

Receivership Schools ONLY

Quarterly Report #1: July 1, 2018 to October 13, 2018 (Due October 31, 2018)

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: www.troycsd.org			
School 2	491700010002	Troy City School District		Check which plan below applies:			
				SIG	SCEP		
				Cohort (5, 6, or 7):			
				Model:			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
John Carmello	Natélegé Turner-Hassell	Dr. Donna Watson Juli Currey		Pre K -5	<1%	21%	323
	Appointment Date: June 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.

In anticipation of the 2017-18 NYS Assessment results, local measures and teacher observations & evaluations, we (School Leadership Team) did a great deal of summer planning. Our summer work began with visiting a setting (similar demographics) that has proven, sustained growth. As a result, we established a plan of key initiatives like: curriculum writing, classroom culture/climate, *Thinking Maps*, and research on *Teacher Efficacy (John Hattie's Making Teaching Visible)*. Using our primary Key Strategy-Professional Development, we developed a week of professional support, which reflected the aforementioned key initiatives for all faculty and staff. Additionally, the School Leadership Team developed a unit plan for each grade-level. In an effort to more strategically support both math and science, District office hired a Math and Science Interventionist for School 2. We continue to forge reciprocal relationships with our families and community partners. This is evidenced in our "Hopes and Dreams" home visits, Academic Parent Teacher Team (APTT) meetings, Community Engagement Team (CET) and our support/participation in community events.



Receivership Quarterly Report—1st Quarter
 July 1, 2018–October 13, 2018
 (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 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.

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	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 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 18-19 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.
#9 3-8 ELA All Students Level 2 and above	26%			Yes	<p>KEY Strategy: Professional Development Extended Day Program Technology</p> <p>SIG Key Strategies Continuing Effective Professional Development for 2018-2019:</p> <ul style="list-style-type: none"> • <i>Springboard to Improvement</i>, School visit to PS 359, Bronx, New York, June 6, 2018, 12 School 2 staff (across grade levels and roles) in attendance • <i>International Center for Leadership in Education, Model Schools Conference</i>, Orlando, Florida, June 24-27, 2018, School 2 Principal in attendance • <i>Deeper Learning for All: From the Classroom to the System</i>, Harvard Graduate School of Education, Cambridge Massachusetts, 	<p>-2018 NYS Assessments</p> <p>District Multiple Measures K-5</p> <p>-Fastbridge</p> <p>-Fountas and Pinnell Level</p> <p>-District ELA Interim Assessment</p>	<p>2018 NYS Assessment Data Level 2 and above:</p> <ul style="list-style-type: none"> • 55% in ELA • 39% in Math • 97% Proficiency in Science



Receivership Quarterly Report—1st Quarter
 July 1, 2018–October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

				<p>July 9-12, 2018, 6 School 2 staff (across grade levels and roles) in attendance</p> <ul style="list-style-type: none">● <i>School 2 Summer Professional Development Week</i>, July 30-August 3, 90% of staff (administrators, teachers & support staff) in attendance● <i>Responsive Small Group Reading Instruction</i>, full day 50 minute professional development sessions of grade level staff, September 21, 2018, facilitated by Sabina DiNardo, K-12 ELA Curriculum Leader and Linda Stumbaugh, School 2 Instructional Coach● <i>School 2 Professional Development ¼ Days</i>, 4 - ¼ days planned for the 2018- 2019 school year, Oct 19, Dec 21, Mar 15, and Jun 14, with the focus area of <i>School Improvement (Tenets 2-5 DTSDE)</i><ul style="list-style-type: none">○ <u>October 19, 2018 PD</u>, Whole staff work around encompassing instructional relevance and emotional connectedness to each other, our students○ PD rotations of 4 small staff groups (Including TAs, Pre-K, Special Ed, Grade Level, & Special Area instructors:<ul style="list-style-type: none">■ <i>10 Mindframes for Visible Learning, Teaching for Success</i>, facilitated by Natélegé Turner-Hassell, School 2 Principal■ <i>Student Successes with Thinking Maps</i>, facilitated by Linda Stumbaugh, School 2 Instructional Coach■ <i>Perspective, Seeing Things through the Eyes of a Child</i>, Candace Miller, School 2 Student and Family Advocate■ <i>Interpreting Math Common Core Standards</i>, facilitated by Mary Grace Tompkins, School 2 Math Coach● <i>District Professional Development Early Release Days</i> (7 - early release days planned for the 2018-2019 school year, Oct 3, Dec 12, Jan 9, Feb 6, Mar 6, Apr 10, May 8)<ul style="list-style-type: none">○ <u>October 3, 2018 PD - Grade Level Data Analysis of ELA & Math Standards and School 2 NYS Assessment Scores</u>, grade level staff worked collaboratively to determine trends and plan instruction● <i>School 2 Efficacy Planning and Instruction</i>, 75 minute planning blocks, key focus areas, Math and ELA, Efficacy meetings occur weekly with grade level staff		<p>Fall 2018 Academic Data (Local Measures), Reports: Fastbridge Group Screening Report & Fastbridge Screening to Intervention Report</p> <table><tr><th>G L</th><th>aRdg</th><th>aRdg (on track)</th><th>aMath</th><th>aMath (on track)</th></tr><tr><td>K</td><td>379 (350-416)</td><td>35% (18/48)</td><td>173 (155-188)</td><td>-</td></tr><tr><td>1</td><td>423 (350-479)</td><td>38% (14/36)</td><td>184 (174-192)</td><td>6% (2/35)</td></tr><tr><td>2</td><td>446 (350-500)</td><td>32% (12/37)</td><td>181 (155-203)</td><td>28% (9/35)</td></tr><tr><td>3</td><td>475 (382-513)</td><td>40% (21/53)</td><td>188 (162-213)</td><td>38% (18/48)</td></tr><tr><td>4</td><td>481 (350-525)</td><td>34% (16/47)</td><td>201 (181-228)</td><td>30% (13/43)</td></tr><tr><td>5</td><td>502 (418-548)</td><td>45 (17/38)</td><td>208 (190-228)</td><td>31% (11/36)</td></tr></table>	G L	aRdg	aRdg (on track)	aMath	aMath (on track)	K	379 (350-416)	35% (18/48)	173 (155-188)	-	1	423 (350-479)	38% (14/36)	184 (174-192)	6% (2/35)	2	446 (350-500)	32% (12/37)	181 (155-203)	28% (9/35)	3	475 (382-513)	40% (21/53)	188 (162-213)	38% (18/48)	4	481 (350-525)	34% (16/47)	201 (181-228)	30% (13/43)	5	502 (418-548)	45 (17/38)	208 (190-228)	31% (11/36)
G L	aRdg	aRdg (on track)	aMath	aMath (on track)																																					
K	379 (350-416)	35% (18/48)	173 (155-188)	-																																					
1	423 (350-479)	38% (14/36)	184 (174-192)	6% (2/35)																																					
2	446 (350-500)	32% (12/37)	181 (155-203)	28% (9/35)																																					
3	475 (382-513)	40% (21/53)	188 (162-213)	38% (18/48)																																					
4	481 (350-525)	34% (16/47)	201 (181-228)	30% (13/43)																																					
5	502 (418-548)	45 (17/38)	208 (190-228)	31% (11/36)																																					



Receivership Quarterly Report—1st Quarter
 July 1, 2018–October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

					<ul style="list-style-type: none"> ◦ week ending 9/21/2018 - Math focus, <i>Number Sense & Early Numeracy</i> ◦ week ending 9/28/2018 - ELA focus, <i>Intervention roles, structure, and resources</i> ◦ week ending 10/19/2018 - Math focus, <i>Dreambox</i> ◦ week ending 10/26/2018 - ELA focus, <i>Thinking Maps in future instruction, Instructional Groups, DFS with School 2 MMI</i> • Key Instructional Support Staff (Professional Support Team) – Principal, Instructional Coach, Math Coach • Math and Reading Interventionists, (Professional Support Team) <p>Literacy Specialists as Co-Teachers:</p> <ul style="list-style-type: none"> • Literacy specialists working in selected grades 2-5 classrooms for the full-day (except for 1 period a day in K or 1 classrooms, see <i>Literacy Specialists as K-1 Interventionists</i>) • Literacy Specialists providing Reading Intervention in grades K & 1. • Co-Teach(Literacy Specialist) Model in grade 5 Math • Speech Pathologists pushing into core ELA in grades K, 1, and 2. • Literacy specialists and SPED teachers providing instruction to students in need of intensive literacy support and co-teaching in Strategic and Extension Intervention groups. <p>Literacy Specialists as K-1 Interventionists:</p> <ul style="list-style-type: none"> • Literacy Specialists deliver instruction in Kindergarten or grade 1 for 40 minutes to support K-1 students who are in need of intensive reading instruction <p>Instructional Grouping: Students are grouped according to the type of instruction (based on data) needed (i.e., intensive, strategic, extension). Additionally, groups are carefully matched with teachers. Teacher skill set and disposition are thoughtfully considered. Instructional groupings are as follows:</p> <ul style="list-style-type: none"> • E4 – The learner(s) is competent in all basic skills and concepts. There are <u>no</u> skill gaps. The learner thoughtfully and consistently explains, classifies, identifies, discusses, etc. using rich, relevant vocabulary with <u>no</u> support. The learner is able, with ease, to 		
--	--	--	--	--	--	--	--



Receivership Quarterly Report—1st Quarter
 July 1, 2018–October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

					<p>apply understanding to new situations, across content areas with no support and is able to demonstrate his/her understanding in a creative, evaluative or analytical manner. The learner is autonomous.</p> <ul style="list-style-type: none"> ● E3 - The learner(s) has mastered basic skills and concepts. There are little to no skill gaps. The learner can consistently explain, classify, identify, discuss, etc., using relevant vocabulary, with minimal support. The learner is able to apply understanding to new situations, across content areas with minimal support. The learner is actively working to be able to draw connections among ideas with ease and with no support. Overall this learner has few skill deficiencies and is able to demonstrate understanding with a good amount of independence. ● S3, S2 - The learner(s) has most basic skills and concepts. Some skill gaps. The learner(s) inconsistently recalls, defines, lists, repeats, etc. with little to no support. They are able to explain, classify, locate, recognize, etc. with support. Overall, this learner(s) has some deficiencies, but is able to demonstrate a level of understanding with support. This learner is partially dependent on teacher or peer support. ● I2, I1 - The learner(s) exhibits some basic skills and concepts. However there are skill gaps. The learner(s) is able to recall, define, list, repeat, etc. with support. Overall this learner(s) is deficient across content areas and is dependent on teacher and/or peer support for understanding. <p>Extended Learning Time Professional Development was provided prior to the start of the <i>Empire State After School Program (ESASP)</i> at School 2:</p> <ul style="list-style-type: none"> ● Integration of technology in lessons during the ESASP, teacher use of technology for professional purposes: collaboration with lesson planning, calendar, eSchool attendance, ESASP procedures (provider, Sam Aronowitz, Esma Simohamed) ● Collaborative, grade level and multi-grade level electronic lesson planning for the purpose of extension and enhancement of day school 		
--	--	--	--	--	---	--	--



Receivership Quarterly Report—1st Quarter
 July 1, 2018–October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

					<p>lessons including DreamBox for Math, iPad, and the Green Screen for STEM purposes and creating weekly morning announcements.</p> <p>Impact: 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 ESASP. Lesson planning with outside providers support the following programs:</p> <ul style="list-style-type: none"> ● 21st Century Community Learning Centers Program <ul style="list-style-type: none"> ○ Fifth Grade Transition program at TMS (Weekly) ● Girls Who Code <ul style="list-style-type: none"> ○ 3rd - 5th Grade Club ○ Meets weekly ○ exposes girls to bravery, resilience, computational thinking and a creative challenge. ○ Meetings include fun, interactive activities that are unique to Girls Who Code. ● Girls on The Run <ul style="list-style-type: none"> ○ Transformational physical program based on positive youth development ○ Teach life skills through dynamic, interactive lessons and running games ○ Establishing a lifetime appreciation of health and fitness ● Biobus <ul style="list-style-type: none"> ○ Research science lab comes to After-school ○ Main purpose to discover, explore and pursue Science ○ Students are given opportunity to reach full scientific potential ○ Hands on Science aboard the Mobile lab ● Anticipated STEM programs through Cornell Cooperative Extension <ul style="list-style-type: none"> ○ Lego WeDo Robotics Grades 3-5 ○ Bloxels Grades 3-5 		
--	--	--	--	--	---	--	--



Receivship Quarterly Report—1st Quarter
 July 1, 2018-October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

					<ul style="list-style-type: none">o Coding using Scratch, Swift Playground and Spheros 3-5o Sewing-Upcycle and Design 3-5o Teamwork Teamplay - All Gradeso Healthy Snacks - All Grades <p>Impact: Students in the ESASP 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 ESASP are transferring into daytime instruction.</p>																											
#15 3-8 Math All Students Level 2 and above	31%			YES	<p>SIG Key Strategies Continuing Effective Professional Development for 2018-2019: -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, Instructional Coach, Math/Science Interventionist, Professional Support Team, District Math Curriculum Leader</p> <p>Adjustments for 2018-2019: Professional Development/ Learning Opportunities —Added Math Interventionist to provide student and instructional support —Continue to provide regular embedded support during math lessons with Math Instructional Coach and Math Interventionist</p> <ul style="list-style-type: none">● Model lessons● Co-teach lessons● Give regular feedback from observations● Provide resources for lesson planning in electronic Toolkit <p>Continued PD by Math Instructional Coach/District Math Curriculum Leader</p> <ul style="list-style-type: none">● Access to all PD and provided resources in electronic Toolkit● Math Running Records—administered math running records to assess addition fluency in grade 2 and provided detailed feedback	<p>NYS Math Assessment 2018</p> <p>District Multiple Measures K-5 (Fastbridge, Fountas and Pinnell Level, District ELA Interim Assessment):</p>	<p>2018 NYS Assessment Data Level 2 and above</p> <ul style="list-style-type: none">● 55% in ELA● 39% in Math● 97% in Science● <p>Fall 2018 Academic Data (Local Measures), Reports: Fastbridge Group Screening Report & Fastbridge Screening to Intervention Report</p> <table><tr><th>G L</th><th>aRdg</th><th>aRdg (on track)</th><th>aMath</th><th>aMath (on track)</th></tr><tr><td>K</td><td>379 (350-415)</td><td>35% (16/46)</td><td>173 (155-186)</td><td>-</td></tr><tr><td>1</td><td>423 (350-479)</td><td>39% (14/36)</td><td>184 (174-192)</td><td>6% (2/35)</td></tr><tr><td>2</td><td>446 (350-500)</td><td>32% (12/37)</td><td>191 (155-203)</td><td>26% (9/35)</td></tr><tr><td>3</td><td>475 (382-513)</td><td>40% (21/53)</td><td>199 (162-213)</td><td>38% (18/48)</td></tr></table>	G L	aRdg	aRdg (on track)	aMath	aMath (on track)	K	379 (350-415)	35% (16/46)	173 (155-186)	-	1	423 (350-479)	39% (14/36)	184 (174-192)	6% (2/35)	2	446 (350-500)	32% (12/37)	191 (155-203)	26% (9/35)	3	475 (382-513)	40% (21/53)	199 (162-213)	38% (18/48)
G L	aRdg	aRdg (on track)	aMath	aMath (on track)																												
K	379 (350-415)	35% (16/46)	173 (155-186)	-																												
1	423 (350-479)	39% (14/36)	184 (174-192)	6% (2/35)																												
2	446 (350-500)	32% (12/37)	191 (155-203)	26% (9/35)																												
3	475 (382-513)	40% (21/53)	199 (162-213)	38% (18/48)																												



Recovery Quarterly Report—1st Quarter
 July 1, 2018–October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

					<ul style="list-style-type: none">for each student's strategy levelsFluency Centers—set up electronic folders with math centers that focus on addition fluency strategies for teachers to use in response to math running recordsBuild Math Minds Professional Learning Community—subscription for Math Instructional Coach provides access to online PD videos by nationally recognized educators that can be used throughout the year to enhance learning of mathematical concepts and teaching pedagogyNumber 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 understandingVideo PD for Dreambox (online software for math instruction) for each grade level team to ensure that lessons are targeting instructionMeet with Teachers to interpret the results of the NYS Math assessments and use those assessments to help form math intervention groups and guide instructionWork with K-2 teachers on assessing number sense to get a picture of where each child is in developing number fluencyPD provided by math instructional coach to outline observations from last		<table><tr><td>4</td><td>481 (360-525)</td><td>34% (16/47)</td><td>201 (161-226)</td><td>30% (13/43)</td></tr><tr><td>5</td><td>502 (418-548)</td><td>45 (17/38)</td><td>208 (190-226)</td><td>31% (11/36)</td></tr></table>	4	481 (360-525)	34% (16/47)	201 (161-226)	30% (13/43)	5	502 (418-548)	45 (17/38)	208 (190-226)	31% (11/36)
4	481 (360-525)	34% (16/47)	201 (161-226)	30% (13/43)													
5	502 (418-548)	45 (17/38)	208 (190-226)	31% (11/36)													
#85 Grades 4 and 8 Science All Students Level 3 and above	46%				SIG Key Strategies Continuing Effective Professional Development for 2018-2019: -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	NYS Science Exam 2018 District Multiple Measures K-5 (Fastbridge,	2018 NYS Assessment Data <ul style="list-style-type: none">68.7% Proficiency in Science A 22.7% <u>increase</u> in Science.										



Receivership Quarterly Report—1st Quarter
 July 1, 2018-October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

					<p>-Key Instructional Support Staff- Math Consultant, Instructional Coach, Math/Science Interventionist, Professional Support Team, District Math Curriculum Leader</p> <p>Continue to provide regular embedded support during science, and other content areas, with Math & Science Interventionist and Instructional Coach</p> <ul style="list-style-type: none"> • Model lessons • Co-teach lessons • Give regular feedback from observations • Provide resources for lesson planning 	Fountas and Pinnell Level, District ELA Interim Assessment):	
#5 School Safety	6	R		YES	<p>SIG Key Strategies: Social Emotional Learning/PROMISE, Increase Student Mental Health Support and Interventions, Ongoing Trauma Informed Staff Professional Development</p> <ul style="list-style-type: none"> • Professional Development- Reimagining Education: Teaching and Learning in Racially Diverse Schools, Consultant Dr. Claudia Lingertat-Putnam (Race and Trauma), staff led workshop on secondary trauma, creation of PLC/cultural and racial literacy team ("All In," reading "for White Folks Who Teach In the Hood" by Christopher Emdin) • Weekly Meetings of Student Support Team and Counseling Team- (referrals made to team and 6 week review of student data) • Delivery of Core social emotional learning program- Second Step Program and Bullying Prevention • Parent Workshops to Increase awareness, provide healthy parenting skills and support for families • Supporting Initiatives (Campaigns, Classroom Lessons and assemblies)- PROMISE Character Development and Empathy/Kindness focus, Mindfulness and Coping Strategies, Testing Anxiety Workshop, "Notion of Hope" Presentations, "Random Acts of Kindness" campaign, Children's Mental Health Awareness campaign • CHAMPS and STOIC-R Classroom Management and Reflection Strategies building wide (ongoing staff professional development/refreshers, training of new staff, student lessons, 	<p>6 week Intervention data review of students in need of supports</p> <p>VADIR DASA Reports, Student reported possible bullying/unsafe incidents Number of Weapons</p> <p>mySAEBRS social emotional screener- (fall, winter and spring)</p>	<p>6 week intervention data review of students in need of supports</p> <p>2017-18: 18 reports of possible bullying/unsafe behavior</p> <p>Fall 2018: 32% of student population in grades 2-5 exhibit "some emotional risk"</p>



Receivership Quarterly Report—1st Quarter
 July 1, 2018-October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

					<p>instructional videos). Renewed focus on classroom environment and positive interactions and meaningful relationships, and providing opportunities for staff reflection and support</p> <ul style="list-style-type: none"> Individual and Group Counseling- emotion management and coping skills, mindfulness, social skills, Student Success (attendance and school success focus) Attendance Interventions- Collaborating on district attendance awareness campaign (September and ongoing), classroom attendance lesson and family letter sent home in September, use of Attendance Data Tracker for early identification and to monitor student progress, regular sharing/presentation of information and data (family events, 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" ("NBA"-Never Been Absent)- new for 18-19: monthly attendance letters providing student attendance status/progress (specifically, percentage of days missed), Breakfast of Champions incentive for students with high tardy rates, focus on individual student attendance data (use of pie charts) 2018-2019 Mini Grant to support Social Emotional Learning and Trauma Informed Practices within classrooms- purchase of approx. 150 texts to support social emotional learning across disciplines in classrooms Check In Check Out program and Meaningful Work student jobs program to improve engagement School Spirit/Pride and retention of families- responsive school wide assemblies held monthly (formal gatherings for lower and upper grades). Assemblies intentionally incorporate PROMISE values, bullying awareness, kindness, and all aspects of the efficacy model. Other school spirit initiatives include Work Hard Get Smart celebrations, poster contests and recognition to worthwhile 	<p>Second Step Pre/post assessment data, climate surveys (November)</p> <p>Attendance lesson pre and post data (2nd gr-5th grade)</p> <p>Attendance: Monthly cumulative attendance reports to monitor student attendance (early identification and intervention), as compared to 2017-18 End of Year attendance data</p> <p>Individual behavior and attendance goals including in RTI/SST process</p>	<p>Fall 2018 pre assessment average: 65%</p> <p>After September Attendance Lesson: 95% of students in 2nd-5th grade believe it is "Important to come to school."</p> <p>2017-2018 SIRS 107 Summary: 51.7% chronically absent</p> <p>9/28/2018- 98 students identified as at risk for either chronic absences (10%) and/or excessive tardies- school staff gathering information on underlying causes/appropriate supports</p> <p>Per Spring 2018 survey data- Current area of improvement is creating predetermined and appropriate consequences for misbehavior</p>
--	--	--	--	--	--	---	--



Receivership Quarterly Report—1st Quarter
 July 1, 2018-October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

					<p>achievements such as attendance, random acts of kindness, and innovation.</p> <ul style="list-style-type: none"> ● Bullying Prevention- Formal bullying prevention lessons in all classrooms, Bullying Prevention Month (poster contest, assembly, student reporting forms available) Kindness Campaign and schoolwide contest, Kindness lessons in all classes ● School Safety/Code of Conduct- focus on equity and awareness of code of conduct rules and procedures. effort to create meaningful lessons in developmentally appropriate terms to describe and inform about school safety and reporting procedures <p>Adjustments for 2018-19:</p> <ul style="list-style-type: none"> ● Professional Development- Reimagining Education: Teaching and Learning in Racially Diverse Schools, Consultant Dr. Claudia Ungertat-Putnam (Race and Trauma), staff led workshop on secondary trauma, creation of PLC/cultural and racial literacy team (All In) ● Parent Workshops to increase awareness, provide healthy parenting skills and support for families ● Attendance Interventions- Collaborating on district attendance awareness campaign (September and ongoing), classroom attendance lesson and family letter sent home in September, monthly recognition for student "Perfect Attendance" ("NBA"-Never Been Absent)- new for 18-19: monthly attendance letters providing student attendance status/progress (specifically, percentage of days missed), Breakfast of Champions Incentive for students with high tardy rates, focus on individual student attendance data (use of pie charts), addition of attendance data liaison roles to regularly monitor attendance data and examine root causes ● School Safety/Code of Conduct- focus on equity and awareness of code of conduct rules and procedures. effort to create meaningful lessons in developmentally appropriate terms to describe and inform about school safety and reporting procedures 	<p>CHAMPS and STOICR staff survey data</p> <p>Classroom discipline logs, weekly "Behavior Report Card" data for monitored students (for RTI and/or SST) Check In Check Out data- Number of students projected to participate and rate of students making positive growth</p> <p>Meaningful Work student jobs- number of students projected to participate and to make positive behavior growth</p>	
--	--	--	--	--	---	--	--



Receivership Quarterly Report—1st Quarter
 July 1, 2018–October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

#33 ELA All Students MGP	43.47				<p>KEY Strategy: Professional Development Extended Day Program Technology</p> <p>SIG Key Strategies</p> <p>Continuing Effective Professional Development for 2018-2019:</p> <ul style="list-style-type: none">• <i>Springboard to Improvement</i>, School visit to PS 359, Bronx, New York, June 6, 2018, 12 School 2 staff (across grade levels and roles) in attendance• <i>International Center for Leadership in Education, Model Schools Conference</i>, Orlando, Florida, June 24-27, 2018, School 2 Principal in attendance• <i>Deeper Learning for All: From the Classroom to the System</i>, Harvard Graduate School of Education, Cambridge Massachusetts, July 9-12, 2018, 6 School 2 staff (across grade levels and roles) in attendance• <i>School 2 Summer Professional Development Week</i>, July 30-August 3, 90% of staff (administrators, teachers & support staff) in attendance• <i>Responsive Small Group Reading Instruction</i>, full day 50 minute professional development sessions of grade level staff, September 21, 2018, facilitated by Sabina DiNardo, K-12 ELA Curriculum Leader and Linda Stumbaugh, School 2 Instructional Coach• <i>School 2 Professional Development ½ Days</i>, 4 - ½ days planned for the 2018- 2019 school year, Oct 19, Dec 21, Mar 15, and Jun 14, with the focus area of <i>School Improvement (Tenets 2-5 DTSDE)</i><ul style="list-style-type: none">◦ <i>October 19, 2018 PD</i>, Whole staff work around encompassing instructional relevance and emotional connectedness to each other, and students◦ PD rotations of 4 small staff groups (Including TAs, Pre-K, Special Ed, Grade Level, & Special Area instructors:<ul style="list-style-type: none">■ <i>10 Mindframes for Visible Learning, Teaching for Success</i>, facilitated by Natélegé Turner-Hassell, School 2 Principal	<p>2018 NYS Assessments</p> <p>District Multiple Measures K-5 (Fastbridge, Fountas and Pinnell Level, District ELA Interim Assessment)</p>	<p>2018 NYS Assessment Data Level 2 and above</p> <ul style="list-style-type: none">• 55% in ELA• 39% in Math• 97% in Science <p>Fall 2018 Academic Data (Local Measures), Reports: <i>Fastbridge Group Screening Report & Fastbridge Screening to Intervention Report</i></p> <table><tr><th>G L</th><th>aRdg</th><th>aRdg (on track)</th><th>aMath</th><th>aMath (on track)</th></tr><tr><td>K</td><td>379 (350-415)</td><td>35% (16/48)</td><td>173 (155-186)</td><td>-</td></tr><tr><td>1</td><td>423 (350-479)</td><td>39% (14/36)</td><td>184 (174-192)</td><td>6% (2/35)</td></tr><tr><td>2</td><td>448 (350-500)</td><td>32% (12/37)</td><td>181 (155-203)</td><td>26% (9/35)</td></tr><tr><td>3</td><td>475 (382-613)</td><td>40% (21/53)</td><td>199 (162-213)</td><td>38% (18/48)</td></tr><tr><td>4</td><td>481 (350-525)</td><td>34% (16/47)</td><td>201 (161-226)</td><td>30% (13/43)</td></tr><tr><td>5</td><td>502 (416-548)</td><td>45 (17/38)</td><td>208 (190-226)</td><td>31% (11/36)</td></tr></table>	G L	aRdg	aRdg (on track)	aMath	aMath (on track)	K	379 (350-415)	35% (16/48)	173 (155-186)	-	1	423 (350-479)	39% (14/36)	184 (174-192)	6% (2/35)	2	448 (350-500)	32% (12/37)	181 (155-203)	26% (9/35)	3	475 (382-613)	40% (21/53)	199 (162-213)	38% (18/48)	4	481 (350-525)	34% (16/47)	201 (161-226)	30% (13/43)	5	502 (416-548)	45 (17/38)	208 (190-226)	31% (11/36)
G L	aRdg	aRdg (on track)	aMath	aMath (on track)																																						
K	379 (350-415)	35% (16/48)	173 (155-186)	-																																						
1	423 (350-479)	39% (14/36)	184 (174-192)	6% (2/35)																																						
2	448 (350-500)	32% (12/37)	181 (155-203)	26% (9/35)																																						
3	475 (382-613)	40% (21/53)	199 (162-213)	38% (18/48)																																						
4	481 (350-525)	34% (16/47)	201 (161-226)	30% (13/43)																																						
5	502 (416-548)	45 (17/38)	208 (190-226)	31% (11/36)																																						



Receivership Quarterly Report—1st Quarter
 July 1, 2018-October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

					<ul style="list-style-type: none"> ■ <i>Student Successes with Thinking Maps</i>, facilitated by Linda Stumbaugh, School 2 Instructional Coach ■ <i>Perspective, Seeing Things through the Eyes of a Child</i>, facilitated by Candace Miller, School 2 Student and Family Advocate ■ <i>Interpreting Math Common Core Standards</i>, facilitated by Mary Grace Tompkins, School 2 Math Coach <ul style="list-style-type: none"> ● <i>District Professional Development Early Release Days</i> (7 - early release days planned for the 2018-2019 school year, Oct 3, Dec 12, Jan 9, Feb 6, Mar 6, Apr 10, May 8) <ul style="list-style-type: none"> ○ <i>October 3, 2018 PD - Grade Level Data Analysis of ELA & Math Standards and School 2 NYS Assessment Scores</i>, grade level staff worked collaboratively to determine trends and plan instruction ● <i>School 2 Efficacy Planning and Instruction</i>, 75 minute planning blocks, key focus areas, Math and ELA, Efficacy meetings occur weekly with grade level staff <ul style="list-style-type: none"> ○ week ending 9/21/2018 - Math focus, <i>Number Sense & Early Numeracy</i> ○ week ending 9/28/2018 - ELA focus, <i>Intervention roles, structure, and resources</i> ○ week ending 10/19/2018 - Math focus, <i>Dreambox</i> ○ week ending 10/26/2018 - ELA focus, <i>Thinking Maps in future instruction, Instructional Groups, DFS with School 2 MMI</i> ● <i>Key Instructional Support Staff</i> (Professional Support Team) - Principal, Instructional Coach, Math Coach ● <i>Math and Reading Interventionists</i>, (Professional Support Team) <p>Literacy Specialists as Co-Teachers:</p> <ul style="list-style-type: none"> ● Literacy specialists working in selected grades 2-5 classrooms for the full-day (except for 1 period a day in K or 1 classrooms, see <i>Literacy Specialists as K-1 Interventionists</i>) ● Co-Teach (Literacy Specialist) Model in Grade 5 Math 		
--	--	--	--	--	---	--	--



Receivahship Quarterly Report--1st Quarter
 July 1, 2018-October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

				<ul style="list-style-type: none"> • Speech Pathologists pushing into core ELA in grades K, 1, and 2. • Literacy specialists and SPED teachers providing instruction to students in need of intensive literacy support and co-teaching in Strategic and Extension Intervention groups. <p>Literacy Specialists as K-1 Interventionists:</p> <ul style="list-style-type: none"> • Literacy Specialists deliver instruction in Kindergarten or grade 1 for 40 minutes to support K-1 students who are in need of intensive reading instruction <p>Instructional Grouping: Students are grouped according to the type of instruction (based on data) needed (i.e., intensive, strategic, extension). Additionally, groups are carefully matched with teachers. Teacher skill set and disposition are thoughtfully considered. Instructional groupings are as follows:</p> <ul style="list-style-type: none"> • E4 - The learner(s) is competent in all basic skills and concepts. There are <u>no skill gaps</u>. The learner thoughtfully and consistently explains, classifies, identifies, discusses, etc. using rich, relevant vocabulary with <u>no support</u>. The learner is able, with ease, to apply understanding to new situations, across content areas with <u>no support</u> and is able to demonstrate his/her understanding in a creative, evaluative or analytical manner. The learner is autonomous. • E3 - The learner(s) has mastered basic skills and concepts. There are <u>little to no skill gaps</u>. The learner can consistently explain, classify, identify, discuss, etc., using relevant vocabulary, with <u>minimal support</u>. The learner is able to apply understanding to new situations, across content areas with <u>minimal support</u>. The learner is actively working to be able to draw connections among ideas with ease and with no support. Overall this learner has <u>few skill deficiencies</u> and is able to demonstrate understanding with a <u>good amount of independence</u>. • S3, S2 - The learner(s) has most basic skills and concepts. <u>Some skill gaps</u>. The learner(s) inconsistently recalls, defines, lists, repeats, etc. with <u>little to no support</u>. They are able to explain, classify, locate, recognize, etc. with support. Overall, this learner(s) 		
--	--	--	--	--	--	--



Receivership Quarterly Report—1st Quarter
 July 1, 2018-October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

				<p>has some deficiencies, but is able to demonstrate a level of understanding with support. This learner is partially dependent on teacher or peer support.</p> <ul style="list-style-type: none"> ● I2, I1 - The learner(s) exhibits some basic skills and concepts. However there are skill gaps. The learner(s) is able to recall, define, list, repeat, etc. with support. Overall this learner(s) is deficient across content areas and is dependent on teacher and/or peer support for understanding. <p>Extended Learning Time Professional Development was provided prior to the start of the <i>Empire State After School Program (ESASP)</i> at School 2:</p> <ul style="list-style-type: none"> ● Integration of technology in lessons during the ESASP, teacher use of technology for professional purposes: collaboration with lesson planning, calendar, eSchool attendance, ESASP procedures (provider, Sam Aronowitz, Esma Simohamed) ● Collaborative, grade level and multi-grade level electronic lesson planning for the purpose of extension and enhancement of day school lessons including DreamBox for Math, iPad, and the Green Screen for STEM purposes and creating weekly morning announcements. <p>Impact: 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 ESASP. Lesson planning with outside providers support the following programs:</p> <ul style="list-style-type: none"> ● 21st Century Community Learning Centers Program <ul style="list-style-type: none"> ○ Fifth Grade Transition program at TMS (Weekly) ● Girls Who Code <ul style="list-style-type: none"> ○ 3rd - 5th Grade Club ○ Meets weekly ○ exposes girls to bravery, resilience, computational thinking and a creative challenge. 		
--	--	--	--	---	--	--



Receivership Quarterly Report—1st Quarter
 July 1, 2018–October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

				<ul style="list-style-type: none"> ○ Meetings include fun, interactive activities that are unique to Girls Who Code. ● Girls on The Run <ul style="list-style-type: none"> ○ Transformational physical program based on positive youth development ○ Teach life skills through dynamic, interactive lessons and running games ○ Establishing a lifetime appreciation of health and fitness ● Biobus <ul style="list-style-type: none"> ○ Research science lab comes to After-school ○ Main purpose to discover, explore and pursue Science ○ Students are given opportunity to reach full scientific potential ○ Hands on Science aboard the Mobile lab ● Anticipated STEM programs through Cornell Cooperative Extension <ul style="list-style-type: none"> ○ Lego WeDo Robotics Grades 3-5 ○ Biowels Grades 3-5 ○ Coding using Scratch, Swift Playground and Spheros 3-5 ○ Sewing-Upcycle and Design 3-5 ○ Teamwork Teamplay - All Grades ○ Healthy Snacks - All Grades <p>Impact: Students in the ESASP 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 ESASP are transferring into daytime instruction.</p> <p>KEY Strategy: Professional Development Extended Day Program Technology</p> <p>SIG Key Strategies Continuing Effective Professional Development for 2018-2019:</p>		
--	--	--	--	---	--	--



Receivership Quarterly Report—1st Quarter
 July 1, 2018–October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

					<ul style="list-style-type: none"> • Springboard to Improvement, School visit to PS 359, Bronx, New York, June 6, 2018, 12 School 2 staff (across grade levels and roles) in attendance • International Center for Leadership in Education, Model Schools Conference, Orlando, Florida, June 24-27, 2018, School 2 Principal in attendance • Deeper Learning for All: From the Classroom to the System, Harvard Graduate School of Education, Cambridge Massachusetts, July 9-12, 2018, 6 School 2 staff (across grade levels and roles) in attendance • School 2 Summer Professional Development Week, July 30–August 3, 90% of staff (administrators, teachers & support staff) in attendance • Responsive Small Group Reading Instruction, full day 50 minute professional development sessions of grade level staff, September 21, 2018, facilitated by Sabina DiNardo, K-12 ELA Curriculum Leader and Linda Stumbaugh, School 2 Instructional Coach • School 2 Professional Development ¼ Days, 4 - ¼ days planned for the 2018- 2019 school year, Oct 19, Dec 21, Mar 15, and Jun 14, with the focus area of School Improvement (Tenets 2-5 DTSDE) <ul style="list-style-type: none"> ○ October 19, 2018 PD, Whole staff work around encompassing instructional relevance and emotional connectedness to each other, our students ○ PD rotations of 4 small staff groups (including TAs, Pre-K, Special Ed, Grade Level, & Special Area instructors: <ul style="list-style-type: none"> ■ 10 Mindframes for Visible Learning, Teaching for Success, facilitated by Natélegé Turner-Hassell, School 2 Principal ■ Student Successes with Thinking Maps, facilitated by Linda Stumbaugh, School 2 Instructional Coach ■ Perspective, Seeing Things through the Eyes of a Child, Candace Miller, School 2 Student and Family Advocate ■ Interpreting Math Common Core Standards, facilitated by Mary Grace Tompkins, School 2 Math Coach 		
--	--	--	--	--	---	--	--



Receivership Quarterly Report—1st Quarter
 July 1, 2018–October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

				<ul style="list-style-type: none"> • District Professional Development Early Release Days (7 - early release days planned for the 2018-2019 school year, Oct 3, Dec 12, Jan 9, Feb 6, Mar 6, Apr 10, May 8) <ul style="list-style-type: none"> ◦ October 3, 2018 PD - Grade Level Data Analysis of ELA & Math Standards and School 2 NYS Assessment Scores, grade level staff worked collaboratively to determine trends and plan instruction • School 2 Efficacy Planning and Instruction, 75 minute planning blocks, key focus areas, Math and ELA, Efficacy meetings occur weekly with grade level staff <ul style="list-style-type: none"> ◦ week ending 9/21/2018 - Math focus, ◦ week ending 9/28/2018 - ELA focus, ◦ week ending 10/19/2018 - Math focus, ◦ week ending 10/26/2018 - ELA focus, Thinking Maps in future instruction, Instructional Groups, DFS with School 2 MMI • Key Instructional Support Staff (Professional Support Team) - Principal, Instructional Coach, Math Coach • Math and Reading Interventionists, (Professional Support Team) <p>Literacy Specialists as Co-Teachers:</p> <ul style="list-style-type: none"> • Literacy specialists working (full-day) in selected grades 2-5 classrooms. • Literacy Specialists providing Reading Intervention in grades K & 1. • Co-Teach(Literacy Specialist) Model in grade 5 Math • Speech Pathologists pushing into core ELA in grades K, 1, and 2. • Literacy specialists and SPED teachers providing instruction to students in need of intensive literacy support and co-teaching in Strategic and Extension Intervention groups. <p>Instructional Grouping: Students are grouped according to the type of instruction (based on data) needed (i.e., intensive, strategic, extension). Additionally, groups are carefully matched with teachers. Teacher skill set and disposition are thoughtfully considered.</p> <p>Extended Learning Time</p>		
--	--	--	--	--	--	--



Receivership Quarterly Report—1st Quarter
 July 1, 2018–October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

					<p>Professional Development was provided prior to the start of the Empire State After School Program (ESASP) at School 2:</p> <ul style="list-style-type: none"> ● Integration of technology in lessons during the ESASP, teacher use of technology for professional purposes: collaboration with lesson planning, calendar, eSchool attendance, ESASP procedures (provider, Sam Aronowitz, Esma Simohamed) ● Collaborative, grade level and multi-grade level electronic lesson planning for the purpose of extension and enhancement of day school lessons including DreamBox for Math, iPad, and the Green Screen for STEM purposes and creating weekly morning announcements. <p>Impact: 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 ESASP. Lesson planning with outside providers support the following programs:</p> <ul style="list-style-type: none"> ● 21st Century Community Learning Centers Program <ul style="list-style-type: none"> ○ Fifth Grade Transition program at TMS (Weekly) ● Girls Who Code <ul style="list-style-type: none"> ○ 3rd - 5th Grade Club ○ Meets weekly ○ exposes girls to bravery, resilience, computational thinking and a creative challenge. ○ Meetings include fun, interactive activities that are unique to Girls Who Code. ● Girls On The Run <ul style="list-style-type: none"> ○ Transformational physical program based on positive youth development ○ Teach life skills through dynamic, interactive lessons and running games ○ Establishing a lifetime appreciation of health and fitness ● Biobus 		
--	--	--	--	--	---	--	--



Receivship Quarterly Report-1st Quarter
 July 1, 2018-October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

				<ul style="list-style-type: none">Research science lab comes to After-schoolMain purpose to discover, explore and pursue ScienceStudents are given opportunity to reach full scientific potentialHands on Science aboard the Mobile labAnticipated STEM programs through Cornell Cooperative Extension<ul style="list-style-type: none">Lego WeDo Robotics Grades 3-5Blowzels Grades 3-5Coding using Scratch, Swift Playground and Spheros 3-5Sewing-Upcycle and Design 3-5Teamwork Teamplay - All GradesHealthy Snacks - All Grades <p>Impact: Students in the ESASP 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 ESASP are transferring into daytime instruction.</p>												
#39 Math All Students MGP	41.62			<p>SIG Key Strategies Continuing Effective Professional Development for 2018-2019: -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, Instructional Coach, Math/Science Interventionist, Professional Support Team, District Math Curriculum Leader</p> <p>Adjustments for 2018-2019: Professional Development/ Learning Opportunities —Added Math Interventionist to provide student and instructional support —Continue to provide regular embedded support during math lessons with Math Instructional Coach and Math Interventionist</p> <ul style="list-style-type: none">Model lessonsCo-teach lessons	2018 NYS Assessments District Multiple Measures K-5 (Fastbridge, Fountas and Pinnell Level, District ELA Interim Assessment)	<p>2018 NYS Assessment Data Level 2 and above</p> <ul style="list-style-type: none">55% in ELA39% in Math97% in Science <p>Fall 2018 Academic Data (Local Measures), Reports: Fastbridge Group Screening Report & Fastbridge Screening to Intervention Report</p> <table><tr><td>G L</td><td>aRdg</td><td>aRdg (on track)</td><td>aMath</td><td>aMath (on track)</td></tr><tr><td>K</td><td>379 (350-415)</td><td>35% (16/46)</td><td>173 (155-188)</td><td>-</td></tr></table>	G L	aRdg	aRdg (on track)	aMath	aMath (on track)	K	379 (350-415)	35% (16/46)	173 (155-188)	-
G L	aRdg	aRdg (on track)	aMath	aMath (on track)												
K	379 (350-415)	35% (16/46)	173 (155-188)	-												



Receivership Quarterly Report-1st Quarter
July 1, 2018-October 13, 2018
(As required under Section 211(f) of NYS Ed. Law)

				<ul style="list-style-type: none">● Give regular feedback from observations● Provide resources for lesson planning in electronic Toolkit		<table><tr><td>1</td><td>423 (350-479)</td><td>39% (14/36)</td><td>184 (174-192)</td><td>6% (2/35)</td></tr><tr><td>2</td><td>446 (350-500)</td><td>32% (12/37)</td><td>191 (155-209)</td><td>26% (9/35)</td></tr><tr><td>3</td><td>475 (382-513)</td><td>40% (21/53)</td><td>199 (162-213)</td><td>38% (18/48)</td></tr><tr><td>4</td><td>481 (350-525)</td><td>34% (16/47)</td><td>201 (161-226)</td><td>30% (13/43)</td></tr><tr><td>5</td><td>502 (416-548)</td><td>45 (17/38)</td><td>208 (190-226)</td><td>31% (11/36)</td></tr></table>	1	423 (350-479)	39% (14/36)	184 (174-192)	6% (2/35)	2	446 (350-500)	32% (12/37)	191 (155-209)	26% (9/35)	3	475 (382-513)	40% (21/53)	199 (162-213)	38% (18/48)	4	481 (350-525)	34% (16/47)	201 (161-226)	30% (13/43)	5	502 (416-548)	45 (17/38)	208 (190-226)	31% (11/36)
1	423 (350-479)	39% (14/36)	184 (174-192)	6% (2/35)																											
2	446 (350-500)	32% (12/37)	191 (155-209)	26% (9/35)																											
3	475 (382-513)	40% (21/53)	199 (162-213)	38% (18/48)																											
4	481 (350-525)	34% (16/47)	201 (161-226)	30% (13/43)																											
5	502 (416-548)	45 (17/38)	208 (190-226)	31% (11/36)																											
				<p>Continued PD by Math Instructional Coach/District Math Curriculum Leader</p> <ul style="list-style-type: none">● Access to all PD and provided resources in electronic Toolkit● Math Running Records—administered math running records to assess addition fluency in grade 2 and provided detailed feedback for each student’s strategy levels● Fluency Centers—set up electronic folders with math centers that focus on addition fluency strategies for teachers to use in response to math running records● Build Math Minds Professional Learning Community—subscription for Math Instructional Coach provides access to online PD videos by nationally recognized educators that can be used throughout the year to enhance learning of mathematical concepts and teaching pedagogy● 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● Video PD for Dreambox (online software for math instruction) for each grade level team to ensure that lessons are targeting instruction● Meet with Teachers to Interpret the results of the NYS Math assessments and use those assessments to help form math intervention groups and guide instruction● Work with K-2 teachers on assessing number sense to get a picture of where each child is in developing number fluency																											



Receivership Quarterly Report-1st Quarter
July 1, 2018-October 13, 2018
(As required under Section 211(f) of NYS Ed. Law)

					<ul style="list-style-type: none"> PD provided by math instructional coach to outline observations from last 		
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 II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 2 Indicator, please answer yes or no 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 18-19 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%				<ul style="list-style-type: none">Professional Development- Reimagining Education: Teaching and Learning in Racially Diverse Schools, Consultant Dr. Claudia Lingertat-Putnam (Race and Trauma), staff led workshop on secondary trauma, creation of PLC/cultural and racial literacy team ("All In," reading "For White Folks Who Teach In the Hood" by Christopher Emdin)	2018 NYS Assessments District Multiple Measures K-5 (Fastbridge, Fountas and Pinnell Level, District ELA Interim Assessment)	2018 NYS Assessment Data Level 2 and above <ul style="list-style-type: none">52% in ELA (Black) Fall 2018 Academic Data (Local Measures), Reports: Fastbridge Group Screening Report & Fastbridge Screening to Intervention Report <table><tr><th>G L</th><th>aRdg</th><th>aRdg (on track)</th><th>aMath</th><th>aMath (on track)</th></tr><tr><td>K</td><td>379 (350-415)</td><td>35% (16/46)</td><td>173 (155-186)</td><td>-</td></tr><tr><td>1</td><td>423 (350-479)</td><td>39% (14/36)</td><td>184 (174-192)</td><td>6% (2/35)</td></tr></table>	G L	aRdg	aRdg (on track)	aMath	aMath (on track)	K	379 (350-415)	35% (16/46)	173 (155-186)	-	1	423 (350-479)	39% (14/36)	184 (174-192)	6% (2/35)
G L	aRdg	aRdg (on track)	aMath	aMath (on track)																		
K	379 (350-415)	35% (16/46)	173 (155-186)	-																		
1	423 (350-479)	39% (14/36)	184 (174-192)	6% (2/35)																		



Receivship Quarterly Report-1st Quarter
 July 1, 2018-October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

							<table><tr><td>2</td><td>448 (350-500)</td><td>32% (12/37)</td><td>191 (155-203)</td><td>26% (9/35)</td></tr><tr><td>3</td><td>475 (382-513)</td><td>40% (21/53)</td><td>199 (162-213)</td><td>38% (16/48)</td></tr><tr><td>4</td><td>481 (350-525)</td><td>34% (16/47)</td><td>201 (161-226)</td><td>30% (13/43)</td></tr><tr><td>5</td><td>502 (416-548)</td><td>45 (17/38)</td><td>208 (190-226)</td><td>31% (11/36)</td></tr></table>	2	448 (350-500)	32% (12/37)	191 (155-203)	26% (9/35)	3	475 (382-513)	40% (21/53)	199 (162-213)	38% (16/48)	4	481 (350-525)	34% (16/47)	201 (161-226)	30% (13/43)	5	502 (416-548)	45 (17/38)	208 (190-226)	31% (11/36)									
2	448 (350-500)	32% (12/37)	191 (155-203)	26% (9/35)																																
3	475 (382-513)	40% (21/53)	199 (162-213)	38% (16/48)																																
4	481 (350-525)	34% (16/47)	201 (161-226)	30% (13/43)																																
5	502 (416-548)	45 (17/38)	208 (190-226)	31% (11/36)																																
#14 3-8 ELA ED Students Level 2 and Above	27%			<ul style="list-style-type: none">Weekly Meetings of Student Support Team and Counseling Team- (referrals made to team and 6 week review of student data)Delivery of Core social emotional learning program- Second Step Program and Bullying PreventionParent Workshops to increase awareness, provide healthy parenting skills and support for familiesAttendance Interventions- Collaborating on district attendance awareness campaign (September and ongoing), classroom attendance lesson and family letter sent home in September, monthly recognition for student "Perfect Attendance" ("NBA"-Never Been Absent)- new for 18-19: monthly attendance letters providing student attendance status/progress (specifically, percentage of days missed), Breakfast of Champions incentive for students with high tardy rates, focus on individual student attendance data (use of pie charts), addition of attendance data liaison roles to regularly monitor attendance data and examine root causes.2018-2019 Mini Grant to support Social Emotional Learning and Trauma Informed Practices within classrooms- purchase of approx. 150 texts to	2018 NYS Assessments District Multiple Measures K-5 (Fastbridge, Fountas and Pinnell Level, District ELA Interim Assessment)	2018 NYS Assessment Data Level 2 and above 55% in ELA (ED) Fall 2018 Academic Data (Local Measures), Reports: Fastbridge Group Screening Report & Fastbridge Screening to Intervention Report <table><tr><th>G L</th><th>aRdg</th><th>aRdg (on track)</th><th>aMath</th><th>aMath (on track)</th></tr><tr><td>K</td><td>379 (350-415)</td><td>35% (16/46)</td><td>173 (155-186)</td><td>-</td></tr><tr><td>1</td><td>423 (350-479)</td><td>39% (14/36)</td><td>184 (174-192)</td><td>6% (2/35)</td></tr><tr><td>2</td><td>446 (350-500)</td><td>32% (12/37)</td><td>191 (155-203)</td><td>26% (9/35)</td></tr><tr><td>3</td><td>475 (382-513)</td><td>40% (21/53)</td><td>199 (162-213)</td><td>38% (16/48)</td></tr><tr><td>4</td><td>481 (350-525)</td><td>34% (16/47)</td><td>201 (161-226)</td><td>30% (13/43)</td></tr></table>	G L	aRdg	aRdg (on track)	aMath	aMath (on track)	K	379 (350-415)	35% (16/46)	173 (155-186)	-	1	423 (350-479)	39% (14/36)	184 (174-192)	6% (2/35)	2	446 (350-500)	32% (12/37)	191 (155-203)	26% (9/35)	3	475 (382-513)	40% (21/53)	199 (162-213)	38% (16/48)	4	481 (350-525)	34% (16/47)	201 (161-226)	30% (13/43)
G L	aRdg	aRdg (on track)	aMath	aMath (on track)																																
K	379 (350-415)	35% (16/46)	173 (155-186)	-																																
1	423 (350-479)	39% (14/36)	184 (174-192)	6% (2/35)																																
2	446 (350-500)	32% (12/37)	191 (155-203)	26% (9/35)																																
3	475 (382-513)	40% (21/53)	199 (162-213)	38% (16/48)																																
4	481 (350-525)	34% (16/47)	201 (161-226)	30% (13/43)																																



Receivship Quarterly Report-1st Quarter
 July 1, 2018-October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

					<ul style="list-style-type: none">support social emotional learning across disciplines in classroomsCheck In Check Out program and Meaningful Work student jobs program to improve engagementSchool Spirit/Pride and retention of families-responsive school wide assemblies held monthly (formal gatherings for lower and upper grades). Assemblies Intentionally Incorporate PROMISE values, bullying awareness, kindness, 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, random acts of kindness, and innovation.		<table><tr><td>5</td><td>502 (416-548)</td><td>45 (17/38)</td><td>208 (190-226)</td><td>31% (11/36)</td></tr></table>	5	502 (416-548)	45 (17/38)	208 (190-226)	31% (11/36)																		
5	502 (416-548)	45 (17/38)	208 (190-226)	31% (11/36)																										
#17 3-8 Math Black Students Level 2 and Above	24%			<ul style="list-style-type: none">Professional Development- Reimagining Education: Teaching and Learning in Racially Diverse Schools, Consultant Dr. Claudia Lingertat-Putnam (Race and Trauma), staff led workshop on secondary trauma, creation of PLC/cultural and racial literacy team (All In) <p>SIG Key Strategies Continuing Effective Professional Development for 2018-2019: -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, Instructional Coach, Math/Science Interventionist, Professional Support Team, District Math Curriculum Leader</p> <p>Adjustments for 2018-2019: Professional Development/ Learning Opportunities —Added Math Interventionist to provide student and instructional support</p>	<p>2018 NYS Assessment Data Level 2 and above 33% in Math (Black)</p> <p>Fall 2018 Academic Data (Local Measures), Reports: Fastbridge Group Screening Report & Fastbridge Screening to Intervention Report</p> <table><tr><td>G L</td><td>aRdg</td><td>aRdg (on track)</td><td>aMath</td><td>aMath (on track)</td></tr><tr><td>K</td><td>379 (350-415)</td><td>35% (16/46)</td><td>173 (155-180)</td><td>-</td></tr><tr><td>1</td><td>423 (350-479)</td><td>38% (14/36)</td><td>184 (174-192)</td><td>6% (2/35)</td></tr><tr><td>2</td><td>446 (350-500)</td><td>32% (12/37)</td><td>191 (165-203)</td><td>28% (9/35)</td></tr><tr><td>3</td><td>475 (382-513)</td><td>40% (21/53)</td><td>198 (162-213)</td><td>38% (16/48)</td></tr></table>	G L	aRdg	aRdg (on track)	aMath	aMath (on track)	K	379 (350-415)	35% (16/46)	173 (155-180)	-	1	423 (350-479)	38% (14/36)	184 (174-192)	6% (2/35)	2	446 (350-500)	32% (12/37)	191 (165-203)	28% (9/35)	3	475 (382-513)	40% (21/53)	198 (162-213)	38% (16/48)
G L	aRdg	aRdg (on track)	aMath	aMath (on track)																										
K	379 (350-415)	35% (16/46)	173 (155-180)	-																										
1	423 (350-479)	38% (14/36)	184 (174-192)	6% (2/35)																										
2	446 (350-500)	32% (12/37)	191 (165-203)	28% (9/35)																										
3	475 (382-513)	40% (21/53)	198 (162-213)	38% (16/48)																										



Receivership Quarterly Report—1st Quarter
 July 1, 2018–October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

				<p>—Continue to provide regular embedded support during math lessons with Math Instructional Coach and Math Interventionist</p> <ul style="list-style-type: none">● Model lessons● Co-teach lessons● Give regular feedback from observations● Provide resources for lesson planning in electronic Toolkit <p>Continued PD by Math Instructional Coach/District Math Curriculum Leader</p> <ul style="list-style-type: none">● Access to all PD and provided resources in electronic Toolkit● Math Running Records—administered math running records to assess addition fluency in grade 2 and provided detailed feedback for each student’s strategy levels● Fluency Centers—set up electronic folders with math centers that focus on addition fluency strategies for teachers to use in response to math running records● Build Math Minds Professional Learning Community—subscription for Math Instructional Coach provides access to online PD videos by nationally recognized educators that can be used throughout the year to enhance learning of mathematical concepts and teaching pedagogy● 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	<table><tr><td>4</td><td>481 (350-525)</td><td>34% (16/47)</td><td>201 (161-226)</td><td>30% (13/43)</td></tr><tr><td>5</td><td>502 (416-548)</td><td>45% (17/39)</td><td>208 (190-226)</td><td>31% (11/36)</td></tr></table>	4	481 (350-525)	34% (16/47)	201 (161-226)	30% (13/43)	5	502 (416-548)	45% (17/39)	208 (190-226)	31% (11/36)
4	481 (350-525)	34% (16/47)	201 (161-226)	30% (13/43)											
5	502 (416-548)	45% (17/39)	208 (190-226)	31% (11/36)											



Receivship Quarterly Report-1st Quarter
 July 1, 2018-October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

					<ul style="list-style-type: none">● Implementing the Math Question Stem Bank to work toward the goal of greater depth of knowledge● Numberless Word Problems and deconstructing problems for understanding● Video PD for Dreambox (online software for math instruction) for each grade level team to ensure that lessons are targeting instruction● Meet with Teachers to Interpret the results of the NYS Math assessments and use those assessments to help form math intervention groups and guide instruction● Work with K-2 teachers on assessing number sense to get a picture of where each child is in developing number fluency● PD provided by math instructional coach to outline observations from last																											
#20 3-8 Math ED Students Level 2 and Above	31%				<ul style="list-style-type: none">● Weekly Meetings of Student Support Team and Counseling Team- (referrals made to team and 6 week review of student data)● Delivery of Core social emotional learning program- Second Step Program and Bullying Prevention● Parent Workshops to increase awareness, provide healthy parenting skills and support for families● Attendance Interventions- Collaborating on district attendance awareness campaign (September and ongoing), classroom attendance lesson and family letter sent home in September, monthly recognition for student "Perfect Attendance" ("NBA"-Never Been Absent)- new for 18-19: monthly attendance letters providing student attendance status/progress (specifically, percentage of days missed), Breakfast of Champions incentive for students with high tardy rates, focus on individual student attendance data (use of pie charts), addition of attendance data		<div>2018 NYS Assessment Data 39% in Math (ED)</div> <div>Fall 2018 Academic Data (Local Measures), Reports: Fastbridge Group Screening Report & Fastbridge Screening to Intervention Report</div> <table><tr><th>G L</th><th>aRdg</th><th>aRdg (on track)</th><th>aMath</th><th>aMath (on track)</th></tr><tr><td>K</td><td>379 (350-415)</td><td>35% (16/46)</td><td>173 (155-186)</td><td>-</td></tr><tr><td>1</td><td>423 (350-479)</td><td>39% (14/36)</td><td>184 (174-192)</td><td>6% (2/35)</td></tr><tr><td>2</td><td>446 (350-500)</td><td>32% (12/37)</td><td>191 (155-203)</td><td>26% (9/35)</td></tr><tr><td>3</td><td>475 (382-513)</td><td>40% (21/53)</td><td>198 (162-213)</td><td>38% (18/48)</td></tr></table>	G L	aRdg	aRdg (on track)	aMath	aMath (on track)	K	379 (350-415)	35% (16/46)	173 (155-186)	-	1	423 (350-479)	39% (14/36)	184 (174-192)	6% (2/35)	2	446 (350-500)	32% (12/37)	191 (155-203)	26% (9/35)	3	475 (382-513)	40% (21/53)	198 (162-213)	38% (18/48)
G L	aRdg	aRdg (on track)	aMath	aMath (on track)																												
K	379 (350-415)	35% (16/46)	173 (155-186)	-																												
1	423 (350-479)	39% (14/36)	184 (174-192)	6% (2/35)																												
2	446 (350-500)	32% (12/37)	191 (155-203)	26% (9/35)																												
3	475 (382-513)	40% (21/53)	198 (162-213)	38% (18/48)																												



Receivship Quarterly Report-1st Quarter
 July 1, 2018-October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

					<p>liaison roles to regularly monitor attendance data and examine root causes.</p> <ul style="list-style-type: none">● 2018-2019 Mini Grant to support Social Emotional Learning and Trauma Informed Practices within classrooms- purchase of approx. 150 texts to support social emotional learning across disciplines in classrooms● Check In Check Out program and Meaningful Work student jobs program to improve engagement● School Spirit/Pride and retention of families- responsive school wide assemblies held monthly (formal gatherings for lower and upper grades). Assemblies intentionally incorporate PROMISE values, bullying awareness, kindness, 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, random acts of kindness, and innovation.		<table><tr><td>4</td><td>481 (350-625)</td><td>34% (16/47)</td><td>201 (181-226)</td><td>30% (13/43)</td></tr><tr><td>5</td><td>502 (418-548)</td><td>45 (17/38)</td><td>208 (190-226)</td><td>31% (11/36)</td></tr></table>	4	481 (350-625)	34% (16/47)	201 (181-226)	30% (13/43)	5	502 (418-548)	45 (17/38)	208 (190-226)	31% (11/36)
4	481 (350-625)	34% (16/47)	201 (181-226)	30% (13/43)													
5	502 (418-548)	45 (17/38)	208 (190-226)	31% (11/36)													
#86 Teacher Turnover	47%				<p>SIG Key Strategy: Professional Development and Culture & Climate</p> <ul style="list-style-type: none">● 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	Staff Attendance	Teacher Attendance Fall Avg -% Total Staff Attendance Fall Avg:%										



Receivership Quarterly Report--1st Quarter
 July 1, 2018-October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

					building substitutes to support professional release time and faculty and staff absences.		
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)

<u>Key Strategies</u> <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	Y	-Teachers are using MX800and Smart boards to create interactive lessons with students. -Grades 3-5 use chromebooks daily including Google classroom, NewsELA articles, google docs, -Use of Dreambox and Areading to supplement instruction. -Using Robots to supplement instruction. -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. -Teachers are using interactive slides to increase engagement in math. -Use of breakout boxes for assessment and team building experiences.



Receivership Quarterly Report—1st Quarter
July 1, 2018–October 13, 2018
(As required under Section 211(f) of NYS Ed. Law)

2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY		
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. 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 18-19 CET plan and/or the 18-19 CET membership changed, please attach copies of those updated documents to this report.

Status (R/Y/G)	Analysis/Report Out
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 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.

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.

Status (R/Y/G)	Analysis/Report Out
Green	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.



Receivership Quarterly Report—1st Quarter
 July 1, 2018–October 13, 2018
(As required under Section 211(f) of NYS Ed. Law)

	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				
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.



Receivership Quarterly Report—1st Quarter
July 1, 2018–October 13, 2018
(As required under Section 211(f) of NYS Ed. Law)

Part V – Community Schools Grant (CSG)

(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/19 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 18-19)	The community wide needs assessment was completed during the 2017-18 school year
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period: 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)	Our Open House, this past fall was administered utilizing the Academic Parent Teacher Teams (APTT) model. Teams of teachers and parents met to discuss student data, hands-on learning tasks, read aloud techniques, etc.). They are also given information and resources to assist them in reinforcing their children's education at home. Other ways we meet and/or engage families are: Parent-Teacher Organization (PTO), Community Engagement Team (CET), P.R.O.M.I.S.E. events/workshops, Open House, School events and assemblies/celebrations, etc.
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	Flyers, newsletters, emergency notices, social media announcements, text alerts, school memos, parent letters, monthly calendars
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	As of now, the school community and community members have open access to our Community School resources, as there is open office, email, and telephone accessibility. The new facilities have created a space more conducive to meeting families' needs discretely and allowing them increased confidentiality. Staff are available by appointment and are open to home visits as needed.
Steering Committee (challenges, meetings held, accomplishments)	The team meets at least monthly and additional meetings are set as needed.
Feeder School Services (specific services offered and impact)	
Community School Site Coordinator (accomplishments and challenges)	A staff member from CDPHP oversees the community school initiative and collaborates with community school staff daily.
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The funding allowed to have full time staff hired through CDPHP, a social worker partnership with Community Care on site three half days per week. It also allowed for a brand new community schools wing at School 2
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The funding allowed for a brand new community schools wing at School 2



Receivership Quarterly Report—1st Quarter
 July 1, 2018-October 13, 2018
(As required under Section 211(f) of NYS Ed. Law)

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.
--------------	--	---------------	---	------------	---



Receivship Quarterly Report—1st Quarter
 July 1, 2018-October 13, 2018
(As required under Section 211(f) of NYS Ed. Law)

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.)

<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 2017-19 (PSSG, CSG) or 2018-19 (SIG 1003(g) 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:		NA
SIG:		NA
CSG:	Green	Spending is on track. Funds have been encumbered to support the partnerships with CDPHP and Community Care Physicians as well as the salary for a full time social worker.



Receivership Quarterly Report—1st Quarter
 July 1, 2018–October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

Part VII: 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. 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.		



Membership Quarterly Report—1st Quarter
July 1, 2018–October 13, 2018
(As required under Section 211(f) of NYS Ed. Law)

Part VIII – 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):

Signature of Receiver:

Date:

JOHN CAENBOLD
[Signature]
10-29-2018

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 2018-2019 community engagement team plan and membership.

Name of CET Representative (Print):

Signature of CET Representative:

Date:

LYNNE ARIENTI
[Signature]
10/29/2018

COMMUNITY ENGAGEMENT MEETING

September 27, 2018 | Natélegé Turner Hassell Office

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	10 MIN
RECRUITERSHIP/COMMUNITY SCHOOLS	Natélegé Turner-Hassell	15 MIN
VISION AND MISSION/SCH 2 SHARE OUT	Natélegé Turner-Hassell	15 MIN
COMMUNITY SHARE OUT/UPCOMING EVENTS	Natélegé Turner-Hassell	5 MIN

Notes

NEXT MEETING: Next Meeting Thursday, October 18, 2018 @ 3:00 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 09/27/18

PLEASE PRINT YOUR NAME

Name	Organization
Laura Bauer	Rensselaer Co Probate
Jon Desso	Rensselaer Co District Attorney
Lynne Aricenti	cd.php
Marissa Renner	School 2
Twila Harrison	5th Ave. A.M.E. Zion Church
Zolanda Helms	5th Ave. A.M.E. Zion Church
Jacquetta Treece	5th Ave. A.M.E. Zion Church
Edna Wheeler	One Troy
Debra Garrett	CEO / One Troy
MAXINE BRISPORT	Troy Schools
Juli Currey	Troy CSD
Joycelyn Henderson	T.C.L.L.
Gwendolyn Miller	School 2
Myra By	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.

Grand Opening

The Troy City School District
proudly celebrates the newly constructed

School 2
Community Schools Wing
470 Tenth Street

Thursday, October 18, 2018
5:30 p.m.

Program

Pledge of Allegiance
Elijah Jefferson

Welcome
John Carmello, Superintendent of Schools

Principal's Message
Natélegé Turner-Hassell

Congratulatory Messages

Robert Hinckley, Executive Vice President
Capital District Physicians' Health Plan

Steve McLaughlin, Rensselaer County Executive

Ribbon Cutting
John Carmello, Superintendent of Schools

*Please join us for a reception in the Community Room and guided tour
following the program.*



Community Room At A Glance



Who Are We?

Stephanie Stinney ~ Family Advocate

Co-facilitates family outreach efforts (calls, correspondence, emails, home visits). Assists families on-site with support services and outside referrals, make connections with community organizations. Partners with caregivers to provide support and advocacy by attending parent meetings, offering support during crisis, and conducting home visits. Coordinates engagement opportunities for families in conjunction with PTO and school staff.

Marissa Reimer ~ Social Worker

Provides emotional support/counseling and psychoeducation to the families of our students. Works with teachers and staff to help foster their own emotional wellbeing, which in turn maintains healthy learning environments for the students.

Candace Miller ~ Community and Student Advocate

Co-facilitates family outreach efforts; on-site point person for uniforms; co-facilitator of Project PROMISE Initiative, morning assemblies, and engagement events. Assists families on-site with support services and outside referrals, make connections with community organizations, push in classrooms for teacher support, lessons and facilitates student groups to teach life skills, leadership, and to further current school initiatives. Support documentation and communication of Student Support services.

Lynne Arxenti ~ Nurse Case Manager

Offer support with medical needs for students and family members. Also assists family in finding providers for PCP, dental, vision, other medical needs. Conducts home visits w/ Student and Family Advocates to assess medical/social needs. Make referrals to community agencies as needed, and follows up with families concerning use of resources, progress, and appointments.

Josette Langlois ~ Community Schools Case Manager

Offer support with mental health issues, and new diagnoses. Assists families in finding providers for mental health, substance abuse, medication management, identifying local support groups. Conducts home visits w/Student and Family Advocates to assess behavioral health needs. Makes referrals to community agencies as needed, and follow up with families concerning use of resources, progress and appointments.

JoAnn Merriman ~ Pediatric Health Consultant

Provide health and wellness consultation for individual students, families, the school environment, and community. Work with students and families when there have been concerns with developmental challenges and/or health care issues, especially as they pertain to school attendance and achievement. Coordinating with medical Health Homes for individual students, while working collaboratively with our school nurse, case manager, counseling team, and our teachers and staff.

Why Are We Here?

A Community School is a public school - the hub of its neighborhood, uniting families, educators and community partners to provide all students with top-quality academics, enrichment, health and social services, and opportunities to succeed in school and in life.

What Are Our Goals?

By providing support and advocacy for families to reduce barriers, our goals are to:

- Reduce behavioral incidents
- Increase student attendance
- Increase academic achievement

What Do We Do?

- Assemblies & student events
- Project PROMISE
- Family advocacy
- Family/ community engagement, outreach, and recruitment events
- Parent/Teacher Organization (PTO) coordination
- Liaison between home, school, & community
- Life & leadership skill groups for students
- Home visits
- Provide health education for students and families
- Assist families in finding mental and physical health providers and resources
- Uniforms
- Assist families in securing their basic needs (food, clothing, shelter)
- Provide support/counseling and psychoeducation to students and families
- Support teachers' mental health to create/maintain a healthy learning environment
- Provide mindfulness and meditation opportunities for students, families, and staff

Our Partners

Capital Care Pediatrics
Capital District Physicians Health Plan (CDPHP)
Capital Roots
Commision on Economic Opportunity (CEO)
Express Scripts
Girls On the Run, Inc.
MVP Healthcare Providers, Inc.
North Central Little League
Oakwood Community Center
Park Playhouse Productions
Rensselaer County Mental Health Department
Rensselaer County Probation
Rensselaer Polytechnic Institute (RPI)

Riverview Pediatrics
Salvation Army
Seal-A-Smile
Siena College Bonner program
START Center
Sunnyside Center
Troy Boys and Girls Club
Troy Rehabilitation and Improvement Program (TRIP)
Unity House
Whitney Young Health Centers
YMCA
YWCA

Vision

All students achieving at proficiency

Mission

To provide a range of supports and opportunities for our students and families in our school community. Our integrated focus is on academics, physical and mental health, social services, and community and youth development, which leads to improved student learning, stronger families, and healthier communities.