

Receivership Schools ONLY

Quarterly Report #3: *January 31, 2017 to April 28, 2017* and Continuation Plan for 2017-18 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	% ELL	% SWD	Total Enrollment
John Carmello	Natélegé Turner-Hassell	Juli Currey Dr. Donna Watson		Pre K -5	.56%	24.22%	355
	Appointment Date: June 29, 2015						

Executive Summary

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

We continue to make student achievement and character our number one priority at School 2. All initiatives and/or practices are planned and implemented with intention. Much of this quarter's professional development has focused on educational theory/teaching philosophy, literacy instruction, math strategies, etc. Professional development has been embedded into daily practice.

Based on local assessment data, we believe we will meet our Level 1 and 2 indicators.

We are constantly evaluating and adjusting our methods to engage community and families in a more responsive, reciprocal manner. We provide monthly engagement activities like: potlucks, workshops, community meetings, etc. Opportunities, in both English and Spanish, for parents to share their thoughts or concerns in a non-threatening manner are provided. We distribute a newsletter and a monthly event calendar to inform families of all school events.

School 2 continues to meet and partner with local community based organizations (CBO's) monthly for Community Engagement Team (CET) meetings.



Receivership Quarterly Report and Continuation Plan – 3rd Quarter

January 31, 2017-April 28, 2017

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

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for Receivership schools receiving 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.

Please note - This document also serves as the Continuation Plan for Receivership schools for the 2017-18 school year. All prompts submitted under the “2017-18 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.



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. 2017-18 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	2016-17 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2016-17 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.	2017-18 School Year Continuation Plan for Meeting this Indicator
#1: Priority School makes yearly progress	NA	NA	R	Yes	SIG Key Strategies - Professional Development <i>Based on our 2016-17 DTSDE Review we are evaluating our PD needs and considering opportunities that highlight innovative practices.</i>	<ul style="list-style-type: none">- District Interim Assessments (math & ELA)- FastBridge-Benchmark & Progress Monitoring Tool- Fountais and Pinnell (F&P)	~Students continue to grow as readers. This is evidenced in progress made, cross grade-levels, fall to winter (F&P). On average most students, grades 1-5, grew at least 1 level. ~According to our most recent FastBridge benchmark (Jan-Feb.), 28% of the students are proficient or above in ELA.	~Continue with key strategy-Responsive Professional Development (i.e. on-site consultants/coaches, half-day on-site workshops/trainings, attending local, state or out of state trainings, etc.) to enhance teacher knowledge and instructional practice therefore improving student engagement and learning. We



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					<ul style="list-style-type: none">- Extended Learning Time We are considering ways to recruit students w/o impacting the program accessibility for ALL students.- Character Development P.R.O.M.I.S.E		<p>~According to our most recent Math Interim assessment, 24% of the students are proficient or above.</p> <p>~46.2% of Tenure and Non-Tenure Teachers consistently received an Effective rating in Danielson 3b. <i>Engaging Students In Learning</i> during the 2016-17 Evaluation Cycle.</p> <p>~This quarter's number of behavioral referrals are down to 18 from 22 and there was a 50% decrease in our suspensions.</p>	<p>want all faculty and staff to be proficient educators.</p> <p>~Continue to analyze data to evaluate impact on student achievement and teacher practice.</p> <p>~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.</p> <p>~ Our Community Schools Staff will be attending <u>Family Engagement in Education: Creating Effective Home and School Partnerships for Student Success</u> at Harvard University this summer. The focus of this session is "...to help attendees to develop sustainable family engagement practices and systems that are directly connected to learning and to improve student outcomes."</p>
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								<p>Our Community Schools Staff will be expected to share during our PD week in August as well as support colleagues, throughout the year, with their understanding of partnering w/ and engaging with families.</p> <p>~The ELT program (Key Strategy) will continue. The goal of the program will be to provide students with additional time to receive instructional and content support within the areas of math and ELA. Students will be targeted and/or recruited based on NYS Assessment (ELA and Math) scale scores and other local measures.</p> <p>~School 2- 2017 Summer PD Week</p>
#9: 3-8 ELA ALL Students Level 2 and above	26%	29%	G	Yes	SEE LEVEL 1 Indicator # Priority School makes yearly progress			
#15: Math All Students Level 2 and above	31%	34%	G	Yes				



#33: 3 – 8 ELA All students MGP	43.47	44.47	G	Yes				
#39: 3- 8 Math All Students MGP	41.62	42.62	G	Yes				
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 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	2016-17 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2016-17 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.	2017-18 School Year Continuation Plan for Meeting this Indicator
#11: 3-8 ELA Black Students Level 2 and above	18%	21%	G	Yes	SIG Key Strategies <ul style="list-style-type: none"> Professional Development <i>Based on our 2016-17 DTSDE Review we are evaluating our PD needs and considering</i>	<ul style="list-style-type: none"> District Interim Assessments (math & ELA) <i>FastBridge-</i> Benchmark & Progress Monitoring Tool 	~Students continue to grow as readers. This is evidenced in progress made, cross grade-levels, fall to winter (F&P). On average most students, grades 1-5, grew at least 1 level.	~School 2 faculty and staff continues to develop their capacity to be more culturally responsive. In an effort to do so we will continue to examine our: learning environment, discipline and instructional practices and



					<p><i>opportunities that highlight innovative practices.</i></p> <ul style="list-style-type: none">- Extended Learning Time <p>We are considering ways to recruit students w/o impacting the program accessibility for ALL students.</p> <ul style="list-style-type: none">- Character Development <p>P.R.O.M.I.S.E</p>	<ul style="list-style-type: none">- Fountais and Pinnell (F&P)	<p>~According to our most recent FastBridge benchmark (Jan-Feb.), 28% of the students are proficient in ELA.</p> <p>~According to our most recent Math Interim assessment, 24% of the students are proficient or above.</p> <p>~46.2% of Tenure and Non-Tenure Teachers consistently received an Effective rating in Danielson 3b. <i>Engaging Students In Learning</i> during the 2016-17 Evaluation Cycle.</p> <p>~This quarter's number of behavioral referrals are down to 18 from 22 and there was a 50% decrease in our suspensions.</p>	<p>relationships with students, families and the community. We will continue reviewing and discussing the work of Lisa Delpit, Gary Howard and Pedro Noguera.</p> <p>~Our School Leadership Team (SLT) is considering a self-checklist tool to help staff assess their level (understanding and implementation) of cultural responsiveness. {SEE <u>Self-Checklist for Providing a Culturally Responsive Instructional Environment</u>}</p> <p>~This summer a team of seven classroom teachers will attend <u>Closing the Achievement Gap: Strategies for Excellence with Equity</u> at Harvard University. This session "...will focus on contemporary frameworks used to understand instructional quality, student engagement, youth development, parenting and leadership in racially diverse communities." These teachers will be expected to share during our PD week in August as well as support colleagues, throughout the</p>
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								year, with their understanding of Culturally Responsive Practice.
#14: 3-8 ELA ED Students Level 2 and above	27%	30%	G	Yes	SEE Indicator # 11: 3-8 ELA Black Students Level 2 and above			<p>~School 2 continues to embrace and implement Efficacy. The Efficacy Institute (Cambridge, MA) has been working with School 2 for the past two years. Efficacy is grounded in <i>Growth Mindset</i> (C. Dweck & J. Howard) principles/beliefs. This work is designed to empower adults and students to believe in their capacity to achieve. One core Efficacy principle that School 2 intently focuses on is “We Must Continually Affirm for Students the Connection between Effective Effort and Achievement...” It is this principle that allows all stakeholders to embrace and aspire success despite one’s race, socio-economic status, ethnicity, etc.</p> <p>~The Efficacy Institute will be working w/ School 2 this</p>



								summer with the hope of continuing the partnership into the 2017-18 School-year.
#17: 3-8 Math Black Students Level 2 and above	24%	27%	G	Yes				
#20: 3-8 Math ED Students Level 2 and above	31%	34%	G	Yes				
#86 Teacher Turnover	47%	42%	R	Yes	SIG Key Strategies <ul style="list-style-type: none"> - Professional Development 	<ul style="list-style-type: none"> - Culture and Climate Survey - DTSDE-Staff Surveys 	<ul style="list-style-type: none"> - Most, if not all, faculty and staff expressed that School 2's culture"... is becoming increasingly strong." - Most areas assessed, on the DTSDE staff surveys, regarding school climate and culture were green (good standing). 	~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.
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .				Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part III – 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 <i>not described in Part I or II above</i> , 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 2016-17 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant during the 2016-17 school year, or 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	2017-18 School Year Continuation Plan	
1.				
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 <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – 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 2017-18 School Year.					
Status (R/Y/G)	Analysis/Report Out			2017-18 School Year Continuation Plan	
Green	The Community Engagement Team continues to meet monthly. The team is made up of Community Based Organizations, parents, faith based organizations, Department of Probation, school and district faculty. The quarterly report is shared and discussed with the team during meetings. During the meetings the School 2 vision and mission are shared and discussed. CET members have been actively participating in school events (i.e. potlucks, BOE meetings, etc.). We have begun sharing and planning ways in which we could do more joint/collaborative events or programs.			The Community Engagement Team will continue to meet during the 2017-18 school year.	
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 2017-18 School Year.					
Status (R/Y/G)	Analysis/Report Out			2017-18 School Year Continuation Plan	
Green	As a result of currently having a SIG 1003g much of what is outlined in the School Receivership Regulations is a part of the SIG plan. E.g.: -Extended Learning Time -Professional Development -School Climate and Culture -Administration			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.	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

**Part V – Budget – (As applicable)**

(This section should only be completed, if the school is funded by the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG). Add rows as needed.)

<u>Budget Analysis</u>			
Please designate either as PSSG expenditures or SIG expenditure and describe the budget item or activity.	Status(R/Y/G)	If expenditures from the approved 16-17 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place.	ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT AS APPLICABLE: • SIG FS-10 2017-18 BUDGET AND BUDGET NARRATIVE AS APPLICABLE. <u>DO NOT SUBMIT PSSG BUDGET DOCUMENTS AT THIS TIME.</u> BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/ .
SIG-The current budget is on track. There have been amendments submitted to adjust he budget as needed to meet the needs of School 2. Targeted professional development and support staff positions continues to be an area identified by School 2 as a need.	G	<p>The budget supports mostly salaries for staff, the after school program and through the amendment professional development.</p> <p>The after school program looked at FastBridge* benchmark data to compare grade levels to the students in the after school program versus all students at that grade level.</p> <p>Looking at a snapshot - Kindergartners in the after school program showed 26% growth versus all kindergarteners showing 22% growth. At grade two the after school program students showed about 36.3% growth versus 33.6% for all second graders. At</p>	



		<p>grade five students in the after school program showed 8.7% growth versus 6% for all fifth graders.</p> <p>By the end of this school year we will have additional assessments that will provide data to plan our focus and grouping of students in the 2017-18 after school program.</p> <p>*The Formative Assessment System for Teachers (FAST™) system of assessments and online services offers a rigorously-developed, highly efficient, instructionally relevant, easy to implement, and user-friendly solution to gather and process data to guide instruction for K–12 students by providing universal screening and progress monitoring designed to screen, diagnose, monitor and inform instruction.</p> <p>This system was adopted by the district in September, 2016</p> <p>The Student and Family Advocate, Community Service and Service Director and Student Counselor positions have made a significant impact on family engagement and involvement at School 2. These positions have played a major role in assisting in and creating a welcoming and supportive environment that provides advocacy and resources. As a result, there has been an improvement in our parent/guardian attendance and participation in our Parent Teacher Organization (PTO) and school events.</p> <p>In year 2014/2015, on average, School 2's PTO board started with only 2 officers and no attendees at meetings. In 2015/2016, we were able to grow an</p>	
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	<p>established PTO board of three committed members and had increased meeting attendance. In 2016/2017 there has been another increase in parent/guardian involvement in the overall functioning of the PTO. On average there was an 100% increase as there are approximately 15 parents/guardians participating in PTO activities and events. There is also a significant amount of families that participate through fundraisers that support student activities linked to learning.</p> <p>In 2014/2015, parent participation was very low and inconsistent. School 2 would see an average of 30 attendees at school events and activities. In 2015/2016, as we improved our outreach methods and programming, we noticed an increase in parent involvement of about 60%. We experienced large consistent numbers at recreational events and conferences, and low, but increased numbers at workshop events. In 2016/2017 we have seen increased improvement with an average of about 70 attendees across school events, an increase of around 40%. After noticing higher numbers during weekday events and low numbers during Saturday workshops and events, we used this feedback and moved one session of our current workshop series to a weekday, which raised our attendance from an average of 6 parents to 18.</p> <p>In addition, we try to be responsive of our families' needs. School 2 has 12 families which primarily speak Spanish in their home. We observed that they were not attending school events other than parent-teacher conferences. To gain insight, we held a "Parent Cafe" to gather information to allow us to better support them. Thirty percent of our ELL Spanish speaking families attended. Our goal is to create an</p>	
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		<p>environment in which there is reciprocal support and communication in which families and staff are partners in student learning. As we consistently increase our parent involvement, we are moving closer to this goal.</p> <p>Overall these positions have made a significant improvement in promoting school and home partnerships and meeting the diverse needs of families. The positions have been the vital link between home and school connections.</p>	

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.		



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2.		
3.		

Part VII – Assurance and Attestation

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): John Carmello

Signature of Receiver: _____

Date: 5/9/17

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 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): Stephanie Stinney

Signature of CET Representative: _____

Date: 5-9-17