

Receivership Schools ONLY

Quarterly Report #1: July 1, 2017 to October 13, 2017

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: http://www.troycsd.org/school-2/receivership/			
School 2	491700010000	Troy City School District	NA	Check which plan below applies:			
				SIG			SCEP
				Cohort (4, 5, 6, or 7?): 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 Appointment Date: June 29, 2015	Juli Currey Dr. Donna Watson		Pre K-5	.6%	24.6%	321

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 will continue supporting all reform initiatives/efforts with strategic professional and technical development. Here at School 2, we're developing adult capacity through focusing on critical precepts to change/shape adult behavior. Changing behavior and "growing" one's capacity is one of the most effective ways to ensure and sustain improvements. Most, if not all, professional development (sessions, tools, texts, etc.) activities are grounded in our "School 2 Guiding Precepts." As a result of shifts in behaviors and/or mindset, we are more responsive to all stakeholders. Teachers see themselves as learners and therefore are able to develop lessons from that lens; thus allowing them to deeply consider the: WHY, HOW, and WHAT of their instruction. In an effort to achieve genuine reciprocity, we engage with our families and community partners in ways that foster a mutual understanding and appreciation. In summary, this past quarter, we believe our most impactful Key Strategy to be Professional Development.

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to QISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for Receivership schools receiving Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) funds. Additionally, this document serves as the quarterly reporting instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report, in its entirety, must be posted on the district web-site.



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Directions for Parts I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the first quarter in light of their realized level of implementation and their impact on student learning outcomes. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting 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)

Identify Indicator # and Name	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 goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
#5 School Safety		20% reduction in serious incidents	Green	Yes	<p>SIG Key Strategies Continue Effective Professional Development for 2017-2018: -The Effects of Trauma -Social Emotional/Mental Health -OMEGA Mindfulness Conference in <i>Rhinebeck, NY</i> -Second Step (Program in Strengthening Student Social Emotional Skills) -Harvard University - <i>Race Equity and Leadership in Schools</i> Harvard University AND <i>Family in Education: Creating effective home and school partnerships for Student Success</i> -Harvard University - <i>Fall Professional Development online course: Including Ourselves in the Change Equation</i></p> <p>Character Education P.R.O.M.I.S.E. -School developed approach for Engagement of Students, Families, and School Staff with goal of serving the needs of the Learner both In and Outside of school walls. P (Promise), R (Resilience), O (Opportunity), M (Motivation), I (Innovation), S (Service) .E (Empowerment) events include:</p>	-VADIR Report -Out of School Suspensions -# of Referrals -# of Problem Solving Team (PST) Referrals	The professional development/technical assistance provided to the faculty and staff, has enhanced or helped to develop a skill set to address challenging student behaviors. Faculty and staff have a better understanding of the effects of trauma, poverty and mental illness and therefore operate in a more responsive, proactive and inclusive manner. This is evidenced in: classroom culture, clear behavior and learning expectations, students engagement, etc.



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					<p>-Community Breakfasts and PotLuck Dinners with Parent Workshop components including such topics as Nutrition, Parenting Skills, Stress Management, and Continung Education</p> <p>-Monthly Grade Level Assemblies around P.R.O.M.I.S.E. themes designed to motivate students with goal of lifelong learning and personal success</p> <p>Adjustments for 2017-2018: Professional Development/ Learning Opportunities -CHAMPS- Proactive & Positive Approach to Classroom Management -STOIC-R - Strategies to Assist the Adult(s) with Establishing and Successfully Implementing CHAMPS.</p>		<p>P.R.O.M.I.S.E. provides a framework for bringing intention into action for our students and families.</p> <p>CHAMPS has allowed us to be more systematic and consistent with our approach to behavior management. CHAMPS is implemented school-wide. STOIC-R helps us to be more reflective about what we (adults) are doing or how we are responding to student behavior.</p>
#9 3-8 ELA All Students Level 2 and above	26%	32%	Green	Yes	<p>SIG Key Strategies Continung 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</p> <p>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> Child Research and Study Center, University at Albany- <i>Early Literacy Instruction and Intervention: The Interactive Strategies Approach and Response to Intervention</i> ISTE - <i>International Society for Technology in Education</i> Literacy Consultant services with focus on revisions to RTI and Core Literacy structures, planning for fall responsive staff workshops, 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>NYS ELA 2016: 2 and above: 51 students NYS ELA 2017: 2 and above: 55 students</p> <p>District Multiple Measures K-5 (Fastbridge, Fountas and Pinnell Level, District ELA Interim Assessment): 20% of students K-5 are proficient at their grade level</p>	<p>From 2016-2017 we have increased the number of students scoring 2 and higher on the NYS ELA Test.</p> <p>Considering last year's greater emphasis on embedded professional development by Instructional Support Staff and its potential impact on the increase in proficiency from 11% in 2016 to 15% in 2017 on the NYS ELA Test, Professional Support by Literacy Consultant, Instructional Coach and Literacy Coach will be extended to create a more effective, systematic and comprehensive approach. In 2017-2018 there will be a deep focus on meaningful lesson</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: Data, Feedback, Strategy Model for Student Instructional grouping, Lesson Planning and classroom visits Instructional modelling of Effective Teacher Practices and Learning Theory Models 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) Initiation of a teacher growth model to include Video and reflective analysis of instruction rooted in S2 precepts for learning S2 Teacher Book Club meeting monthly with mission of building teacher capacity in choosing literature</p> <p>Extended Learning Time</p> <p>Professional Development was provided prior to the start of the first session of the extended day program, <i>School 2 After School Program (ASP)</i>:</p> <ul style="list-style-type: none"> ● Integration of technology in lessons during the extended day (provider, Liz Pollock) ● Teacher use of technology for professional purposes: collaboration with lesson planning, calendar, eSchool attendance, ASP procedures (provider, Linda Stumbaugh, Sam Aronowitz) ● Collaborative, grade level and multi-grade level electronic lesson planning for the purpose of extension and enhancement of day school lessons (Linda Stumbaugh) <p>Impact: Students in the ASP 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 		<p>planning to support all learners in the classroom.</p>
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					<ul style="list-style-type: none"> ● Cornell University (Cornell Cooperative Extension, Rensselaer County) <ul style="list-style-type: none"> ○ Robotics Instruction (grade 4) ○ Team Play instruction (grade 2) ○ Planting and Growing Instruction (Kindergarten - 3) ○ Kindergarten Nutrition and Health (K-only) ● 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) ● 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 Resilience and Innovation.</p>		
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<p>#15 3-8 Math All Students Level 2 and above</p>	<p>38%</p>	<p>44%</p>	<p>Green</p>	<p>Yes</p>	<p>SIG Key Strategies Continuing Effective Professional Development for 2017-2018: -Professional Development ¼ 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</p> <p>Adjustments for 2017-2018: Professional Development/ Learning Opportunities 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 Instructional Coach 	<p>NYS Math 2016: 2 and above: 20 students NYS Math 2017: 2 and above: 26 students</p> <p>District Math Interim: K-5 10% of students K-5 are proficient at their grade level</p>	<p>From 2016-2017 we have increased the number of students scoring 2 and higher on the NYS Math Test.</p> <p>Considering last year’s greater emphasis on embedded professional development and support by Instructional Support Staff and its potential impact on the increase in proficiency from 9% in 2016 to 15% in 2017 on the NYS Math Test, Professional Support by Instructional Coach and Instructional Math Coach will be extended to create a more effective, systematic, and comprehensive approach. In 2017-2018 there is a deep focus on meaningful lesson planning to support all learners in the classroom.</p>
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					<p>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>		
#39 3-8 Math All Students MGP	41.62	42.45	Green	Yes	<p>SIG Key Strategies</p> <p>Continuing Effective Professional Development for 2017-2018: -Professional Development ¼ 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 		<p>From 2016-2017 we have increased the number of students scoring 2 and higher on the NYS Math Test.</p> <p>Considering last year's greater emphasis on embedded professional development and support by Instructional Support Staff and its potential impact on the increase in proficiency from 9% in 2016 to 15% in 2017 on the NYS Math Test, Professional Support by Instructional Coach and Instructional Math Coach will be extended to create a more effective and systematic, comprehensive approach. In 2017-2018 there is a deep focus on meaningful lesson planning to support all learners in the classroom.</p>



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					<ul style="list-style-type: none"> ● 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>		
#1 Priority School makes yearly progress	NA	NA	Yellow	Yes	Please refer to the key strategies for Indicator #9 and #15		
#33 3-8 ELA All Students MGP	43.47	44.34	Yellow	Yes	Please refer to the key strategies for indicator #9 and #15	<p>NYS ELA 2016: 2 and above: 51 students NYS ELA 2017: 2 and above: 55 students</p> <p>District Multiple Measures K-5 (Fastbridge, Fountas and Pinnell Level, District ELA Interim Assessment): 20% of students K-5 are proficient at their grade level</p>	<p>From 2016-2017 we have increased the number of students scoring 2 and higher on the NYS ELA Test.</p> <p>Considering last year's greater emphasis on embedded professional development by Instructional Support Staff and its potential impact on the increase in proficiency from 11% in 2016 to 15% in 2017 on the NYS ELA Test, Professional Support by Literacy Consultant, Instructional Coach and Literacy Coach will be extended to create a more effective and systematic, comprehensive approach. In 2017-2018 there is a deep focus</p>



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							on meaningful lesson planning to support all learners in the classroom.
0	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 II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	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 <i>yes</i> or <i>no</i> below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
#11 3-8 ELA Black Students Level 2 and above	18%	24%	Green		Key Strategy-Professional Development A number of faculty and staff, many of which are members of the leadership team and student support team attended professional learning sessions (new since our last reporting period): Harvard University - <i>Race Equity and Leadership in Schools</i>	NYS ELA 2016: Level 2 and above 22 students NYS ELA 2017: Level 2 and above 22 students District Multiple Measures K-5 (Fastbridge, Fountas and Pinnell)	Focus for summer professional development and continued professional development this fall has been on equity and advocacy. A team of teachers went to training to deepen their understanding of racial inequity



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					<p>Harvard University - <i>Family In Education: Creating effective home and school partnerships for Student Success</i></p> <p>Harvard University - <i>Fall Professional Development online course: Including Ourselves in the Change Equation</i></p>	<p>Level, District ELA Interim Assessment): 20% of students K-5 are proficient at their grade level</p>	<p>in schools. This group has been working with faculty and staff to share their understandings and to help identify concrete strategies for more inclusive environments.</p>
#14 3-8 ELA ED Students Level 2 and above	27%	33%	Green		<p>Key Strategy-Professional Development A number of faculty and staff, many of which are members of the leadership team and student support team attended professional learning sessions (new since our last reporting period): Harvard University - <i>Race Equity and Leadership In Schools</i> Harvard University - <i>Family In Education: Creating effective home and school partnerships for Student Success</i> Harvard University - <i>Fall Professional Development online course: Including Ourselves in the Change Equation</i></p>	<p>NYS ELA 2016: Level 2 and above 48 students NYS ELA 2017: Level 2 and above 49 students</p> <p>District Multiple Measures K-5: 20% of students K-5 are proficient at their grade level</p>	<p>From 2016-2017 we have increased the number of students scoring 2 and higher on the NYS ELA Test.</p> <p>Considering last year's greater emphasis on embedded professional development by Instructional Support Staff and its potential impact on the increase in proficiency from 11% in 2016 to 15% in 2017 on the NYS ELA Test, Professional Support by Literacy Consultant, Instructional Coach and Literacy Coach will be extended to create a more effective and systematic, comprehensive approach. In 2017-2018 there is a deep focus on meaningful lesson planning to support all learners in the classroom.</p>
#17 3-8 Math Black Students Level 2 and above	24%	30%	Green		<p>Key Strategy- Professional Development A number of faculty and staff, many of which are members of the leadership team and student support team attended professional learning sessions (new since our last reporting period): Harvard University - <i>Race Equity and Leadership In Schools</i></p>	<p>NYS Math 2016: Level 2 and above 17 students NYS Math 2017: Level 2 and above 26 students</p> <p>District Math Interim: K-5</p>	<p>Focus for summer professional development and continued professional development this fall has been on equity and advocacy. A team of teachers went to training to deepen their understanding of racial inequity</p>



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					<p>Harvard University - <i>Family in Education: Creating effective home and school partnerships for Student Success</i></p> <p>Harvard University - <i>Fall Professional Development online course: Including Ourselves in the Change Equation</i></p>	<p>10% of students K-5 are proficient at their grade level</p>	<p>In schools. This group has been working with faculty and staff to share their understandings and to help identify concrete strategies for more inclusive environments.</p>
#20 3-8 Math ED Students Level 2 and above	31%	37%	Green		<p>SIG Key Strategies</p> <p>Continuing Effective Professional Development for 2017-2018:</p> <ul style="list-style-type: none"> -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 <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 	<p>NYS Math 2016: Level 2 and above 34 students NYS Math 2017: Level 2 and above 49 students</p> <p>District Math Interim: K-5 10% of students K-5 are proficient at their grade level</p>	<p>From 2016-2017 we have increased the number of students scoring 2 and higher on the NYS Math Test.</p> <p>Considering last year’s greater emphasis on embedded professional development and support by Instructional Support Staff and its potential impact on the increase in proficiency from 9% in 2016 to 15% in 2017 on the NYS Math Test, Professional Support by Instructional Coach and Instructional Math Coach will be extended to create a more effective and systematic, comprehensive approach. In 2017-2018 there is a deep focus on meaningful lesson planning to support all learners in the classroom.</p>



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					<ul style="list-style-type: none"> ● 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 Co-teaching and modeling of math lessons three days a week with Math Instructional Leader</p>		
#86 Teacher Turnover	47%	37%	Green				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



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Part III – Additional Key Strategies – (As applicable)

Key Strategies		
<ul style="list-style-type: none"> Do not repeat strategies described in Parts I and II. If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner. Every school must discuss the use of technology in the classroom to deliver instruction. 		
List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	Analysis/Report Out
1. Use of technology in the classroom to deliver instruction		Teachers are using MX800 boards to create interactive lessons with students. Grades 3-5 use chromebooks daily including Google classroom, NewsELA articles. Using Lego WeDo Robots to supplement Science Instruction in 4th Grade. Teachers use virtual field trips to bring students real world experiences. Teachers engage in embedded professional development to support integrating technology in a more authentic manner.
2. EPO (lead partner) for SIG 6 and SIG 7 ONLY		
3.		
4.		



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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

<p>Community Engagement Team (CET) Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 17-18 CET plan and/or the 17-18 CET membership changed, please attach copies of those updated documents to this report.</p>	
Status (R/Y/G)	Analysis/Report Out
Green	<p>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 meeting begins with a conversation around School 2 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. 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 team will continue to monitor progress of the school and community. Attached please find sample sign in sheet, agenda and minutes.</p>
<p>Powers of the Receiver Describe the use of the School Receiver’s powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.</p>	
Status (R/Y/G)	Analysis/Report Out
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. 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</p>



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	-Professional Development -School Climate and Culture -Administration				
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 – Community Schools Grant (CSG)

(This section needs to be completed by every Receivership school receiving CSG funds during the 8/1/17 – 6/30/18 budget period.)

Community Schools Grant (CSG)	
As per CR §100.19, Receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (If one is being conducted in 17-18)	The Community-Wide needs assessment is in the beginning stages. A contract between the school district and the Commission on Economic Opportunity was approved on October 18, 2017.
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	The first public meeting since the approved contract will be on October 26th to discuss the needs assessment and the design. All members will be providing input and insight on the needs assessment.
1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	Emails are sent to the team with information regarding meetings.
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	At this point the Community Schools Grant is still in the planning stages and the district is working on contracts between partners in order to hire the Site Coordinator.
Steering Committee (challenges, meetings held, accomplishments)	The team meets at least monthly. Additional meetings or subcommittee meetings will be scheduled on an as needed basis.
Feeder School Services (specific services offered and impact)	
Community School Site Coordinator (accomplishments and challenges)	At this point the Community Schools Grant is still in the planning stages and the district is working on contracts between partners in order to hire the Site Coordinator.



Receivership Quarterly Report and Continuation Plan – 1st Quarter
 July 1, 2017-October 13, 2017
 (As required under Section 211(f) of NYS Ed. Law)

Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	At this point the Community Schools Grant is still in the planning stages and the district is working on contracts between partners in order to hire the Site Coordinator.
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	We have been in contact with NYSED and working to see the course of action with these funds as a capital project.

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.
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Part VI – Budget

(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)

Budget Analysis		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 17-18 FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:		
SIG:	Green	At this time the budget is on track for spending. Funds have been expensed mostly on salaries and benefits. The grant supports the staffing for the Extended Learning Time program, a full time Student counselor, home school coordinator, communications specialist, support for school improvement and overtime for staff to assist with PROMISE events. A small amount of funds have been used for supplies and materials to support parent events.
CSG:		



Receivership Quarterly Report and Continuation Plan – 1st Quarter
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Part VII: Best Practices (Optional)

<u>Best Practices</u> The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in Receivership.	
List the best practice currently being implemented in the school.	Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	
2.	
3.	



Receivership Quarterly Report and Continuation Plan – 1st Quarter

July 1, 2017–October 13, 2017

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

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

Name of Receiver (Print): John Carmello

Signature of Receiver: [Handwritten Signature]

Date: 10/30/17

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 the opportunity to review, and update if necessary, its 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): Jack McGrath

Signature of CET Representative: [Handwritten Signature]

Date: 10/30/17

COMMUNITY ENGAGEMENT MEETING

September 28, 2017 | 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	Natélegé Turner-Hassell	10 MIN
SCHOOL UPDATES (FORMS)	Natélegé Turner-Hassell	10 MIN
SOCIAL/EMOTIONAL RESTORATIVE PRACTICES	Dr. Amy Prabhakaran/SST	10 MIN
RECEIVERSHIP INFORMATION	Juli Currey	10 MIN
COMMUNITY SCHOOLS	Juli Currey	10 MIN
Q&A	Natélegé Turner-Hassell	5 MIN

Notes

NEXT MEETING: October 26, 2017 at 3:00 pm

SIGN-IN SHEET

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 SHEET

CET MEETING 09/28/2017

Name	Organization
Mark McNaught	City of Troy
Jon Desso	Ren. Co. District Attorney
Samantha Grove	Troy City School District School 2
Mary Beth Bruno	Troy City School District
MADONE BRISPORT	Troy City School District
Elizabeth Pollock	School #2
Collin McDonald	CEO
Dylan Hill	CEO, One Troy
Amy Prabhakaran	TCSO
Juli Cherry	Troy CSO
Laura Bauer	Rensselaer County Probation
Lizma Popal	Unity House (SNA)
Esma Dimokamed	PS 2 TCSO
Megan Jones	Bonner Service Leader
Alyssa Lofaro	Bonner Service Leader
Stephanie String	School 2
Jennifer White	School 2
Queen Daniels	School 2.

Vision:
All students achieving at proficiency.

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

Community Engagement Team Meetings | MINUTES

9/28/2017 | 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; Stephanie Stinney, School 2; Elizabeth Pollock, School 2; Mark McGrath, Troy City Council; Lakime Meadows, School 2; Jon Desso, RENSCO D.A.; Samantha Grove, School 2, Mary Beth Bruno, TCSD; Maxine Brisport, TCSD; Caitlin McDonalds, CEO; Dylan Hall, CEO/One Troy; Amy Prabhakaran, TCSD; Juli Currey, TCSD; Laura Bauer, RENSCO Probation; Uzma Popal, Unity House; Esma Simohamed, School 2; Megan Jones, Siena College Bonner; Alyssa Lofaro, Siena College Bonner; Jennifer White, School 2; Queen Daniels, School 2; Candace Dobbs-Miller, School 2

NOTES

Welcome and share

Vision and Mission

- Turner-Hassell briefly discussed revisiting the vision and mission during summer PD and reviewing what it actually communicates, and asking if we, the school, are working towards it.

-does the mission reflect growth and achievement?

School Updates

-Growth! There was a reported 10% increase ELA and Math scores since the last school year.

-Turner-Hassell stated that staff must stay realistic and acknowledge the number of students that are actually achieving proficiency.

-Professional development

-staff and administration attended sessions over the summer that discussed topics of efficacy, data analysis, and growth mindset: Trainings took place at Harvard, in Boston, there was a Mindfulness training

-during summer OD week, the focus was moving from "intention" to "action".

-New staff and hiring process

-School hired several new staff, including a newer 3rd grade team, a fourth grade teacher, as well as building substitutes, OT, and reading teachers.

-School 2 has an additional process for interviews which allows administration to clearly state the expectations and needs of the population.

-Overview of student support services

-CHAMPS- behavioral support strategies to be implemented around the school reinforcing and communicating expectations to students.

-as it is a new program, still in need of quality control and monitoring

-eliminate as many barriers as possible and provide equity.

-School focus this year is in the areas of Data, Instruction, and Advocacy.

- Turner-Hassell shared that administration is being sure to have and encourage serious and important conversations to bring perspective and intentionality into the conversation.

Instruction- provided teachers with a lesson plan template, data groups, and instructional teams/groups.

-some teachers are taking additional Harvard courses online.

Data- mentioned as the most important issue to address. Looking for diverse ways to collect and utilize data effectively.

-now differentiating groups more specifically to address the needs of "in-between" groups, i.e. from 1,2,3,4,, now 0-1, 1, 1-2, 2, etc.

Social/Emotional Restorative Practices

- Dr. Prabhakaran discussed the upcoming plans of the district social/emotional team.

- with "restorative justice" start small with community building circles

-Parent Cafe to start the conversation with parents

-Turner-Hassell brought up the question of how are we being a service to the community?

-modelling the possibilities of conflict resolution.

Receivership

-Curry- School 2 met 9/11 indicators to leave receivership

-received Community Schools grant for renovations and a CDPHP partnership. Input and discussion. Needs assessment will take place. Possible sub committees

Updates

-Hall from One Troy-

-awarded a two year grant from Cuomo to reduce poverty

-managed by CEO

-research has shown that poverty in Troy has increased over the years.

- to begin their work, the One Troy staff started reaching out to the community and holding meetings to discuss concerns.

- the steering committee is made up of residents, organizations, and more in the area.

-focus: "How can we work with you, and what are your needs?"

-5 focus areas- phase two of the project:

- Youth, Safety, Community Revitalization, Jobs, and Housing
- workgroups have been established to address each area of concern

Upcoming CET Meeting date

Next meeting date: October 26th at 3:00 pm.

COMMUNITY ENGAGEMENT MEETING

October 26, 2017 | 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	Natélegé Turner-Hassell	5 MIN
NEEDS ASSESSMENT	Brigette Hamel	10 MIN
COMMUNITY SCHOOLS	Natélegé Turner-Hassell	10 MIN
RECEIVERSHIP REPORT	Natélegé Turner-Hassell	10 MIN
SCHOOL UPDATES (FORMS)	Natélegé Turner-Hassell	10 MIN
Q&A	Natélegé Turner-Hassell	5 MIN

Notes

NEXT MEETING: Thursday, November 30, 2017 at 1:00 pm

PLEASE NOTE: Board of Education Meeting for the Troy City School District will be taking place here at School 2 on **Wednesday, December 20, 2017 at 6:00 PM.** Ms. Turner-Hassell, our Building Principal, will be presenting.

Vision:

All students achieving at proficiency.

Mission:

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Community Engagement Team Meetings | MINUTES

10/26/2017 | 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; Stephanie Stinney, School 2; Mark McGrath, Troy City Council; Maxine Brisport, TCSD; Caitlin McDonalds, CEO; Juli Currey, TCSD; Uzma Popal, Unity House; Brigitte Hamel, CEO; Laura Bauer; RENSCO Probation; Ann Marie Jabour, School 2; Candace Dobbs-Miller, School 2

NOTES

Welcome and share

Vision and Mission

Need Assessment

- CEO's Brigitte Hamel will be facilitating the needs assessment required by the grant.
- CET will act as the consulting group to alleviate creating and managing two different focus groups.
- Hamel explained the assessment process:

also

- data analysis from surveys conducted to assess the needs of students, staff, the community, and

including interviews.

- CET will help develop interview questions

- areas of focus were identified to help narrow down the current focus which is currently too broad.

- School 2 has already identified focus areas, one of which, shared by Mrs. Turner-Hassell, is mental health of all stakeholders.

Community Schools

- As discussed in the prior meeting, School 2 has received grant funding to provide additional support for it's Community Schools initiative.

- CDPHP is a current partner of School 2. They plan to provide staff support to help address mental health needs which will include a mental health counselor for adults (families and staff), an additional therapist, as well as case management.

Receivership

- The next reporting period is approaching, and there will be State Ed. review on November 27-29th.
- The Office of School Reform and Innovation will be visiting about two weeks prior to the State visit.
- The school received a visit from Ms. George-Fields, the author of the DTSDE rubric during which she led a mock review.
 - Ms. George-Fields commented that she has not seen a school make so many changes in such a short period of time.
 - She also commented on the staff's consistency of practice and approach, as well as their increased responsiveness to episodes and efforts in keeping students in the classroom. She also remarked that she could clearly see the difference in teachers and teachers aides with teachers owning their roles.
 - One area of suggested improvement was that she noticed children exhibiting deeper/higher level thinking, and questioned whether staff were truly prepared to support and push these students.

****McGrath asked for an example of a time when staff in attendance witnessed this deeper thinking or "aha moment".**

-Turner-Hassell shared the example of PROMISE student group discussions in which students held discussions about the topics of perseverance and resilience in reference to text they had read to support their ideas.

School Updates

-Turner-Hassell and Jabour discussed their involvement in an online harvard course, "How do you see yourself in the 'change equation'".

-discussed how the course addresses what they call "Big Assumptions", which are overarching assumptions that most people possess, and how they make true change difficult to attain.

-Turner-Hassell invited the CET team to attend her presentation at the Board of Education Meeting to be held on November 20, 2017 at 6:00 pm.

Upcoming CET Meeting date

Next meeting date: Thursday, November 30th at 1:00 pm.