10 MINUTES
<ul style="list-style-type: none">▪ The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental help to support student success.▪ IMPACT: The training provided to staff and families allows both to work together to provide supports that result in improved student outcomes.		
STRATEGIES TO INCREASE PARENT INVOLVEMENT	DR. MAXINE FANTROY-FORD	20 MINUTES
<ul style="list-style-type: none">▪ Identify and discuss outreach initiatives to increase parent participation at school events and PTO. Set times and task assignments.		
QUESTION AND ANSWERS	OPEN FORUM	5 MINUTES
CREATE AGENDA FOR FEBRUARY 2016 MEETING	OPEN FORUM	5 MINUTES

Notes

COMMUNITY ENGAGEMENT MEETING

JANUARY 21, 2016

[illegible]

School #2 Community Engagement Meeting

Meeting Minutes

December 22, 2015

Next meeting: January 21, 2016 @ 1:00 pm, Community Schools Resource Room

1. Welcome & Introductions

2. Discussion:

- **Review of DTSDE:** Dr. Ford continued the review, which was addressed by Mrs. Turner-Hassell at the November 19, 2015 meeting. The tenet reviewed at this meeting was **Tenet 6: Family and Community Engagement**.
- Reviewed with the team members the School 2 Vision and Mission statement.
- **Community Schools Report:** Ana Shaello gave an update on the first session of the PBL program. Session 1 ran from November 4, 2015 – December 14, 2015. The workshops were facilitated by community members and School 2 faculty and staff. Session 2 will begin January 25, 2016.
- **Parent Engagement Report:** Stephanie Stinney shared with the team some of the activities of the School 2 PTO. Currently the PTO is engaged in a candy fundraiser with “World’s Best Chocolate”. The PTO will keep 50% percent of the money raised. The PTO is also pursuing a McDonald’s night fundraiser. All funds will be used to support the activities of the PTO and supply seed funds for activities initiated by parents/faculty/staff that enhance learning.
- **Student Reflections:** Please see attached
- **Questions/Future Meeting Dates/Timeline:**
 - **January 21, 2016 @ 1pm:** Community Schools Resource Room
 - **February 25, 2016 @ 1pm:** Community Schools Resource Room
 - **Task Timeline** discussion was tabled for the next meeting (**January 21, 2016**)

3. Meeting adjourned

Student Comments:

The Community Engagement Team asked the students what did they like about school, what their favorite day of the week is, and what are their goals for the future:

The overall feedback from the students was things are going in a positive direction. They felt this year everything was good; they are working hard to get smart, and enjoy being here.

We've grown more responsible and are taking ownership.

People are responsible, kinder, and respectful to each other.

Fridays in their classrooms because they get to do projects at the end of the day.

PBL Monday because we do art and martial arts.

Wednesday the volunteer comes and helps us with Math, afterschool at Sunnyside.

We need to be proficient in our work.

We went to a Siena game.

We're going to go to college.



ENLARGED CITY SCHOOL DISTRICT OF

TROY

SCHOOL 2

TODAY'S STUDENTS. TOMORROW'S LEADERS.

Mrs. Natélegé Turner-Hassell

Principal

470 Tenth Street

Community Engagement Team Meeting-12/22/15

1:00-2:00 pm.

Agenda Item	Description/Activity	Time
Welcome & Introductions	Introductions	5 minutes
Review Diagnostic Tool for School and District Effectiveness(DTSDE)	PS 2 District Review March 2016 Tenet 6: Family and Community Engagement Vision and Mission	15 minutes
Community Schools Report	Update on initiatives, collaborations and Project-Based Learning (PBL)	10 minutes
Parent Engagement Report	Update on current and future activities	10 minutes
Student Reflections	Conversations with students Questions posed by team members	15 minutes
Questions/Future Meeting Dates/ Timeline	Establish future meeting dates and task timeline	5 minutes



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Mrs. Natélegé Turner-Hassell
Principal

470 Tenth Street
Troy, New York 12180
P: (518) 328-5410
F: (518) 271-5205

COMMUNITY ENGAGEMENT SIGN IN DECEMBER 22, 2015

NAME	POSITION	EMAIL ADDRESS
Danielle Brendese	Rens. Co. Probation ^{PO}	dbrendese@rensco.com
Laura Bauer	Rensselaer Co. Probation	lbauer@rensco.com
Mark McGrath	City of Troy	mmcgrath0123@yahoo.com
MAXINE BRISPORT	TROY Schools	BRISPORTm@TroyCSD.org
Rev. Mark Swords - Horrell	Sr. Pastor, Christ Church	pastor.marks@christchurchtroy.org
Juli Currey	Grants	currey.j@troycsd.org
Candace Dobbs Miller	School 2	dobbsc@troycsd.org
MAE Henderson	community leadership	GodKeepUs@gmail.com
ANALISTE SHERW	COMMUNITY SCHOOL ACTIVATOR	sharlo-johnsona@troycsd.org
Gabriella Espada	students 4 th grade	
Nyla Lockett	5 th grade	
Edgar Aguino	5 th grade	
Eune Downs	5 th grade	
Kayjohna Dickson	4 th grade	
Lakime Meadow	AP. school 2.	

Vision:

All students achieving at proficiency.

Mission:

To provide students with learning opportunities, which foster academic proficiency or higher;
to model and expect strong character from all and to collectively own and celebrate the entire school community.



ENLARGED CITY SCHOOL DISTRICT OF
TROY
SCHOOL 2

TODAY'S STUDENTS. TOMORROW'S LEADERS.

Mrs. Natélegé Turner-Hassell

Principal

470 Tenth Street

Community Engagement Team Meeting-11/19/15

Agenda Item	Description/Activity	Time
Welcome & Introductions	Introductions	3 minutes
Vision , Mission & Efficacy	Review of the Vision & Mission	3 minutes
Review Receivership Report	Go Over the Document	15 minutes
School Update	PBL, Park Playhouse, 5 Essential Instructional Practices, SMART Goals, School Discipline, SST, , Mentors, School Culture/Climate, PROMISE, PTO, Second Step, School Jobs/Peer Mentoring, Cultural Competence, Odyssey of the Mind	30 minutes
Questions/Future Meeting Dates/ Timeline	Establish future meeting dates and task timeline	5 minutes

School 2 Vision: All students achieving at proficiency!

Efficacy Statement: Work hard, get smart!

School 2 Mission: To **provide** students with learning opportunities, which **foster academic proficiency** or higher; to **model** and **expect strong character** from all and to **collectively own** and **celebrate the entire school community**.



ENLARGED CITY SCHOOL DISTRICT OF
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TODAY'S STUDENTS. TOMORROW'S LEADERS

Mrs. Natélegé Turner-Hassell

Principal

470 Tenth Street

Sign-In Sheet

11-19-15

CET Meeting

1pm

Name (Print)	Organization
Lakimo Meach	School 2.
HILARY LAMISTAW	TRIP
ANALWOTTE SHAELW	SCHOOL 2
Mark McGrath	City of Troy
David Elliott	Leaders Leading Troy's Youth
Meghan Murphy	Grad 4 Classroom Teacher
Elizabeth Pollock	curriculum coach
Rev. Marti Swords-Horrell	Christ Church UM
Mile Wilmot	CEO
Chris Klein	CEO
Condace Dorris-Miller	School 2
Danielle Brendese	Rep. Co. Probation
Stephanie Sturges	Stephanie Sturges
Laura Bauer	Rep. Co. Probation



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MAXINE BRISPORT	Troy Schools Parent Engagement
Jennifer White	School 2 - Mental Health Counselor
Juli Curvey	Troy CSD
JOHN CARMELLO	TROY CSD
MAC Henderson	Troy central Little ^{page} DCF



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TODAY'S STUDENTS. TOMORROW'S LEADERS.

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Principal

470 Tenth Street

The **Community Engagement Team** is charged with developing recommendations for improvement of the school and for soliciting input regarding their recommendations through public engagement. This public engagement may include, but is not be limited to, public hearings or meetings and surveys. The CET will work with the Superintendent Receiver to review the SCEP plan, the 1003(g) School Improvement Grant (SIG), or School Innovation Fund (SIF) plan for the 2015-16 school year, submitted to the Department and to determine whether revisions are necessary. After the plan receives Department approval, the Community Engagement Team will work to assess the degree to which the school's Comprehensive Education Plan or Department-approved intervention plan is being successfully implemented and provide on-going recommendations at least twice annually to the school leadership. All such recommendations and the efforts made to incorporate them, including a description of which recommendations were incorporated and how they were incorporated and which recommendations were not incorporated and why they were not incorporated, must be included as an attachment to the Department-approved SCEP, SIG, or SIF plan.

What does "Receivership" mean?

In April 2015 a new section was added to New York State Education Law that effectively placed School 2, and 144 other New York schools, into "Receivership." The Superintendent has initially been named the Receiver and will have additional authority for two years to manage and operate all aspects of School 2 based on an intervention plan to improve academic performance.

How will Receivership affect School 2?

The Receivership law grants the Superintendent, as Receiver, the authority to make changes to the school to help improve academic achievement. Fortunately School 2 has already implemented many of the changes suggested by the State. These include:

- Extending the school day
- Providing uniforms for all students
- Staff changes
- Increased professional development and training for staff
- Increased focus on Common Core aligned curriculum
- Operation as a "Community School," with health, dental and mental health services available.
- Introduction of PROMISE events to bring the community together
- Offering food services to all students
- Increased project-based learning opportunities

Although School 2 has made incremental improvements over the last three years, we know there is still work to be done. The District will provide a detailed Intervention Plan to the State that outlines these and additional enhancements to School 2. A Community Engagement Team consisting of the principal, parents and guardians, faculty and staff, and students will meet regularly to develop recommendations to be shared with the receiver. With input from the principal, the Receiver shall determine how these recommendations are best implemented.

What is the timeline?

Under the new law, School 2 is identified as "Struggling," based on its Priority School status since 2012-2013. Schools that have been in the most severe accountability status since the 2006-2007 are identified as "Persistently Struggling." "Struggling" schools like School 2 have two years to show progress. If School 2 does not meet the goals set by the state in that time, the Board of Education must appoint a state-approved independent receiver to control future decisions about the school.

How can I help?

Parents and Guardians are strongly encouraged to become partners in the School 2 community. Please consider participation in the PTA, and plan on attending the various PROMISE events scheduled throughout the year. In addition, while attending School 2's Open House on September 15, please consider attending the public hearing at 5 p.m. on the topic of Receivership.