

# Receivership Schools ONLY

## Quarterly Report #1: July 1, 2016 to October 30, 2016

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: <a href="http://www.troycsd.org">www.troycsd.org</a>			
School 2	491700010002	Troy City School District		Check which plan below applies:			
				SIG/SIF	SCEP		
				Cohort: 4			
				Model: Transformation			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
John Carmello	Natélegé Turner-Hassell	Juli Currey		Pre K - 5	0	22%	344
	Appointment Date: June 29, 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 has started off the 2016-17 school year focused on achieving the schools vision and mission.

**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.

School leaders, teachers, faculty and staff have (5-day August 2016) and continue to participate in targeted professional development. Students are released early, the third Friday, of every month so that all personnel can engage in thoughtful staff development. Some key areas of professional development are: Responsive Literacy Practice(s), Blooms Taxonomy & Webb's Depth of Knowledge, Data, Efficacy, Cultural Competence, Intrinsic Motivation (adults), Family & Community Engagement, Mental Health, etc. School data is monitored to evaluate to what extent students are meeting Common Core Learning Standards. The school leader works closely with the School Improvement Manager and Central Office administration to reflect on leadership practices and/or skills needed to effectively turnaround the school.

School 2's Student Support Team (social emotional team) is working closely with teachers and staff to implement Second Step Curriculum to support student's social and emotional needs. Community Schools staff continues to proactively support families and students as well as serve as a liaison between school and home.



**Attention** – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto: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 School Improvement Grant (SIG) or School Innovation Fund (SIF) 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 web-site.



**Part I – Demonstrable Improvement Indicators**

**LEVEL 1 Indicators**

Please list the school’s Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.

Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
#1: Priority School makes yearly progress	Y	NA	NA		
#9: 3-8 ELA ALL Students Level 2 and above	G	26%	29%	NYS CCLS Assessments	School 2 has met the 2015-16 Progress Target (44% 2015-16 performance)
#15: Math All Students Level 2 and above	G	31%	34%	NYS CCLS Assessments	School 2 has met the 2015-16 Progress Target (37% 2015-16 performance)
#33: 3 – 8 ELA All students MGP	G	43.47	44.47	NYS CCLS Assessments	School 2 has met the 2015-16 Progress Target (44.67 2015-16 performance)
#39: 3- 8 Math All Students MGP	Y	41.62	42.62	NYS CCLS Assessments	

**LEVEL 2 Indicators**

Please list the school’s Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.

Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?



#11: 3-8 ELA Black Students Level 2 and above	G	18%	21%	NYS CCLS Assessments	School 2 has met the 2015-16 Progress Target (33% 2015-16 performance)
#14: 3-8 ELA ED Students Level 2 and above	G	27%	30%	NYS CCLS Assessments	School 2 has met the 2015-16 Progress Target (44% 2015-16 performance)
#17: 3-8 Math Black Students Level 2 and above	G	24%	27%	NYS CCLS Assessments	School 2 has met the 2015-16 Progress Target (30% 2015-16 performance)
#20: 3-8 Math ED Students Level 2 and above	G	31%	34%	NYS CCLS Assessments	School 2 has met the 2015-16 Progress Target (36% 2015-16 performance)
#86 Teacher Turnover	Y	47%	42%		
<b>Green</b>	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> .		<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	
				<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

## Part II – Key Strategies

<b>Key Strategies</b>			
Identify and analyze the implementation of all key strategies used this reporting period that are <i>not described above</i> , but are part of the approved SCEP, SIG or SIF plan.			
Identify key strategy.	Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.	
1. Responsive Professional Development	G	All teachers and staff at School 2 spent one full week during the summer for PD focused on improving student achievement, parent and family engagement and classroom instruction. School 2 continues to release students one half day per month so the whole school can participate in monthly targeted PD. The staff also participates in district wide PD monthly. The Efficacy Institute has worked with the School 2	



			leadership team and all teachers on the Self-Directed Improvement System (see Efficacy Institute)
2.	Extended Learning Time	G	This year School 2 is able to offer Extended Learning Time through an after school program three days per week. The after school program is offered to all students. There are currently over 145 students consistently attending the program. The program is designed to provide student with targeted, hands-on instruction.
3.	Recruitment of High Quality Leader	G	Ms. Turner- Hassell has begun her second year as the School 2 principal. She comes with over 15 years of experience in urban education. Mrs. Turner-Hassell’s experience includes work as a teacher in Albany City School District and a district administrator in Troy City School District Central Office. She is well supported by the Superintendent, Assistant superintendent for Curriculum and instruction, the School Improvement Manager and the Principal Assistant.
3.	Character Education	G	School 2 has begun their monthly P.R.O.M.I.S.E events and work with teachers and students on the P.R.O.M.I.S.E themes and lessons during the school day. The Home School Coordinator, Communications Specialist and Family and Community Advocate play a large role in organizing these events. The Family and Community Advocate works with classroom teachers and staff on implementing the themes and lessons in the classroom.
4.	School Climate Culture	G/Y	The overall climate of the building is inviting and positive. The culture is evolving. School 2 is transitioning to a learning institution that is: resolute about achieving the vision and mission, professional, collegial and reflective. School 2 is deepening their discussions about student learning by connecting it to teacher practice(s) and/or <i>Adult Proficiency</i> (Efficacy Institute). School 2 is working at finding value in and be reflective of all feedback. School 2 is also engaging in more conversations around educational theory and its relevance to instructional decisions.



5.			
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
<b>Red</b>	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

<b>Community Engagement Team (CET)</b>	
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information.	
Status (R/Y/G)	Analysis/Report Out
G	The Community Engagement Team has already begun meetings for the 2016-17 school year. The team meets at least monthly and is made up of CBO's, parents, faith based organizations, Department of Probation, school and district faculty. Attached please find the CET agenda, sign in sheets and minutes. The quarterly report is shared and discussed with the team during meetings. During the meetings the School 2 vision and mission are shared and discussed.
<b>Powers of the Receiver</b>	
Describe this quarter's use of the School Receiver's powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.	
Status (R/Y/G)	Analysis/Report Out
G	As a result of currently having a SIG 1003g much of what is outlined in the School Receivership Regulations is a part of the SIG plan. E.g.: -Extended Learning Time -Professional Development -School Climate and Culture -Administration



<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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 IV – Instructional Technology Plan

<b>Instructional Technology Plan</b>					
Describe the current status of the implementation of the District Technology Plan pertinent to this school, as well as the use of technology in classrooms.					
Key Components		Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.		
1.	Current status of the District Technology Plan pertinent to this school	<b>Green</b>	Every classroom at School 2 has been fully equipped with state of the art technology-interactive boards with video capabilities, document cameras, iPads, and or chromebooks/desktops. Additionally, training and other resources have been made available to all School 2 teachers including technology conferences, summer tech camp, after school professional development, and embedded PD. The next step in this process is to work toward understanding and putting effective technology integration practices into play in order to show impact.		
2.	Use of technology in the classroom	<b>Yellow</b>	Utilizing the SAMR model, our goal is to move all School 2 teachers towards more effective integration of technology which is where studies show higher levels of impact occur most often. Currently all teachers are utilizing technology at a substitution and augmentation level on the SAMR scale. Some teachers are utilizing technology at modification and redefinition levels. We are working with all teachers to help them to get to modification and redefinition levels and then to show the impact it has.		
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



**Part V – Budget**

<u>Budget Analysis</u>		
The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.		
Expenditures	Status(R/Y/G)	If expenditures from the approved 16-17 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place for QR#2.
Professional Salaries (code 15)	G	At this point the professional salaries are on target. The stipends for Family Engagement Coordinator, School Improvement Manager, Communications specialist, after school coordinators and the full salary for the Family and Community Advocate are coming from this budget code. Additionally staff are being paid at the contractual over time rate for their work in the after school program.
Non Instructional Salaries (code 16)	G	Overtime for support staff are paid out of this code to support the after school program. An amendment may need to be done in the future as additional funds may be needed to support the after school program.
Materials and Supplies (code 45)	G	Supplies and materials will be purchased based on need to support ELA and math, the after school program as well any professional development materials needed.
Benefits and indirect cost	G	These are on track based on code 15 and 16 and the districts approved indirect cost rate (2.8%).

**Part VI: 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 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 a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools.
1.	
2.	
3.	

**Part VII – 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: [Handwritten Signature]  
 Date: 11-3-2016

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 has had the opportunity to review, and update if necessary, its 2016-2017 Community Engagement Team plan and membership.

Name of CET Representative (Print): Chris Klein  
 Signature of CET Representative: [Handwritten Signature]  
 Date: 11/3/16