



Receivarship Quarterly Report and Continuation Plan – 3rd Quarter
 January 15, 2018-April 20, 2018
(As required under Section 211(f) of NYS Ed. Law)

Albany, NY 12234
2018-19
School Improvement Grant 1003(g)
Continuation Plan Cover Page

District Name Troy City School District	
School Name School 2	
Contact Person Jull Currey	Telephone (518)328-5436
E-Mail Address curreyj@troycsd.org	
<p>I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer Superintendent of Schools
Typed Name: John Carnello	Date: 4/26/18

Receivership Schools ONLY

Quarterly Report #3: January 15, 2018 to April 20, 2018 and Continuation Plan for 2018-19 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:				
School 2	491700010002	Troy City School District	NA	Check which plan below applies:				
				SIG			SCEP	
				Cohort: 4 Model: Transformation				
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
John Carmello	Natélegé Turner-Hassell	Dr. Donna Watson Juli Currey		PK-5	NA	1%	24%	315
	Appointment Date: June 29, 2018							

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.

Much of the work this quarter was devoted to evaluating the impact of 2017-18 key strategies. Through careful data analysis (i.e., local assessments and student work) we were able to identify ways in which to improve, rather than replace our current strategies. Some improvements were to: modify student groups and assigned teachers, revise our lesson plan format and thinking, incorporate more technology, provide Tier III supports to students in need of extension/enrichment instruction, etc. We continue to strategically support our subgroups (i.e. Economically Disadvantaged and Black Males) with rich, responsive practices that are evidence-based. Approximately 85% of our students are of color (predominantly African American) and 97% of our overall population are eligible for free lunch; however a 100% receive free lunch. This quarter we also devoted much of our efforts to improving "School Spirit." As a result, we revamped our BI-weekly morning assemblies in a manner that is more developmentally appealing and responsive to our students. We now recognize behavior achievements and birthdays, as well as provide character development. Music and movement are now a staple during all morning assemblies. We continue to work closely w/ NYSUT to increase our capacity to engage families in more thoughtful, reciprocal manner. We are working collaboratively with parents to enhance their understanding of academic proficiency (across content); therefore empowering them to proactively support their child's academic achievement. This quarter's local assessments have shown some improvement; therefore we are hopeful that this growth and more, will be reflected on state assessments. Overall, this quarter can be easily characterized as a period of intense action research. We were carefully observing, learning and doing simultaneously.

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to OSR@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.



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Please note - This document also serves as the Continuation Plan for Receivership schools for the 2018-19 school year. All prompts submitted under the "2018-19 School Year Continuation Plan" heading should directly align with or be adaptations to approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.



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Directions for Part 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 third quarter in light of their realized level of implementation and their impact on student learning outcomes. **2018-19 Continuation Plan** sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

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	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current Implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 1 Indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies that have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable Improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator
#5 School Safety		5	Green		<p>SIG Key Strategies: Character Development/PROMISE-Increase Student Mental Health Support and Interventions</p> <ul style="list-style-type: none"> Weekly Meetings of the Student Support Team and Counselling Team (review of student Information) Delivery of core social/emotional curriculum- Second Step Program and Bully Prevention Supporting Initiatives (Campaigns, Classroom lessons and assemblies)- PROMISE Character Development and Empathy Focus, Mindfulness and Coping Strategies, Testing Anxiety Workshop, "Notion of Hope" Presentations, "Random Acts of Kindness" Campaign 	<p>6 week Intervention data review of students in need of supports</p> <p>Out of School Suspensions(OSS)</p>	<p>6 week intervention data review of students in need of supports</p> <p>9/2016-1/2017: 11 OSS 9/2017-1/2018: 13 OSS 9/16-4/17: 14 OSS 9/17-4/18: 28 OSS</p> <p>Fall 2017:</p>	<p>Plan for 2018-19:</p> <p>Continue with Core Curriculum (Second Step SEL, Bullying Prevention, PROMISE Character Development and Empathy Focus, modify for direct involvement of classroom teachers-</p>



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				<ul style="list-style-type: none"> ● CHAMPS and STOIC-R Classroom Management and Reflection Strategies building wide (ongoing staff professional development/refreshers, training of new staff, student lessons, instructional videos) ● Individual and Group Counseling- emotion management and coping skills, mindfulness, social skills, Student Success (attendance and school success focus), Student Efficacy/ Growth Mindset ● Attendance Interventions- use of Attendance Data Tracker to monitor student progress, regular sharing/presentation of information and data (family events, "Parent Cafe," PTO meetings, Community Engagement Team) and Individual data with stakeholders (families, teachers and students), Attendance Team reviews information for trends/progress, recognition for students identified as at-risk, letters to families reflecting instructional minutes missed, school/family team meetings, parent outreach, student self-monitoring, Student Success Groups for at-risk students, Attendance Helper job, Monthly recognition for student "Perfect Attendance" ● Current (2017-2018) Mini Grant to support "Increasing Student Time in Classrooms"- focus on improving school attendance and building capacity among school staff to support student emotional health needs within the classroom, 2018-2019 Mini Grant to support Social Emotional Learning and Trauma Informed Practices within classrooms ● Check In Check Out program and Meaningful Work student jobs program to improve engagement ● School Spirit- responsive school wide assemblies are held monthly (formal gatherings for lower and upper grades). The staff designing the assemblies intentionally plan to incorporate PROMISE values and all aspects of the efficacy model. Other school spirit initiatives include Work Hard Get Smart celebrations, poster contests and recognition to worthwhile achievements such as attendance, kindness, and innovation. ● Bullying Prevention- Formal bullying prevention lessons in all classrooms, Bullying Prevention Month (poster contest, 	<p>SAEBRS Screener (fall, winter, spring)</p> <p>Pre and Post Test data and climate surveys (Second Step) 2017 Pre</p> <p>Individual Behavior or Attendance Goals included in PST/SST Process</p> <p>Classroom Discipline logs</p> <p>Classroom Crisis Removal rate</p> <p>Check In/Check Out individual progress</p> <p>Attendance Data</p>	<p>21% of our student population show "some social emotional risk"</p> <p>Winter 2018: 33% show "some social emotional risk" 174 students (69%) show positive growth from Fall to Winter</p> <p>2017 Pre-test score- avg 66% Post- test scores (May/June 2018)</p> <p>Chronically absent students are tracking their own attendance and meeting with the School Counselor quarterly. Said students, are also monitored by or building Student Support Team(SST) and Problem Solving Team (PST).</p> <p>Faculty and staff are encouraged to log all behavioral or social emotional concerns or incidents on their (paper) and eSchool (electronic).</p> <p>Classroom Crisis Removal rate: Jan 2018- 1.83/day April 2018- 1.56/day (2017 avg- 2.3/day)</p> <p>Student point sheets are closely monitored by individual students and their "Check In/out Adult" March 2018- 66% of students show positive growth</p> <p>Chronically absent or "at-risk" students identified at the end of 16-17 and progress monitored, (out of 62 still enrolled, 56% have made progress), daily attendance rate (Current avg</p>	<p>Coteach/skill practice model</p> <p>New Mini Grant to purchase SEL books for use by teachers to build capacity and create "Classrooms that Heal"</p> <p>Continue focus on improving student attendance and increasing school spirit/pride and retention of families</p> <ul style="list-style-type: none"> - Plan to engage local community stakeholders to support student attendance efforts - Assemblies and P.R.O.M.I.S.E events <p>Further develop and implement Student-led Conferences.</p> <p>Provide professional development on Race and Trauma.</p>
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					assembly, student reporting forms available) Kindness Campaign and schoolwide contest, Kindness lessons in all classes		<p>1/2018- 88.6% as compared to last year- 89.8%), individual attendance data (number of absences or tardies and <u>monitoring of percentage</u> monthly and target dates in a 3 tier presentation), student self- monitoring of attendance, documented reasons for absence Top 2: illness, lack of child care)</p> <p>4/18- out of 60 still enrolled 43% show significant progress</p> <p>Current daily average 88.2%, compared to last year 89.8%</p>	
						In class "Mindfulness Kits"	Teachers and Counselors are beginning to keep track of how often students are requesting and accessing classroom Mindfulness kits.	
						Bullying Reporting	Student Reporting Form reports- 12 DASA Material incidents- 14	
							Most Impactful:	
#9 3-8 ELA All Students Level 2 and above	26%	32%		Yellow	SIG Key Strategies Continuing Effective Professional Development for 2017-2018: -Professional Development ½ days, focus area <i>School Improvement, Tenets 2-5 DTSDE</i> -90 minute planning blocks, <i>Efficacy Planning and Instruction</i> -Key Instructional Support Staff- Math Consultant, Literacy Consultant, District Literacy Coach, Instructional Coach, Professional Support Team Adjustments for 2017-2018: Professional Development/ Learning Opportunities Great to Greater Ideal- <i>Great to Greater Conference in Boston</i> Teachers College- <i>Coaching Institute for Reading and Writing</i> International Center for Leadership in Education- <i>Model Schools Conference</i>	1. aReading (fall, winter, spring), students are periodically screened throughout the year to determine effectiveness of instruction at all tiers. It is used as a cross-district core program auditing instrument. 2. TCSD ELA Interim Assessments, Summative, (Form 1-winter, Form 2-spring), This	1. aReading Fall 2017 to Winter 2018: Percentage of students that met the growth norm in ELA as indicated by <i>Fastbridge</i> : <ul style="list-style-type: none"> • K - 60 • 1 - 41 • 2 - 39 • 3 - 43 • 4 - 48 • 5 - 31 2. ELA Interim Proficiency % (from Form 1 in Fall 2017 to Form 2 2018 (the current grade level):	Roles 2018-19 School Year Full time Instructional Coach Full time Literacy Consultant Part time Literacy Coach ½ Day PD for staff every other month SIG Key Strategies <i>Continuing Effective Professional Development for 2018-2019:</i> -Professional Development ½ days,



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		<p>Child Research and Study Center, University at Albany- <i>Early Literacy Instruction and Intervention: The Interactive Strategies Approach and Response to Intervention</i></p> <p>ISTE - <i>International Society for Technology in Education</i></p> <p>Literacy Consultant services with focus on revisions to RTI and Core Literacy structures, planning for responsive staff workshops (Math vocabulary, collaborative conversations), consulting on classroom organization for optimal literacy learning, and development of S2 Lesson Plan aligned to the Precepts for accomplishing the mission of responsive and independent learners</p> <p>School Year Professional Development</p> <p>Staff will continue to be provided the professional services of Literacy Consultant (FT), District Instructional Coach(FT) and District Literacy Coach(PT) to include:</p> <p>Data, Feedback, Strategy Model for Student Instructional grouping, Lesson Planning and classroom visits</p> <p>Instructional modeling of Effective Teacher Practices and Learning Theory Models</p> <p>Development of Resources for Teachers to Include:</p> <p>Professional Readings on respected and current Research in field of Literacy Instruction, Creation of a Google Site for sharing school and community literacy learning opportunities and supporting integration of content areas in student literacy learning experiences(thematic text sets for RTI groups aligned with Science & Social Studies standards)</p> <p>Initiation of a teacher growth model to include Video and reflective analysis of Instruction rooted in S2 precepts for learning Workshops, modeled lessons and coplanning around the Gradual Release of Responsibility with Word Study and Comprehension during Core Instruction In Grades 3, 4, 5.</p> <p>Literacy Consultant and Instructional coach working with targeted ELA groups in Grades 3, 4, 5 to enrich the level of thinking students are doing within text and to move students to beyond the literal Interpretation of text.</p> <p>Extended Learning Time</p> <p>The Empire State After School Program (eeeESASP) has provided the School 2 community with after school care 5 days a week from</p>	<p>measure aligns with district curriculum maps and was designed to be closely aligned with NYS 3-8 testing In ELA</p> <p>3. Reading Street (RS) Unit Tests (Units 1, 2, 3, 4)</p> <p>4. Fountas & Pinnell Benchmarks (winter, spring)</p> <p>5. K-1 only, letter names, letter sounds, high frequency words</p>	<table><tr><th>GL</th><th>Proficiency % Nov 2017</th><th>Proficiency % Mar 2018</th></tr><tr><th></th><th>Form 1</th><th>Form 2</th></tr><tr><td>K</td><td>42</td><td>May</td></tr><tr><td>1</td><td>43</td><td>May</td></tr><tr><td>2</td><td>26</td><td>May</td></tr><tr><td>3</td><td>13</td><td>38</td></tr><tr><td>4</td><td>9</td><td>6</td></tr><tr><td>5</td><td>0</td><td>11</td></tr></table> <p>3. Reading Street (RS) Unit Tests</p> <p>Reading Street Unit Tests are aligned with the Common Core State Standards. The tests are progressive by design, therefore Increase in complexity as the school year progresses.</p> <p>Grade level growth will be determined after Unit 2 & Unit 3 tests are completed (JAN/MAY).</p> <table><tr><th>GL</th><th>Reading Street Unit 2 Nov 2017</th><th>Reading Street Unit 3 Apr 2018</th></tr><tr><td>K</td><td>42</td><td>April</td></tr><tr><td>1</td><td>43</td><td>April</td></tr><tr><td>2</td><td>26</td><td>April</td></tr></table>	GL	Proficiency % Nov 2017	Proficiency % Mar 2018		Form 1	Form 2	K	42	May	1	43	May	2	26	May	3	13	38	4	9	6	5	0	11	GL	Reading Street Unit 2 Nov 2017	Reading Street Unit 3 Apr 2018	K	42	April	1	43	April	2	26	April	<p>focus area <i>School Improvement, Tenets 2-5 DTSDE</i></p> <p>-1 week Summer Professional Development</p> <p>-75 minute planning blocks, <i>Efficacy Planning and Instruction</i></p> <p>-Key Instructional Support Staff- Math Consultant, Literacy Consultant, District Literacy Coach, Instructional Coach, Professional Support Team</p> <p>School Year Professional Development</p> <p>Staff will continue to be provided the professional services of Literacy Consultant (FT), District Instructional Coach(FT) and District Literacy Coach(PT) to include:</p> <p>Data, Feedback, Strategy Model for Student Instructional grouping, Lesson Planning and classroom visits</p> <p>Instructional modeling of Effective Teacher Practices and Learning Theory Models</p>
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				<p>2:15 until 5:00. 8 hours of Professional Development was provided prior to the start of the program's first session to the outside provider. Tuesday, January 2nd was the first day of the program. The following are additional programs offered by the program:</p> <ul style="list-style-type: none">Programs Included are:<ul style="list-style-type: none">Homework help time with additional supports from School 2 staffArtPhysical educationDigital literacyIntegration of technology in lessons during the extended day Teacher use of technology for professional purposes: collaboration with lesson planning, calendar, eSchool attendance, ASP procedures (provider, Linda Stumbaugh, Sam Aronowitz)Supporting nutrition health by providing snack and dinner to all K-5 studentsCollaborative, grade level and multi-grade level electronic lesson planning for the purpose of extension and enhancement of day school lessons (Linda Stumbaugh) <p>Impact:</p> <p>Students in the ESASP are more regularly using technology and receiving more personalized feedback to continue day school projects, and initiate extended day instruction in ELA and math.</p> <p>Professional Development is provided throughout the school year during periodic planning periods (based on timing of program implementation) in the extended day program. Lesson planning with outside providers support the following programs:</p> <ul style="list-style-type: none">The College of St. Rose in Albany, NY<ul style="list-style-type: none">Fifth Grade Transition program21st Century program at TMS, provided 1x/wk to all 5th grade studentsCornell University (Cornell Cooperative Extension, Rensselaer County)<ul style="list-style-type: none">Robotics Instruction (grade 4)Nutrition parent engagement project (PK-2)Poetry and Music Renaissance parent engagement project (grades 1,2 & 3)		<table><tr><td>3</td><td>13</td><td>April</td></tr><tr><td>4</td><td>9</td><td>April</td></tr><tr><td>5</td><td>0</td><td>April</td></tr></table> <p>NOTE: This is for K-1 ONLY</p> <p>4. K-1 letter ID & letter sounds</p> <p>Letter ID and Letter sound are out of 52. Listed are total % per/GL at 52 Fall, Winter, Spring 2017-2018:</p> <table><tr><th>GL</th><th>Letter ID % out of 52 FALL</th><th>Letter ID % out of 52 WINTER</th><th>Letter ID % out of 52 SPRING</th></tr><tr><td>K</td><td>26</td><td>44</td><td>June</td></tr><tr><td>1</td><td>48</td><td>50</td><td>June</td></tr></table> <table><tr><th>GL</th><th>Letter Sound % out of 52 FALL</th><th>Letter Sound % out of 52 WINTER</th><th>Letter Sound % out of 52 SPRING</th></tr><tr><td>K</td><td>5</td><td>36</td><td>June</td></tr><tr><td>1</td><td>42</td><td>48</td><td>June</td></tr></table>	3	13	April	4	9	April	5	0	April	GL	Letter ID % out of 52 FALL	Letter ID % out of 52 WINTER	Letter ID % out of 52 SPRING	K	26	44	June	1	48	50	June	GL	Letter Sound % out of 52 FALL	Letter Sound % out of 52 WINTER	Letter Sound % out of 52 SPRING	K	5	36	June	1	42	48	June	<p>(specifically word study for Grades 3-5)</p> <p>Development of Resources for Teachers to include: Professional Readings on respected and current Research in field of Literacy Instruction, Creation of a Google Site for sharing school and community literacy learning opportunities and supporting integration of content areas in student literacy learning experiences(thematic text sets for RTI groups aligned with Science & Social Studies standards)</p> <p>Initiation of a teacher growth model to include Video and reflective analysis of Instruction rooted in S2 precepts for learning Workshops, modeled lessons and coplanning around the Gradual Release of Responsibility. Comprehension during Core Instruction in Grades 3, 4, 5.</p> <p>Literacy Consultant and Instructional coach working with targeted ELA groups in Grades 3,</p>
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				<ul style="list-style-type: none"> ● Rensselaer County Historical Society <ul style="list-style-type: none"> ○ Research, Design, and Development of the School 2/Community Garden Development ● Troy Rehabilitation Improvement Program (TRIP) <ul style="list-style-type: none"> ○ Research, Design, and Development of the School 2/Community Garden Development <p>Students in the ASP are exploring vast opportunities, through various outside organizations, to experience different perspectives, instructional practices, and content. These opportunities enhance student practices in ELA, math, science, and social studies. Real-life and educational practices in the ASP are transferring into daytime instruction. Formative and summative data is showing that these skills are improving and generalizing to these academic subjects.</p> <p>Professional Development is provided throughout the school year during individualized bi-weekly planning periods in the extended day program. Lesson planning with teachers and in-house school providers to support the following programs:</p> <ul style="list-style-type: none"> ● Math Peer Tutoring Partnership with Troy High School (providers, Mary Grace Tompkins, Sam Aronowitz, Linda Stumbaugh) ● Educational/homework guidance, with concentrations in ELA and math, (providers, Sam Aronowitz, Linda Stumbaugh) ● Character Development, Fifth Grade Job Rotation, (providers, Sam Aronowitz, Linda Stumbaugh) <p>Character Development/PROMISE: ELA Intervention Units for Grades 3-5 are designed around P.R.O.M.I.S.E. themes including Perseverance and Innovation.</p> <p>Literacy specialists pushing into core ELA in 1st and 2nd grade. Literacy specialists co-teaching in Strategic and Extension Intervention Groups</p>	<p>Most Impactful:</p> <ul style="list-style-type: none"> ● Literacy specialists pushing into core ELA in 1st and 2nd grade ● Literacy specialists co-teaching in Strategic and Extension Intervention Groups ● Strategically developing and assigning intervention and Guided Reading Groups ● Intervention Text Sets ● Embedded Professional Development from Literacy Consultant, Instructional Coach, Literacy Coach and Curriculum Leaders ● Observation and Walkthrough Feedback ● Data, Feedback, Strategy (DFS-Efficacy Institute) ● Lesson Plan Format 	<p>4, 5 to enrich the level of thinking students are doing within text and to move students to beyond the literal interpretation of text. 2018 Summer PD Research Deeper Learning for All: Educators will rethink old paradigms and consider what it will take to design a new 21st-century system that promotes deeper, more engaging instruction for all students. They will look at the conditions educators need to generate deeper learning in classrooms and the changes required at all levels of the system to make such learning possible.</p> <p>Bank Street Early Childhood Teachers will learn that kindergarten plays a critical and unique role in a child's life. It is a year filled with discovery, wonder, friendship and creativity - when language, literacy, science and math take on real meaning through play and active learning. Yet, in many classrooms, experiential learning is marginalized as Kindergarten is fast becoming the new first grade. This Conference provides an opportunity</p>
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								<p>for educators to come together and address this challenge.</p> <p><u>Columbia</u>–<u>Reimagining Education: Teaching and Learning in Racially Diverse Schools</u>: Learn how to create truly integrated schools. Now in its third year, this Institute will provide you with high-quality professional development, hands-on strategies, and the opportunity to connect with fellow educators committed to the educational benefits of racial and ethnic diversity.</p> <p><u>Model Schools Conference</u>: Educators and thought leaders from across the country will be there, sharing innovative ideas and working side by side to redefine what learning looks like.</p> <p>-Reading Specialists will do more of a co-taught model within grades K-2.</p> <p>-2 Units of Study (Readers Workshop) will be implemented in grades 1-5. Grade K will implement 3.</p>
#15 3-8 Math All	38%	37%		Yellow	SiG Key Strategies Continuing Effective Professional Development for 2017-2018:	1. aMath (fall, winter, spring). Students are	1. <i>aMath</i> Fall 2017 - Winter 2018:	Full time Instructional Coach


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Students Level 3 and above					<p>-Professional Development ½ days, focus area <i>School Improvement, Tenets 2-5 DTSDE</i></p> <p>-75minute planning blocks, <i>Efficacy Planning and Instruction</i></p> <p>-Key Instructional Support Staff- Math Consultant, Literacy Consultant, District Literacy Coach, Instructional Coach, Professional Support Team</p> <p>Adjustments for 2017-2018:</p> <p>Professional Development/ Learning Opportunities</p> <p>Continue to provide regular embedded support during math lessons with Math Instructional Coach</p> <ul style="list-style-type: none">• Model lessons• Co-teach lessons• Give regular feedback from observations• Provide resources for lesson planning <p>Continued PD by Math Instructional Coach/Questar Math Specialist/District Math Curriculum Leader</p> <ul style="list-style-type: none">• Math Vocabulary Workshop In conjunction with ELA Instructional Coach and Literacy Consultant• Number Talks—student centered learning and mental math strategies• Rekenreks—continue to work with K-2 teachers and students In implementing this tool into math instruction• Lesson planning—continue to work with teachers on the structure of the math block and the new planning template• Implementing the Math Question Stem Bank to work toward the goal of greater depth of knowledge• Numberless Word Problems and deconstructing problems for understanding• Continue to aid in technology support In conjunction with the technology liaisons to use E-Beam software and the extensive bank of interactive math tools available in the	<p>periodically screened throughout the year to determine effectiveness of instruction at all tiers. It is used as a cross-district core program auditing instrument.</p> <p>2. TCSD Math Interim (Form 1 - winter, Form 2 - spring). This measure aligns with district curriculum maps, and was designed to be closely aligned with NYS 3-8 testing in Math.</p>	<p>Percentage of students that met the growth norm in math as indicated by <i>Fastbridge</i>:</p> <ul style="list-style-type: none">• K - 48• 1 - 48• 2 - 37• 3 - 41• 4 - 37• 5 - 34 <p>2. TCSD Math Interim Assessment</p> <p>Data indicates that School 2 is steadily making gains as a building.</p> <p>Math Interim Proficiency % Fall 2017 to Spring 2018:</p> <table><tr><th>GL</th><th>Proficiency % Nov 2017</th><th>Proficiency % Mar 2018</th></tr><tr><th></th><th>Form 1</th><th>Form 2</th></tr><tr><td>K</td><td>39</td><td>May</td></tr><tr><td>1</td><td>39</td><td>May</td></tr><tr><td>2</td><td>7</td><td>May</td></tr><tr><td>3</td><td>10</td><td>17</td></tr><tr><td>4</td><td>3</td><td>8</td></tr><tr><td>5</td><td>5</td><td>11</td></tr></table>	GL	Proficiency % Nov 2017	Proficiency % Mar 2018		Form 1	Form 2	K	39	May	1	39	May	2	7	May	3	10	17	4	3	8	5	5	11	<p>Part time Math Consultant ½ Day PD for staff every other month</p> <p>Full week summer PD SIG Key Strategies</p> <p>Continuing Effective Professional Development for 2017-2018:</p> <p>-Professional Development ½ days, focus area <i>School Improvement, Tenets 2-5 DTSDE</i></p> <p>-75minute planning blocks, <i>Efficacy Planning and Instruction</i></p> <p>-Key Instructional Support Staff- Math Consultant, Literacy Consultant, District Literacy Coach, Instructional Coach, Professional Support Team</p> <p>2018-2019: Professional Development/ Learning Opportunities</p> <p>Continue to provide regular embedded support during math lessons with Math Instructional Coach</p> <ul style="list-style-type: none">• Model lessons
GL	Proficiency % Nov 2017	Proficiency % Mar 2018																														
	Form 1	Form 2																														
K	39	May																														
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				<p>development of lessons</p> <ul style="list-style-type: none"> • Collaborative work with Math Instructional Coach and the Instructional Coach and Literacy Consultant to develop a Google Site <p>Meet with Teachers to Interpret the results of the district Interim assessments and use those assessments to help guide instruction Work with K-2 teachers on assessing number sense to get a picture of where each child is in the stages working toward number fluency</p> <p>Math Consultant working with small groups in Grades 3, 4, 5 to focus on problem solving and explaining mathematical thinking. K-5—Incorporated Tangy Tuesday puzzles from Greg Tang to help with math vocabulary, number sense, and an appreciation for mathematics.</p> <p>Third grade—offered a workshop with third grade teachers on how to use cuisenaire rods to aid in number sense for fractions. Followed up with modeling lessons with cuisenaire rods in grade 3. Helped in planning with third grade teachers on fraction units and mapping out areas of major focus.</p> <p>First grade—worked with first grade team regarding place value and using groupable models to represent numbers. Provided ideas for centers that provide pre-requisite skills in developing base 10 concepts that connect to place value.</p> <p>Grade 5—Students from Troy High School Math Honor Society have been working with 5th grade students in the after school program. High School tutors work with the fifth grade students on problems developed by the math coach.</p> <p>Grade 2-5—Math Coach and Math Curriculum Leader will offer a workshop on Integrating Seesaw app for el-pad. Students will be</p>			<ul style="list-style-type: none"> • Co-teach lessons • Give regular feedback from observations • Provide resources for lesson planning <p>Continued PD by Math Instructional Coach/Questar Math Specialist/District Math Curriculum Leader</p> <ul style="list-style-type: none"> • Math Vocabulary Workshop in conjunction with ELA Instructional Coach and Literacy Consultant • Number Talks—student centered learning and mental math strategies • Rekenreks—continue to work with K-2
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					able to talk through and annotate their thinking and the teacher will be able to reflect on students' use of language and address misconceptions. This technology allows the teacher and student to have an open dialogue about student work.			<p>teachers and students in implementing this tool into math instruction</p> <ul style="list-style-type: none"> • Lesson planning—continue to work with teachers on the structure of the math block and the new planning template • Implementing the Math Question Stem Bank to work toward the goal of greater depth of knowledge • Numberless Word Problems and deconstructing problems for understanding • Continue to aid in technology
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								<p>support in conjunction with the technology liaisons to use E-Beam software and the extensive bank of interactive math tools available in the development of lessons</p> <ul style="list-style-type: none"> • Collaborative work with Math Instructional Coach and the Instructional Coach and Literacy Consultant to develop a Google Site • Concentrate/ more targeted support for K-2 <p>2018 Summer PD Harvard's Deeper Learning for All: Educators will rethink old paradigms and consider what it will take to design a new a</p>
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								<p>21st-century system that promotes deeper, more engaging instruction for all students. They will look at the conditions educators need to generate deeper learning in classrooms and the changes required at all levels of the system to make such learning possible.</p> <p>Back Street- Early Childhood Teachers will learn that kindergarten plays a critical and unique role in a child's life. It is a year filled with discovery, wonder, friendship and creativity - when language, literacy, science and math take on real meaning through play and active learning. Yet, in many classrooms, experiential learning is marginalized as Kindergarten is fast becoming the new first grade. This Conference provides an opportunity for educators to come together and address this challenge.</p> <p>Column 10- Reimagining Education: Teaching and Learning in Racially Diverse Schools: Learn how to create truly integrated schools. Now in its third year, this Institute will provide you with high-quality professional</p>
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								development, hands-on strategies, and the opportunity to connect with fellow educators committed to the educational benefits of racial and ethnic diversity. <u>Model Schools Conference</u> Educators and thought leaders from across the country will be there, sharing innovative ideas and working side by side to redefine what learning looks like.						
#39 3-8 Math All Students MGP	41.62	43.62		Yellow	<p>SIG Key Strategies Continuing Effective Professional Development for 2017-2018: -Professional Development ½ days, focus area <i>School Improvement, Tenets 2-5 DTSDE</i> -90 minute planning blocks, <i>Efficacy Planning and Instruction</i> -SIG Key Strategies: Professional Key Instructional Support Staff- Math Consultant, Literacy Consultant, District Literacy Coach, Instructional Coach, Professional Support Team</p> <p>Continue to provide regular embedded support during math lessons with Math Instructional Coach</p> <ul style="list-style-type: none">• Model lessons• Co-teach lessons• Give regular feedback from observations• Provide resources for lesson planning <p>Continued PD by Math Instructional Coach/Questar Math Specialist/District Math Curriculum Leader</p> <ul style="list-style-type: none">• Math Vocabulary Workshop In conjunction with ELA Instructional Coach and Literacy Consultant	<p>1. aMath (fall, winter, spring), Students are periodically screened throughout the year to determine effectiveness of instruction at all tiers. It is used as a cross-district core program auditing instrument.</p> <p>2. TCSD Math Interim (Form 1 - winter, Form 2 - spring). This measure aligns with district curriculum maps, and was designed to be closely aligned with NYS 3-8 testing In Math.</p>	<p>1. <i>aMath</i> Fall 2017 - Winter 2018: Percentage of students that met the growth norm in math as indicated by <i>Fastbridge</i>:</p> <ul style="list-style-type: none">• K - 48• 1 - 48• 2 - 37• 3 - 41• 4 - 37• 5 - 34 <p>2. <i>TCSD Math Interim Assessment</i> Data Indicates that School 2 is steadily making gains as a building.</p> <p>Math Interim Proficiency % Fall 2017 to Spring 2018:</p> <table><tr><th>GL</th><th>Proficiency % Nov 2017</th><th>Proficiency % Mar 2018</th></tr><tr><td></td><td></td><td></td></tr></table>	GL	Proficiency % Nov 2017	Proficiency % Mar 2018				
GL	Proficiency % Nov 2017	Proficiency % Mar 2018												



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				<ul style="list-style-type: none">● Number Talks—student centered learning and mental math strategies● Rekenreks—continue to work with K-2 teachers and students in implementing this tool into math instruction● Lesson planning—continue to work with teachers on the structure of the math block and the new planning template● Implementing the Math Question Stem Bank to work toward the goal of greater depth of knowledge● Numberless Word Problems and deconstructing problems for understanding● Continue to aid in technology support in conjunction with the technology liaisons to use E-Beam software and the extensive bank of interactive math tools available in the development of lessons● Collaborative work with Math Instructional Coach and the Instructional Coach and Literacy Consultant to develop a Google Site <p>Meet with Teachers to interpret the results of the district interim assessments and use those assessments to help guide instruction</p> <p>Work with K-2 teachers on assessing number sense to get a picture of where each child is in the stages working toward number fluency</p> <p>Math Consultant working with small groups in Grades 3, 4, 5 to focus on problem solving and explaining mathematical thinking.</p> <p>K-5—Incorporated Tangy Tuesday puzzles from Greg Tang to help with math vocabulary, number sense, and an appreciation for mathematics.</p> <p>Third grade—offered a workshop with third grade teachers on how to use cuisenaire rods to aid in number sense for fractions. Followed up with modeling lessons with cuisenaire rods in grade 3.</p>	<table><tr><th></th><th>Form 1</th><th>Form 2</th></tr><tr><td>K</td><td>39</td><td>May</td></tr><tr><td>1</td><td>39</td><td>May</td></tr><tr><td>2</td><td>7</td><td>May</td></tr><tr><td>3</td><td>10</td><td>17</td></tr><tr><td>4</td><td>3</td><td>8</td></tr><tr><td>5</td><td>5</td><td>11</td></tr></table> <p>Most Impactful:</p> <ul style="list-style-type: none">● Math Consultant pushing in to support groups of student● Targeted pull-out support for selected students● Small core instruction groups● Materials and access to resources (i.e. Dreambox, Tangy Tuesday, manipulatives)● Observation and Walkthrough Feedback● Data, Feedback, Strategy (DFS-Efficacy Institute)● Professional Development facilitated by Math Consultant and District Math Curriculum Leader● Lesson Plan Format		Form 1	Form 2	K	39	May	1	39	May	2	7	May	3	10	17	4	3	8	5	5	11	
	Form 1	Form 2																									
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					<p>Helped in planning with third grade teachers on fraction units and mapping out areas of major focus.</p> <p>First grade—worked with first grade team regarding place value and using groupable models to represent numbers. Provided ideas for centers that provide pre-requisite skills in developing base 10 concepts that connect to place value.</p> <p>Grade 5—Students from Troy High School Math Honor Society have been working with 5th grade students in the after school program. High School tutors work with the fifth grade students on problems developed by the math coach.</p> <p>Grade 2-5—Math Coach and Math Curriculum Leader will offer a workshop on integrating Seesaw app for I-pad. Students will be able to talk through and annotate their thinking and the teacher will be able to reflect on students' use of language and address misconceptions. This technology allows the teacher and student to have an open dialogue about student work.</p>			
#33 3-8 ELA All Students MGP	43.47	45.47		Yellow	See above-ELA indicator #9			
#85 Grade 4 and 8 Science All Students Level 3 and above	46%	52%		Yellow	<ul style="list-style-type: none"> The Empire State After School Program (ESASP) which has recruited 56% of the 4th grade class, contracted the BioBus out of NYC for students to participate in hands on activities, questions, and analysis of microorganisms, small creatures such as bugs, spiders, and plant life all found on the School 2 grounds. The ESASP continued with a follow up program that employs a scientist to work with 36% of the grade 4 students, and is supported by both grade 4 teachers, 1x/wk for 90 minutes to engage students in hands on activities that mirror the BioBus experience, but now able to provide a more in depth experience. 	<ol style="list-style-type: none"> Weekly documentation taken directly after student lessons to track student attendance and engagement are tracked on Google Forms and shared with the scientist, & grade 4 teachers Using NYS Science questions related to 	<ul style="list-style-type: none"> Data is being collected to track attendance, student engagement and program alignment to NYS proficiency Attendance and engagement data will be available in June Alignment to NYS proficiency will not be available until after Science Scores are released this summer (2018) 	


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					<ul style="list-style-type: none">Both 4th grade teachers are working with the scientist to improve their skills in science. Each teacher receives 180 minutes of professional development each month. Total hours of professional development will be about 8-9 hours.Use of Lego WeDo Robotics to support science curriculum and engineering strand.Use of breakout edu boxes to enhance engagement and problem solving around key science concepts.	the work done in the daytime and after school classrooms to determine generalization.		
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)
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	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 2 Indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies which have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator
#11 3-8 ELA Black Students Level 2	18%	24%		Yellow	SIG Key Strategies Continuing Effective Professional Development for 2017-2018: -Professional Development ½ days, focus area <i>School Improvement, Tenets 2-5 DTSDE</i>	1. aReading (fall, winter, spring), students are periodically	1. aReading Fall 2017 to Winter 2018:	Roles 2018-19 School Year Full time Instructional Coach



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and above				<p>-75 minute planning blocks, <i>Efficacy Planning and Instruction</i></p> <p>-Key Instructional Support Staff- Math Consultant, Literacy Consultant, District Literacy Coach, Instructional Coach, Professional Support Team</p> <p>Adjustments for 2017-2018:</p> <p>Professional Development/ Learning Opportunities</p> <p>Great to Greater Ideal- <i>Great to Greater Conference in Boston</i></p> <p>Teachers College- <i>Coaching Institute for Reading and Writing</i></p> <p>International Center for Leadership in Education- <i>Model Schools Conference</i></p> <p>Child Research and Study Center, University at Albany- <i>Early Literacy Instruction and Intervention: The Interactive Strategies Approach and Response to Intervention</i></p> <p>ISTE - <i>International Society for Technology in Education</i></p> <p>Literacy Consultant services with focus on revisions to RTI and Core Literacy structures, planning for responsive staff workshops (Math vocabulary, collaborative conversations), consulting on classroom organization for optimal literacy learning, and development of S2 Lesson Plan aligned to the Precepts for accomplishing the mission of responsive and independent learners</p> <p>School Year Professional Development</p> <p>Staff will continue to be provided the professional services of Literacy Consultant (FT), District Instructional Coach(FT) and District Literacy Coach(PT) to include:</p> <p>Data, Feedback, Strategy Model for Student Instructional grouping, Lesson Planning and classroom visits</p> <p>Instructional modeling of Effective Teacher Practices and Learning Theory Models (specifically word study for Grades 3-5)</p> <p>Development of Resources for Teachers to include: Professional Readings on respected and current Research in field of Literacy Instruction, Creation of a Google Site for sharing school and community literacy learning opportunities and supporting integration of content areas in student literacy learning experiences(thematic text sets for RTI groups aligned with Science & Social Studies standards)</p> <p>Initiation of a teacher growth model to include Video and reflective analysis of instruction rooted in S2 precepts for learning</p> <p>Workshops, modeled lessons and coplanning around the Gradual Release of Responsibility with Word Study and Comprehension during Core Instruction in Grades 3, 4, 5.</p>	<p>screened throughout the year to determine effectiveness of instruction at all tiers. It is used as a cross-district core program auditing instrument.</p> <p>2. TCSD ELA Interim Assessments, Summative, (Form 1-winter, Form 2-spring), This measure aligns with district curriculum maps and was designed to be closely aligned with NYS 3-8 testing in ELA</p> <p>3. Reading Street (RS) Unit Tests (Units 1, 2, 3, 4)</p> <p>4. Fountas & Pinnell Benchmarks (winter, spring)</p> <p>5. K-1 only, letter names, letter sounds, high frequency words</p>	<p>Percentage of students that met the growth norm in ELA as indicated by <i>Fastbridge</i>:</p> <ul style="list-style-type: none">● K - 60● 1 - 41● 2 - 39● 3 - 43● 4 - 48● 5 - 31 <p>2. ELA Interim Proficiency % (from Form 1 in Fall 2017 to Form 2 2018 (the current grade level):</p> <table><tr><th>GL</th><th>Proficiency % Nov 2017</th><th>Proficiency % Mar 2018</th></tr><tr><th></th><th>Form 1</th><th>Form 2</th></tr><tr><td>K</td><td>42</td><td>May</td></tr><tr><td>1</td><td>43</td><td>May</td></tr><tr><td>2</td><td>26</td><td>May</td></tr><tr><td>3</td><td>13</td><td>38</td></tr><tr><td>4</td><td>9</td><td>6</td></tr><tr><td>5</td><td>0</td><td>11</td></tr></table> <p>3. Reading Street (RS) Unit Tests</p> <p>Reading Street Unit Tests are aligned with the Common Core State Standards. The tests are progressive by design, therefore increase in complexity as the school year progresses.</p>	GL	Proficiency % Nov 2017	Proficiency % Mar 2018		Form 1	Form 2	K	42	May	1	43	May	2	26	May	3	13	38	4	9	6	5	0	11	<p>Full time Literacy Consultant</p> <p>Part time Literacy Coach</p> <p>½ Day PD for staff every other month</p> <p>SIG Key Strategies</p> <p>Continuing Effective Professional Development for 2018-2019:</p> <p>-Professional Development ½ days, focus area <i>School Improvement, Tenets 2-5 DTSDE</i></p> <p>-1 week Summer Professional Development</p> <p>-75 minute planning blocks, <i>Efficacy Planning and Instruction</i></p> <p>-Key Instructional Support Staff- Math Consultant, Literacy Consultant, District Literacy Coach, Instructional Coach, Professional Support Team</p> <p>School Year Professional Development</p> <p>Staff will continue to be provided the professional services of Literacy Consultant (FT), District Instructional Coach(FT) and District</p>
GL	Proficiency % Nov 2017	Proficiency % Mar 2018																													
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				<p>Literacy Consultant and Instructional coach working with targeted ELA groups in Grades 3, 4, 5 to enrich the level of thinking students are doing within text and to move students to beyond the literal interpretation of text.</p> <p>Extended Learning Time The Empire State After School Program (ESASP) has provided the School 2 community with after school care 5 days a week from 2:15 until 5:00. 8 hours of Professional Development was provided prior to the start of the program's first session to the outside provider. Tuesday, January 2nd was the first day of the program. The following are additional programs offered by the program:</p> <ul style="list-style-type: none">● Programs included are:<ul style="list-style-type: none">○ Homework help time with additional supports from School 2 staff○ Art○ Physical education○ Digital literacy● Integration of technology in lessons during the extended day Teacher use of technology for professional purposes: collaboration with lesson planning, calendar, eSchool attendance, ASP procedures (provider, Linda Stumbaugh, Sam Aronowitz)● Supporting nutrition health by providing snack and dinner to all K-5 students● Collaborative, grade level and multi-grade level electronic lesson planning for the purpose of extension and enhancement of day school lessons (Linda Stumbaugh) <p>Technology Integration</p> <ul style="list-style-type: none">● 1:1 chromebooks in Grades 3-5● Library Media Specialist working weekly to integrate research and synthesizing new information● Use of Google Classroom for engagement and individualized learning expanding 21st century skills● Use of breakoutedu boxes to encourage problem solving and development of social studies and science concepts.● Students show and explain their learning through google slides, book creator, google docs and Seesaw● Reading Eggs for individual teaching of skills and strategies. <p>Impact:</p>	<p>Grade level growth will be determined after Unit 2 & Unit 3 tests are completed (JAN/MAY).</p> <table><tr><th>GL</th><th>Reading Street Unit 2 Nov 2017</th><th>Reading Street Unit 3 Apr 2018</th></tr><tr><td>K</td><td>42</td><td>April</td></tr><tr><td>1</td><td>43</td><td>April</td></tr><tr><td>2</td><td>26</td><td>April</td></tr><tr><td>3</td><td>13</td><td>April</td></tr><tr><td>4</td><td>9</td><td>April</td></tr><tr><td>5</td><td>0</td><td>April</td></tr></table> <p>NOTE: This is for K-1 ONLY 4. K-1 letter ID & letter sounds Letter ID and Letter sound are out of 52. Listed are total % per/GL at 52 Fall, Winter, Spring 2017-2018:</p> <table><tr><th>GL</th><th>Letter ID % out of 52 FALL</th><th>Letter ID % out of 52 WINTER</th><th>Letter ID % out of 52 SPRING</th></tr><tr><td>K</td><td>26</td><td>44</td><td>June</td></tr><tr><td>1</td><td>48</td><td>50</td><td>June</td></tr></table>	GL	Reading Street Unit 2 Nov 2017	Reading Street Unit 3 Apr 2018	K	42	April	1	43	April	2	26	April	3	13	April	4	9	April	5	0	April	GL	Letter ID % out of 52 FALL	Letter ID % out of 52 WINTER	Letter ID % out of 52 SPRING	K	26	44	June	1	48	50	June	<p>Literacy Coach(PT) to include:</p> <p>Data, Feedback, Strategy Model for Student Instructional grouping, Lesson Planning and classroom visits</p> <p>Instructional modeling of Effective Teacher Practices and Learning Theory Models (specifically word study for Grades 3-5)</p> <p>Development of Resources for Teachers to Include: Professional Readings on respected and current Research in field of Literacy Instruction, Creation of a Google Site for sharing school and community literacy learning opportunities and supporting integration of content areas in student literacy learning experiences(thematic text sets for RTI groups aligned with Science & Social Studies standards)</p> <p>Initiation of a teacher growth model to include Video and reflective analysis of instruction rooted in S2 precepts for learning</p>
GL	Reading Street Unit 2 Nov 2017	Reading Street Unit 3 Apr 2018																																					
K	42	April																																					
1	43	April																																					
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		<p>Students in the ESASP are more regularly using technology and receiving more personalized feedback to continue day school projects, and initiate extended day instruction in ELA and math.</p> <p>Professional Development is provided throughout the school year during periodic planning periods (based on timing of program implementation) in the extended day program. Lesson planning with outside providers support the following programs:</p> <ul style="list-style-type: none">• The College of St. Rose in Albany, NY<ul style="list-style-type: none">◦ Fifth Grade Transition program• 21st Century program at TMS, provided 1x/wk to all 5th grade students• Cornell University (Cornell Cooperative Extension, Rensselaer County)<ul style="list-style-type: none">◦ Robotics instruction (grade 4)◦ Nutrition parent engagement project (PK-2)◦ Poetry and Music Renaissance parent engagement project (grades 1,2 & 3)• Rensselaer County Historical Society<ul style="list-style-type: none">◦ Research, Design, and Development of the School 2/Community Garden Development• Troy Rehabilitation Improvement Program (TRIP)<ul style="list-style-type: none">◦ Research, Design, and Development of the School 2/Community Garden Development <p>Impact: Students in the ASP are exploring vast opportunities, through various outside organizations, to experience different perspectives, instructional practices, and content. These opportunities enhance student practices in ELA, math, science, and social studies. Real-life and educational practices in the ASP are transferring into daytime instruction. Formative and summative data is showing that these skills are improving and generalizing to these academic subjects.</p> <p>Professional Development is provided throughout the school year during individualized bi-weekly planning periods in the extended day program. Lesson planning with teachers and in-house school providers to support the following programs:</p> <ul style="list-style-type: none">• Math Peer Tutoring Partnership with Troy High School (providers, Mary Grace Tompkins, Sam Aronowitz, Linda Stumbaugh)	<table><tr><th>GL</th><th>Letter Sound % out of 52 FALL</th><th>Letter Sound % out of 52 WINTER</th><th>Letter Sound % out of 52 SPRING</th></tr><tr><td>K</td><td>5</td><td>36</td><td>June</td></tr><tr><td>1</td><td>42</td><td>48</td><td>June</td></tr></table>	GL	Letter Sound % out of 52 FALL	Letter Sound % out of 52 WINTER	Letter Sound % out of 52 SPRING	K	5	36	June	1	42	48	June	<p>Workshops, modeled lessons and coplanning around the Gradual Release of Responsibility. Comprehension during Core Instruction in Grades 3, 4, 5.</p> <p>Literacy Consultant and Instructional coach working with targeted ELA groups in Grades 3, 4, 5 to enrich the level of thinking students are doing within text and to move students to beyond the literal interpretation of text.</p> <p>Technology Integration Continued integration of technology to enhance Intellectual engagement.</p> <p>2018 Summer PD Harvard Deeper Learning for All: Educators will rethink old paradigms and consider what it will take to design a new a 21st-century system that promotes deeper, more engaging instruction for all students. They will look at the conditions educators need to generate deeper learning in classrooms and the changes required at all levels of the system to make such learning possible.</p> <p>Harvard Early Childhood Teachers will</p>
GL	Letter Sound % out of 52 FALL	Letter Sound % out of 52 WINTER	Letter Sound % out of 52 SPRING													
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					<ul style="list-style-type: none"> • Educational/homework guidance, with concentrations in ELA and math, (providers, Sam Aronowitz, Linda Stumbaugh) • Character Development, Fifth Grade Job Rotation, (providers, Sam Aronowitz, Linda Stumbaugh) <p>Character Development/PROMISE: ELA Intervention Units for Grades 3-5 are designed around P.R.O.M.I.S.E. themes including Perseverance and Innovation.</p> <p>Literacy specialists pushing into core ELA in 1st and 2nd grade. Literacy specialists co-teaching in Strategic and Extension Intervention Groups</p>		<p>learn that kindergarten plays a critical and unique role in a child's life. It is a year filled with discovery, wonder, friendship and creativity - when language, literacy, science and math take on real meaning through play and active learning. Yet, in many classrooms, experiential learning is marginalized as Kindergarten is fast becoming the new first grade. This Conference provides an opportunity for educators to come together and address this challenge.</p> <p>Columbia - Rethinking Education: Teaching and Learning in Racially Diverse Schools: Learn how to create truly integrated schools. Now in its third year, this Institute will provide you with high-quality professional development, hands-on strategies, and the opportunity to connect with fellow educators committed to the educational benefits of racial and ethnic diversity.</p> <p>Model Schools Conference: Educators and thought leaders from across the country will be there, sharing innovative ideas and working side by side to redefine what learning looks like.</p>
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								<p>-Reading Specialists will do more of a co-taught model within grades K-2.</p> <p>-2 Units of Study (Readers Workshop) will be implemented in grades 1-5. Grade K will implement 3.</p>												
#14 3-8 ELA ED Students Level 2 and above	27%	33%		Yellow	<p>SIG Key Strategies</p> <p>Continuing Effective Professional Development for 2017-2018:</p> <p>-Professional Development ½ days, focus area <i>School Improvement, Tenets 2-5 DTSDE</i></p> <p>-90 minute planning blocks, <i>Efficacy Planning and Instruction</i></p> <p>-Key Instructional Support Staff- Math Consultant, Literacy Consultant, District Literacy Coach, Instructional Coach, Professional Support Team</p> <p>Adjustments for 2017-2018:</p> <p>Professional Development/ Learning Opportunities</p> <p>Great to Greater Ideal- <i>Great to Greater Conference in Boston</i></p> <p>Teachers College- <i>Coaching Institute for Reading and Writing</i></p> <p>International Center for Leadership in Education- <i>Model Schools Conference</i></p> <p>Child Research and Study Center, University at Albany- <i>Early Literacy Instruction and Intervention: The Interactive Strategies Approach and Response to Intervention</i></p> <p>ISTE - <i>International Society for Technology in Education</i></p> <p>Literacy Consultant services with focus on revisions to RTI and Core Literacy structures, planning for responsive staff workshops (Math vocabulary, collaborative conversations), consulting on classroom organization for optimal literacy learning, and development of S2 Lesson Plan aligned to the Precepts for accomplishing the mission of responsive and independent learners</p> <p>School Year Professional Development</p>	<p>6. aReading (fall, winter, spring), students are periodically screened throughout the year to determine effectiveness of instruction at all tiers. It is used as a cross-district core program auditing instrument.</p> <p>7. TCSD ELA Interim Assessments, Summative, (Form 1-winter, Form 2-spring), This measure aligns with district curriculum maps and was designed to be closely aligned with NYS 3-8 testing in ELA</p>	<p>1. aReading</p> <p>Fall 2017 to Winter 2018:</p> <p>Percentage of students that met the growth norm in ELA as indicated by <i>Fastbridge</i>:</p> <ul style="list-style-type: none">● K - 60● 1 - 41● 2 - 39● 3 - 43● 4 - 48● 5 - 31 <p>2. ELA Interim Proficiency % (from Form 1 in Fall 2017 to Form 2 2018 (the current grade level):</p> <table><tr><th>GL</th><th>Proficiency % Nov 2017</th><th>Proficiency % Mar 2018</th></tr><tr><td></td><td>Form 1</td><td>Form 2</td></tr><tr><td>K</td><td>42</td><td>May</td></tr><tr><td>1</td><td>43</td><td>May</td></tr></table>	GL	Proficiency % Nov 2017	Proficiency % Mar 2018		Form 1	Form 2	K	42	May	1	43	May	<p>Roles 2018-19 School Year</p> <p>Full time Instructional Coach</p> <p>Full time Literacy Consultant</p> <p>Part time Literacy Coach</p> <p>½ Day PD for staff every other month</p> <p>SIG Key Strategies</p> <p><i>Continuing Effective Professional Development for 2018-2019:</i></p> <p>-Professional Development ½ days, focus area <i>School Improvement, Tenets 2-5 DTSDE</i></p> <p>-1 week Summer Professional Development</p> <p>-75 minute planning blocks, <i>Efficacy Planning and Instruction</i></p>
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				<p>Staff will continue to be provided the professional services of Literacy Consultant (FT), District Instructional Coach(FT) and District Literacy Coach(PT) to include:</p> <p> Data, Feedback, Strategy Model for Student Instructional grouping, Lesson Planning and classroom visits</p> <p> Instructional modeling of Effective Teacher Practices and Learning Theory Models (specifically word study for Grades 3-5)</p> <p> Development of Resources for Teachers to Include: Professional Readings on respected and current Research in field of Literacy Instruction, Creation of a Google Site for sharing school and community literacy learning opportunities and supporting integration of content areas in student literacy learning experiences(thematic text sets for RTI groups aligned with Science & Social Studies standards)</p> <p> Initiation of a teacher growth model to include Video and reflective analysis of instruction rooted in S2 precepts for learning</p> <p> S2 Teacher Book Club meeting monthly with mission of building teacher capacity in choosing literature</p> <p> Workshops, modeled lessons and coplanning around the Gradual Release of Responsibility with Word Study and Comprehension during Core Instruction in Grades 3, 4, 5.</p> <p> Literacy Consultant and Instructional coach working with targeted ELA groups in Grades 3, 4, 5 to enrich the level of thinking students are doing within text and to move students to beyond the literal interpretation of text.</p> <p>Extended Learning Time</p> <p>The Empire State After School Program (ESASP) has provided the School 2 community with after school care 5 days a week from 2:15 until 5:00. 8 hours of Professional Development was provided prior to the start of the program's first session to the outside provider. Tuesday, January 2nd was the first day of the program. The following are additional programs offered by the program:</p> <ul style="list-style-type: none">● Programs included are:<ul style="list-style-type: none">○ Homework help time with additional supports from School 2 staff○ Art○ Physical education○ Digital literacy● Integration of technology in lessons during the extended day Teacher use of technology for professional purposes: collaboration with lesson	<p>8. Reading Street (RS) Unit Tests (Units 1, 2, 3, 4)</p> <p>9. Fountas & Pinnell Benchmarks (winter, spring)</p> <p>10. K-1 only, letter names, letter sounds, high frequency words</p>	<table><tr><td>2</td><td>26</td><td>May</td></tr><tr><td>3</td><td>13</td><td>38</td></tr><tr><td>4</td><td>9</td><td>6</td></tr><tr><td>5</td><td>0</td><td>11</td></tr></table>	2	26	May	3	13	38	4	9	6	5	0	11	<p>3. Reading Street (RS) Unit Tests</p> <p>Reading Street Unit Tests are aligned with the Common Core State Standards. The tests are progressive by design, therefore increase in complexity as the school year progresses.</p> <p>Grade level growth will be determined after Unit 2 & Unit 3 tests are completed (JAN/MAY).</p>	<table><tr><th>GL</th><th>Reading Street Unit 2 Nov 2017</th><th>Reading Street Unit 3 Apr 2018</th></tr><tr><td>K</td><td>42</td><td>April</td></tr><tr><td>1</td><td>43</td><td>April</td></tr><tr><td>2</td><td>26</td><td>April</td></tr><tr><td>3</td><td>13</td><td>April</td></tr><tr><td>4</td><td>9</td><td>April</td></tr><tr><td>5</td><td>0</td><td>April</td></tr></table>	GL	Reading Street Unit 2 Nov 2017	Reading Street Unit 3 Apr 2018	K	42	April	1	43	April	2	26	April	3	13	April	4	9	April	5	0	April	<p>-Key Instructional Support Staff- Math Consultant, Literacy Consultant, District Literacy Coach, Instructional Coach, Professional Support Team</p> <p>School Year:Professional Development</p> <p>Staff will continue to be provided the professional services of Literacy Consultant (FT), District Instructional Coach(FT) and District Literacy Coach(PT) to include:</p> <p> Data, Feedback, Strategy Model for Student Instructional grouping, Lesson Planning and classroom visits</p> <p> Instructional modeling of Effective Teacher Practices and Learning Theory Models (specifically word study for Grades 3-5)</p> <p> Development of Resources for Teachers to include: Professional Readings on respected and current Research in field of Literacy Instruction, Creation of a Google Site for sharing</p>
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				<p>planning, calendar, eSchool attendance, ASP procedures (provider, Linda Stumbaugh, Sam Aronowitz)</p> <ul style="list-style-type: none">Supporting nutrition health by providing snack and dinner to all K-5 studentsCollaborative, grade level and multi-grade level electronic lesson planning for the purpose of extension and enhancement of day school lessons (Linda Stumbaugh) <p>Impact:</p> <p>Students in the ESASP are more regularly using technology and receiving more personalized feedback to continue day school projects, and initiate extended day instruction in ELA and math.</p> <p>Professional Development is provided throughout the school year during periodic planning periods (based on timing of program implementation) in the extended day program. Lesson planning with outside providers support the following programs:</p> <ul style="list-style-type: none">The College of St. Rose in Albany, NY<ul style="list-style-type: none">Fifth Grade Transition program21st Century program at TMS, provided 1x/wk to all 5th grade studentsCornell University (Cornell Cooperative Extension, Rensselaer County)<ul style="list-style-type: none">Robotics Instruction (grade 4)Nutrition parent engagement project (PK-2)Poetry and Music Renaissance parent engagement project (grades 1,2 & 3)Rensselaer County Historical Society<ul style="list-style-type: none">Research, Design, and Development of the School 2/Community Garden DevelopmentTroy Rehabilitation Improvement Program (TRIP)<ul style="list-style-type: none">Research, Design, and Development of the School 2/Community Garden Development <p>Impact:</p> <p>Students in the ASP are exploring vast opportunities, through various outside organizations, to experience different perspectives, instructional practices, and content. These opportunities enhance student practices in ELA, math, science, and social studies. Real-life and educational practices in the ASP are transferring into daytime instruction. Formative and</p>		<p>NOTE: This is for K-1 ONLY</p> <p>4. K-1 letter ID & letter sounds</p> <p>Letter ID and Letter sound are out of 52. Listed are total % per/GL at 52 Fall, Winter, Spring 2017-2018:</p> <table><tr><th>GL</th><th>Letter ID % out of 52 FALL</th><th>Letter ID % out of 52 WINTER</th><th>Letter ID % out of 52 SPRING</th></tr><tr><td>K</td><td>26</td><td>44</td><td>June</td></tr><tr><td>1</td><td>48</td><td>50</td><td>June</td></tr></table> <table><tr><th>GL</th><th>Letter Sound % out of 52 FALL</th><th>Letter Sound % out of 52 WINTER</th><th>Letter Sound % out of 52 SPRING</th></tr><tr><td>K</td><td>5</td><td>36</td><td>June</td></tr><tr><td>1</td><td>42</td><td>48</td><td>June</td></tr></table> <p>Most Impactful:</p> <ul style="list-style-type: none">Literacy specialists pushing into core ELA in 1st and 2nd grade	GL	Letter ID % out of 52 FALL	Letter ID % out of 52 WINTER	Letter ID % out of 52 SPRING	K	26	44	June	1	48	50	June	GL	Letter Sound % out of 52 FALL	Letter Sound % out of 52 WINTER	Letter Sound % out of 52 SPRING	K	5	36	June	1	42	48	June	<p>school and community literacy learning opportunities and supporting integration of content areas in student literacy learning experiences (thematic text sets for RTI groups aligned with Science & Social Studies standards)</p> <p>Initiation of a teacher growth model to include Video and reflective analysis of instruction rooted in 52 precepts for learning</p> <p>Workshops, modeled lessons and coplanning around the Gradual Release of Responsibility. Comprehension during Core Instruction in Grades 3, 4, 5.</p> <p>Literacy Consultant and Instructional coach working with targeted ELA groups in Grades 3, 4, 5 to enrich the level of thinking students are doing within text and to move students to beyond the literal interpretation of text.</p> <p>2018 Summer PD Revised Deeper Learning for All: Educators will rethink old paradigms and consider what it will take</p>
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							<p>opportunity to connect with fellow educators committed to the educational benefits of racial and ethnic diversity.</p> <p>Model Schools Conference: Educators and thought leaders from across the country will be there, sharing innovative ideas and working side by side to redefine what learning looks like.</p> <p>-Reading Specialists will do more of a co-taught model within grades K-2.</p> <p>-2 Units of Study (Readers Workshop) will be implemented in grades 1-5. Grade K will implement 3.</p>
#17 3-8 Math Black Students Level 2 and above	24%	30%		Yellow	<p>SIG Key Strategies Continuing Effective Professional Development for 2017-2018: -Professional Development ½ days, focus area <i>School Improvement, Tenets 2-5 DTSDE</i> -75 minute planning blocks, <i>Efficacy Planning and Instruction</i> -SIG Key Strategies: Professional Key Instructional Support Staff- Math Consultant, Literacy Consultant, District Literacy Coach, Instructional Coach, Professional Support Team</p> <p>Continue to provide regular embedded support during math lessons with Math Instructional Coach</p> <ul style="list-style-type: none"> • Model lessons • Co-teach lessons • Give regular feedback from observations • Provide resources for lesson planning 	<p>1. aMath (fall, winter, spring), Students are periodically screened throughout the year to determine effectiveness of instruction at all tiers. It is used as a cross-district core program auditing instrument.</p> <p>2. TCSD Math Interim (Form 1 - winter, Form 2 - spring).</p>	<p>1. aMath Fall 2017 - Winter 2018: Percentage of students that met the growth norm in math as indicated by <i>Fastbridge</i>:</p> <ul style="list-style-type: none"> • K - 48 • 1 - 48 • 2 - 37 • 3 - 41 • 4 - 37 • 5 - 34 <p>2. TCSD Math Interim Assessment Data indicates that School 2 is steadily making gains as a building.</p>



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					<p>Continued PD by Math Instructional Coach/Questar Math Specialist/District Math Curriculum Leader</p> <ul style="list-style-type: none">Math Vocabulary Workshop in conjunction with ELA Instructional Coach and Literacy ConsultantNumber Talks—student centered learning and mental math strategiesRekenreks—continue to work with K-2 teachers and students in implementing this tool into math instructionLesson planning—continue to work with teachers on the structure of the math block and the new planning templateImplementing the Math Question Stem Bank to work toward the goal of greater depth of knowledgeNumberless Word Problems and deconstructing problems for understandingContinue to aid in technology support in conjunction with the technology liaisons to use E-Beam software and the extensive bank of interactive math tools available in the development of lessonsCollaborative work with Math Instructional Coach and the Instructional Coach and Literacy Consultant to develop a Google Site <p>Meet with Teachers to Interpret the results of the district Interim assessments and use those assessments to help guide instruction</p> <p>Work with K-2 teachers on assessing number sense to get a picture of where each child is in the stages working toward number fluency</p> <p>Math Consultant working with small groups in Grades 3, 4, 5 to focus on problem solving and explaining mathematical thinking.</p> <p>K-5—Incorporated Tangy Tuesday puzzles from Greg Tang to help with math vocabulary, number sense, and an appreciation for mathematics.</p>	<p>This measure aligns with district curriculum maps, and was designed to be closely aligned with NYS 3-8 testing in Math.</p>	<p>Math Interim Proficiency % Fall 2017 to Spring 2018:</p> <table><tr><th>GL</th><th>Proficiency % Nov 2017</th><th>Proficiency % Mar 2018</th></tr><tr><th></th><th>Form 1</th><th>Form 2</th></tr><tr><td>K</td><td>39</td><td>May</td></tr><tr><td>1</td><td>39</td><td>May</td></tr><tr><td>2</td><td>7</td><td>May</td></tr><tr><td>3</td><td>10</td><td>17</td></tr><tr><td>4</td><td>3</td><td>8</td></tr><tr><td>5</td><td>5</td><td>11</td></tr></table>	GL	Proficiency % Nov 2017	Proficiency % Mar 2018		Form 1	Form 2	K	39	May	1	39	May	2	7	May	3	10	17	4	3	8	5	5	11	
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				<p>Third grade—offered a workshop with third grade teachers on how to use cuisenaire rods to aid in number sense for fractions. Followed up with modeling lessons with cuisenaire rods in grade 3. Helped in planning with third grade teachers on fraction units and mapping out areas of major focus.</p> <p>First grade—worked with first grade team regarding place value and using groupable models to represent numbers. Provided ideas for centers that provide pre-requisite skills in developing base 10 concepts that connect to place value.</p> <p>Grade 5—Students from Troy High School Math Honor Society have been working with 5th grade students in the after school program. High School tutors work with the fifth grade students on problems developed by the math coach.</p> <p>Grade 2-5—Math Coach and Math Curriculum Leader will offer a workshop on integrating Seesaw app for I-pad. Students will be able to talk through and annotate their thinking and the teacher will be able to reflect on students' use of language and address misconceptions. This technology allows the teacher and student to have an open dialogue about student work.</p> <p>Technology Integration</p> <ul style="list-style-type: none"> ● 1:1 chromebooks in Grades 3-5 ● Library Media Specialist working weekly to integrate research and synthesizing new information ● Use of Google Classroom for engagement and individualized learning expanding 21st century skills ● Use of breakoutedu boxes to encourage problem solving and development of social studies and science concepts. ● Students show and explain their learning through google slides, book creator, google docs and Seesaw ● Dreambox for individual teaching of skills and strategies. 			
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#20 3-8 Math ED Students Level 2 and above	31%	37%	Yellow	<p>SIG Key Strategies Continuing Effective Professional Development for 2017-2018: -Professional Development ½ days, focus area <i>School Improvement, Tenets 2-5 DTSDE</i> -90 minute planning blocks, <i>Efficacy Planning and Instruction</i> -SIG Key Strategies: Professional Key Instructional Support Staff- Math Consultant, Literacy Consultant, District Literacy Coach, Instructional Coach, Professional Support Team</p> <p>Continue to provide regular embedded support during math lessons with Math Instructional Coach</p> <ul style="list-style-type: none">● Model lessons● Co-teach lessons● Give regular feedback from observations● Provide resources for lesson planning <p>Continued PD by Math Instructional Coach/Questar Math Specialist/District Math Curriculum Leader</p> <ul style="list-style-type: none">● Math Vocabulary Workshop In conjunction with ELA Instructional Coach and Literacy Consultant● Number Talks—student centered learning and mental math strategies● Rekenreks—continue to work with K-2 teachers and students in Implementing this tool into math instruction● Lesson planning—continue to work with teachers on the structure of the math block and the new planning template● Implementing the Math Question Stem Bank to work toward the goal of greater depth of knowledge● Numberless Word Problems and deconstructing problems for understanding● Continue to aid in technology support in conjunction with the technology liaisons to use E-Beam software and the extensive bank of interactive math tools available in the development of lessons● Collaborative work with Math Instructional Coach and the	<p>1. aMath (fall, winter, spring), Students are periodically screened throughout the year to determine effectiveness of instruction at all tiers. It is used as a cross-district core program auditing instrument.</p> <p>2. TCSD Math Interim (Form 1 - winter, Form 2 - spring). This measure aligns with district curriculum maps, and was designed to be closely aligned with NYS 3-8 testing in Math.</p>	<p>1. aMath Fall 2017 - Winter 2018: Percentage of students that met the growth norm in math as indicated by Fastbridge:</p> <ul style="list-style-type: none">● K - 48● 1 - 48● 2 - 37● 3 - 41● 4 - 37● 5 - 34 <p>2. TCSD Math Interim Assessment Data Indicates that School 2 is steadily making gains as a building.</p> <p>Math Interim Proficiency % Fall 2017 to Spring 2018:</p> <table><tr><th>GL</th><th>Proficiency % Nov 2017</th><th>Proficiency % Mar 2018</th></tr><tr><th></th><th>Form 1</th><th>Form 2</th></tr><tr><td>K</td><td>39</td><td>May</td></tr><tr><td>1</td><td>39</td><td>May</td></tr><tr><td>2</td><td>7</td><td>May</td></tr><tr><td>3</td><td>10</td><td>17</td></tr><tr><td>4</td><td>3</td><td>8</td></tr><tr><td>5</td><td>5</td><td>11</td></tr></table> <p>Most Impactful:</p>	GL	Proficiency % Nov 2017	Proficiency % Mar 2018		Form 1	Form 2	K	39	May	1	39	May	2	7	May	3	10	17	4	3	8	5	5	11
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1	39	May																												
2	7	May																												
3	10	17																												
4	3	8																												
5	5	11																												



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					<p>Instructional Coach and Literacy Consultant to develop a Google Site</p> <p>Meet with Teachers to interpret the results of the district interim assessments and use those assessments to help guide instruction</p> <p>Work with K-2 teachers on assessing number sense to get a picture of where each child is in the stages working toward number fluency</p> <p>Math Consultant working with small groups in Grades 3, 4, 5 to focus on problem solving and explaining mathematical thinking.</p> <p>K-5—Incorporated Tangy Tuesday puzzles from Greg Tang to help with math vocabulary, number sense, and an appreciation for mathematics.</p> <p>Third grade—offered a workshop with third grade teachers on how to use cuisenaire rods to aid in number sense for fractions. Followed up with modeling lessons with cuisenaire rods in grade 3. Helped in planning with third grade teachers on fraction units and mapping out areas of major focus.</p> <p>First grade—worked with first grade team regarding place value and using groupable models to represent numbers. Provided ideas for centers that provide pre-requisite skills in developing base 10 concepts that connect to place value.</p> <p>Grade 5—Students from Troy High School Math Honor Society have been working with 5th grade students in the after school program. High School tutors work with the fifth grade students on problems developed by the math coach.</p> <p>Grade 2-5—Math Coach and Math Curriculum Leader will offer a workshop on integrating Seesaw app for I-pad. Students will be able to talk through and annotate their thinking and the teacher will be able to reflect on students' use of language and address misconceptions. This technology allows the teacher and student to have an open dialogue about student work.</p>	<ul style="list-style-type: none"> • Math Consultant pushing in to support groups of student • Targeted pull-out support for selected students • Small core instruction groups • Materials and access to resources (i.e. Dreambox, Tangy Tuesday, manipulatives) • Observation and Walkthrough Feedback • Data, Feedback, Strategy (DFS-Efficacy Institute) • Professional Development facilitated by Math Consultant and District Math Curriculum Leader • Lesson Plan Format 	
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Receivership Quarterly Report and Continuation Plan – 3rd Quarter

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(As required under Section 211(f) of NYS Ed. Law)

#86 Teacher Turnover	47%	37%		Green	SIG Key Strategy: Professional Development and Culture & Climate The building's Culture and Climate, is a standing item on our School Leadership Team meeting agenda. We carefully discuss and anecdotally monitor the "pulse" of the building. Interventions include: potlucks; professional release time, "shoutouts", google insights/reflections, gatherings, monthly school calendar, weekly reminders, school newsletter, grade-level/team project, bi-weekly assemblies, etc. In an effort to enhance professional learning/growth, professional development and uninterrupted planning time is provided, regularly, to all faculty and staff. Additionally, the district has provided two building substitutes to support professional release time and faculty and staff absences. Resources and/or personnel are deployed in an equitable manner; therefore allowing both staff and students to have their needs met in a responsive manner.	January Attendance Rates Teachers - 97.5% February Attendance Rates Teachers - 96.5%	Continue to maintain a healthy school climate and culture; through providing targeted professional support, planning/collaboration time and opportunities to share and establish meaningful relationships with colleagues This includes new teacher meetings, embedded support from the professional support team, instructional coach and School Improvement Manager. Continue to implement our P.R.O.M.I.S.E. (Key Strategy- Character Ed.) student and family engagement Initiative as well as our Second Step Program and develop strategies to existing supports and or Initiatives. Our Intent, w/ both supports, is to empower students, families and staff to successfully address social emotional and academic needs within the school community.
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .			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 III – Additional Key Strategies – (As applicable)

(This section should only be completed as needed, for strategies not already listed in Parts I and II.)

Key Strategies

Identify any key strategies being implemented during the current reporting period that are *not described in Part I or II above but* are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. 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. Responses should be directly aligned with approved 2017-18 interventions plans (SIG or SCEP), and should include evidence and/or data used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.

List the Key Strategy from your approved intervention plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2018-19 School Year Continuation Plan
1. Use of Technology in the Classroom		<p>Teachers are using MX800 boards to create interactive lessons with students.</p> <p>Grades 3-5 use chromebooks daily including Google classroom, NewsELA articles.</p> <p>Teachers use virtual field trips to bring students real world experiences.</p> <p>Teachers engage in embedded professional development to support integrating technology in a more authentic manner.</p> <p>Lego We Do Curriculum</p> <p>Grades K-5 STEM Day including robots, makerspace, virtual experiences</p> <p>Students and faculty working with technology</p> <p>Integration consultant Jane Keyes for embedded professional development</p>	<p>Continued support of building technology liaison to increase SAMR level of integration</p> <p>Continued support of district technology coaches to increase SAMR level of integration</p>



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2.				
3.				
4.				
5.				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	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 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. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2018-19 School Year.

Status (R/Y/G)	Analysis/Report Out	2018-19 School Year Continuation Plan
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(As required under Section 211(f) of NYS Ed. Law)

Green	<p>The Community Engagement Team is made up of Community Based Organizations, parents/guardians, faith-based organizations, Department of Probation, school and district faculty.</p> <ul style="list-style-type: none"> ● The team meets once a month. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ■ 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.). ○ This quarter, CET members served as the Community Leader Focus Group for the school's Needs Assessment process, as well as the advisory committee. <p>Attached please find sample sign in sheet, agenda and minutes.</p>	<p>The Community Engagement Team will continue to meet during the 2018-19 school year. The team will include Community Based Organizations, parents, faith based organizations, Department of Probation, school and district faculty. The team will continue to monitor progress of the school and community including the SIG plan, Receivership status and Implementation of the Community Schools model.</p>
Powers of the Receiver 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. Please identify any changes in Receivership Powers to be utilized in the 2018-19 School Year.		
Status (R/Y/G)	Analysis/Report Out	2018-19 School Year Continuation Plan
Green	<p>The Receiver continues to work with school 2 and the Implementation of the SIG plan and Community Schools Grant focusing on Extended Learning Time, Professional development, School climate and culture and ultimately improved academic achievement.</p> <p>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.</p> <p>E.g.:</p> <ul style="list-style-type: none"> -Extended Learning Time -Professional Development -School Climate and Culture -Administration 	<p>The Receiver will continue to work with School 2 and the Implementation of the SIG plan focusing on Extended Learning Time, Professional development, School climate and culture and ultimately improved academic achievement.</p>



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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 – Budget – (As applicable)

(Please complete this section regarding any applicable funding: such as the Community School Grant (CSG), the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG) 1003(g). Add rows as needed.)

Budget Analysis			
Please designate either as CSG, PSSG or SIG expenditures and describe the budget item or activity.	Status(R/Y/G)	If expenditures from the approved 17-18 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.	ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT AS APPLICABLE:
CSG-Due to the late notification of the CSG funds we were not able to implement all the activities in the grant. Our contracts were not approved until late December.	Yellow	With the approval of carryover funds into the 2018-19 school year we are confident that the services and contracts will be in place at the start of the school year. The funds will allow us to continue the services.	<ul style="list-style-type: none"> SIG FS-10 2018-19 BUDGET AND BUDGET NARRATIVE AS APPLICABLE. <p>DO NOT SUBMIT CSG or PSSG BUDGET DOCUMENTS.</p>



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SIG-At this time the budget is ontrack. Funds have been spent to support salaries for the student counselor, home school coordinator, communications specialist, Extended Learning Time and school improvement support.	Green	Remaining funds will be utilized to continue to support the Extended Learning Time as well as summer professional development.	BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/

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.	



Receivership Quarterly Report and Continuation Plan – 3rd Quarter
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 (As required under Section 211(f) of NYS Ed. Law)

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: [Signature]

Date: 4/26/18

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 into the 2017-2018 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2018-2019 Community Engagement Team plan and membership.

Name of CET Representative (Print): Laura L. Bauer

Signature of CET Representative: [Signature]

Date: April 26, 2018

The University of the State of New York

THE STATE EDUCATION DEPARTMENT

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COMMUNITY ENGAGEMENT MEETING

April 26, 2018 | Community Room

Meeting called by	Natélegé Turner-Hassell
Type of meeting	Community Engagement
Facilitator	Natélegé Turner-Hassell
Note taker	Candace Miller
Time keeper	Stephanie Stinney

Important Note

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

AGENDA ITEMS

WELCOME & SHARE	Natélegé Turner-Hassell	5 MIN
VISION AND MISSION/SCH 2 SHARE OUT	Natélegé Turner-Hassell	5 MIN
COMMUNITY SCHOOLS	Juli Currey	15 MIN
NEEDS ASSESSMENT	Brigitte Hamel	15 MIN
RECEIVERSHIP REPORT	Juli Currey	15 MIN
COMMUNITY SHARE OUT/UPCOMING EVENTS	Natélegé Turner-Hassell	5 MIN

Notes

NEXT MEETING: Meeting Thursday, May 17, 2018 at 1pm.

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.

PLEASE PRINT YOUR NAME.

Vision:
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All students achieving at proficiency.

To provide students with learning opportunities, which foster academic proficiency or higher;
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Community Engagement Meeting

Important Note

April 26, 2018 | Community Room

Meeting called by Natélegé Turner-Hassell

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

Type of meeting Community Engagement

Facilitator Natélegé Turner-Hassell

Note taker Candace Miller

Time keeper Stephanie Stinney

Agenda Items

Welcome & Share

Natélegé Turner-Hassell

5 Min

Vision and Mission/Sch 2 Share Out

Natélegé Turner-Hassell

5 Min

Share out of vision and mission.

We had our first round of testing—ELA tests are done next are math and Science. If working hard is any indication of how we will do then we will do well. Kids were very focused. There weren't a lot of make ups. Everything went smoothly. Results will be back at the end of July—beginning of August.

Assessments looked fair but challenging--you need to be teaching with the level of language all year to prepare students adequately. Kids and teachers are excited for the math test. Math tends to be more concrete which could be the reason kids feel more confident.

We support kids with motivational talks, students writing each other letters, pencils, staff and student basketball game, hot breakfast to get them in a healthy frame of mind.

Tonight we have our Count Us In done by the PTO in an effort to recruit those that may have chosen other schools. Trying to create some excitement around the things that are happening here.

Introduction of Marissa Reimer--social worker for community room. She is providing emotional support to families within the community and staff at school.

Community Schools

Juli Currey

15 Min

Grant we received last year--ends June 30th but we are able to carry the money over until next year to extend the positions that we have in place.

Capital project will begin soon as well.

Needs Assessment

Brigitte Hamel

15 Min

Almost complete—just need to write up the report. Once needs are assessed then we can come up with strategies to address those needs.

Summary report of student and parent surveys was shared on paper as well as highlights shared verbally.

Identify needs of the whole child not just academic needs.

One theme is that there is a lack of respect between students and adults

Students reported needing help with academics

Parents do help their students with homework

Top answer for what students don't like about the school--uniforms

Students want to see more games, dances, sports

Math was #2 for what they like in school

Positive feedback about teachers and staff

There were a large number of students who don't participate in things outside of school.

Programs they would like to bring--Boys and Girls Club and YMCA

Parent response highlights:

A lot of positive responses about the good things happening here

Challenges—behavior, stress

Would like behavior management and academic support

Mental health and medical needs were not highly noted from parents.

A lot of interest in parent/child workshops and weekend/after school activities.

Receivership Report

Juli Currey

15 Min

We are submitting tomorrow—it is a continuation of next year. The continuation plan is to continue what is going on—things seem to be moving in the right direction so we are not looking to make significant changes.

Community Share Out/Upcoming Events

Natélegé Turner-Hassell

5 min

School #2: Count Us In

School #2: Little League Parade on Saturday 4/27

Probation: Planning for Raise the Age (of criminal responsibility)--need school involvement—who is going to do what and what services are available, need more family advocates to help with moving people out of the systems

Notes

NEXT MEETING: Meeting Thursday, May 17, 2018 at 1pm.

COMMUNITY ENGAGEMENT MEETING

March 23, 2018 | Community Room

Meeting called by	Natélegé Turner-Hassell
Type of meeting	Community Engagement
Facilitator	Natélegé Turner-Hassell
Note taker	Candace Miller
Time keeper	Stephanie Stinney

Important Note

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

AGENDA ITEMS

WELCOME & SHARE
VISION AND MISSION/SHARE OUT
RECEIVERSHIP REPORT
COMMUNITY SCHOOLS CDPHP
STRATEGIC PLANNING
Q&A

Natélegé Turner-Hassell	5 MIN
Natélegé Turner-Hassell	10 MIN
Natélegé Turner-Hassell	45 MIN
Natélegé Turner-Hassell	10 MIN
CET	10 MIN
Natélegé Turner-Hassell	5 MIN

Notes

NEXT MEETING: April

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.

SIGN-IN CET MEETING 03/23/18

PLEASE PRINT YOUR NAME.

[illegible]

Vision:

All students achieving at proficiency.

Mission:

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.

Community Engagement Team Meeting | MINUTES

3/23/2018 | 1:00 pm | School 2 Community Room

Meeting called by	Natelege Turner-Hassell
Type of meeting	Community Engagement
Facilitator	Natelege Turner-Hassell
Note taker	Candace Miller
Timekeeper	Stephanie Stinney

Attendees

Mrs. Turner -Hassell, principal; Josette Langlois, School 2; Lynne Arlenti, School 2; Stephanie Stinney, School 2; John Desso, RENSCO DA; Laura Bauer, RENSCO Probation; Mark McGrath, City of Troy; Jocelyn Henderson, North Central Neighborhood Community/ Troy Central Little League; Mack Henderson, Troy Central Little League; Geneva Smith, School 2 PTO president; Candace Miller, School 2,

NOTES

Welcome and share

Vision and Mission/Share Out

- Parent-Teacher conferences
 - Student-Led Conferences- encouraged by NYSUT and Karen Mapp's Boston/Baltimore engagement work.
 - shift from involvement to engagement with families
 - reciprocal collaboration

Receivership Report

- Dr. Wilkins (new head of school turn around) to visit on 4/24 meeting to discuss report
- report is very comprehensive across content areas.
 - purpose is to show what is being done and if changes and improvements are being made.

Testing

- April 11th and 12th- ELA NYS Exams
- multiple choice first, and writing second
 - school staff shared hopes that the order the test will be administered should encourage confidence and stamina
- Math exams in May and 4th grade science exams in June
- School trying to figure out the balance between "test prep" and preparing students throughout the year.
 - small groups to help give students a "boost"
 - being thoughtful about how we connect students to instruction
 - midterm scores not showing significant improvements, need to adjust practices and approaches.

CDPHP Staff

- new staff- Social worker added to the social emotional team to provide mental health support for adults

- “How do we take care of the people that take care of the children”

Updates

- One Troy- meeting in April at School 2, dates to be determined
- Troy Central Little League- Parade- April 28th

Next CET meeting

April

COMMUNITY ENGAGEMENT MEETING

February 15 2018 | Community Room

Meeting called by	Natélegé Turner-Hassell
Type of meeting	Community Engagement
Facilitator	Natélegé Turner-Hassell
Note taker	Candace Miller
Time keeper	Stephanie Stinney

Important Note

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

AGENDA ITEMS

WELCOME & SHARE	Natélegé Turner-Hassell	5 MIN
VISION AND MISSION/SHARE OUT	Natélegé Turner-Hassell	10 MIN
FOCUS GROUPS	Brigitte Hamel	45 MIN
COMMUNITY SCHOOLS CDPHP	Natélegé Turner-Hassell	10 MIN
RECEIVERSHIP REPORT	Natélegé Turner-Hassell	10 MIN
STRATEGIC PLANNING	Natélegé Turner-Hassell	25 MIN
Q&A	Natélegé Turner-Hassell	5 MIN

Notes

NEXT MEETING: Friday, March 23, 2018 at 1:00 PM.

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.

SIGN-IN CET MEETING 02/15/18

PLEASE PRINT YOUR NAME.

Name	Organization
Therese Gadomski	CDPHP
Lynne Arienti	School 2 Community Schools
Josette Langlais	School 2 Community Schools
Debra Garrett	CEO
Caitlin McDonald	CEO
Dylan Hall	One Troy / LEO
Stephan	
Jon Desso	Rensselaer County DA
MAXINE BRISPORT	TROY / Family Engagement
Ann Marie Jabour	School #2 Grade 5
Elizabeth Pollock	Jr. Coach - School #2
Uma Patel	Unity House
Scyeelyn Henderson	North Central Neighborhood Community and also Troy Center
mark Henderson	Troy Central Little League

Vision:

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School 2 Community Needs - Community Leaders

As you may know, School 2 is required to conduct a community-wide needs assessment for its Community Schools grant. To help guide its plan of action for the 2018-19 school year, School 2 is surveying all stakeholders – including students, parents, faculty/staff and community partners/leaders. We hope that as a community leader with a vested interest in the success of our students and community you can help guide our efforts.

1. What are the most pressing needs in this community – ones that might affect the children from this school and preventing them from being as successful as possible?
2. Is the school building a positive facility in your neighborhood? How could it be more of a resource for the community?
3. What are this community's strengths and assets?
4. Are there activities you might be able to offer the community, if you had the right facilities available to host them and a partnership was established?

Community Engagement Team Meeting | MINUTES

2/15/2018 | 3:00 pm | School 2 Community Room

Meeting called by	Natelege Turner-Hassell
Type of meeting	Community Engagement
Facilitator	Natelege Turner-Hassell
Note taker	Candace Miller
Timekeeper	Stephanie Stinney

Attendees
Mrs. Turner -Hassell, principal; Therese Gadomski, CDPHP; Josette Langlois, School 2; Lynne Arienti; Stephanie Stinney, School 2; Debra Garrett, CEO/One Troy; Caitlin McDonald, CEO; Dylan Hall, One Troy; Jon Desso, Rensselaer County DA; Maxine Brisport, TCSD/Family Engagement; Uzma Popal, Unity House; Jocelyn Henderson, North Central Neighborhood Community/ Troy Central Little League; Mack Henderson, Troy Central Little League; Brigitte Hamel, CEO; Ann Marie Jabour, School 2 teacher; Elizabeth Pollock, School 2- Instructional coach; Candace Miller, School 2

NOTES

Welcome and share

Vision and Mission

Focus Groups

****CET members have been asked to serve as the Community Focus Group for the School 2 Community Schools needs assessment. The following bullet points are the discussion topics and notes****

Health and Mental Health

- Needs

- misdiagnosis
- not enough providers
- home and family struggles
- mental health biases and stigmas

- awareness
- insurance
- medication management- communication, breakdown, and coordination

- Strengths

- school supports

- Offerings

- onsite (school)

- Opportunities

- competency
- building capacity

Family Support

- Needs

- housing quality
 - homelessness
 - transportation
 - “politics”
 - domestic violence
 - substance abuse
 - childcare
 - youth activities
 - weekend activities
 - vacant lots
 - sheletere kids
 - social services- providers
 - access to technology
- Strengths
 - currently being worked on
 - Offerings
 - How can children be included?

****Comment made that “people” don’t take advantage of current opportunities.**

Youth Development

- Needs
 - depression
 - hopelessness
 - lack of mentors
 - respect
 - anger
 - disruption to other students

Academic Support

- Needs
 - mentoring
 - competency amongst staff
 - systems
 - connections with local colleges
 - partnerships with the community
 - zoning lines
 - exposure to different experiences
 - students from diverse communities and socio-economic statuses
 - judgements/bias from the community
 - fostering independence

Next CET meeting

Thursday, March 23, 2018 at 1:00 pm