

## Receivership Schools ONLY

### Quarterly Report #2: *October 14, 2018 to January 15, 2019 (Due January 31, 2019)*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: <a href="http://www.troycsd.org">www.troycsd.org</a>			
School 2	491700010002	Troy City School District		Check which plan below applies:			
				SIG			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		PK-5	<1%	21.1%	336
	Appointment Date: June 2015						

Executive Summary
Please provide a <i>plain-language summary</i> 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 <i>no more than 500 words</i> .
<p>Targeted Professional Development for all professional stakeholders continues to be our primary Key Strategy for improvement. Much of our work this quarter has focused on: academic/instructional strategies, social emotional learning/responsive practices, and data (i.e., formative assessment &amp; analysis). In an effort to enhance thinking and learning and increase instructional capacity across grade-levels, we have focused on two professional texts: <i>Student Success w/ Thinking Maps</i>, by David Hyerle &amp; <i>10 Mindframes for Visible Learning</i>, by John Hattie. Additionally, we have developed a tool, that defines expectations and evaluates (peer, self, admin.) implementation. We have been honing our skills to thoughtfully analyze formative data measures, as to better inform our daily instruction; and we continue to use a Data, Feedback, Strategy (DFS) process to confer and provide feedback to students and other stakeholders. We value our partnership w/ families and overall school community- therefore we consistently engage them as reciprocal partners, and often develop and share in opportunities/events, which provide a clear understanding of academic proficiency and strong morale. Our intent is to empower them as advocates and valued members of society.</p>



**Attention** – This document is intended to be completed by the school receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). It is a self-assessment of the implementation and outcomes of key strategies related to receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for receivership schools receiving 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%		Y	<b>Yes</b>	<b>SIG Key Strategy- Professional Development</b>  <b>Adjustments Made During Q2:</b> Continuing Effective Professional Development for 2018-2019: <ul style="list-style-type: none"> <li>• <i>School 2 Principal PD, Ms. Turner-Hassell, 75 minutes of PD on instructional practices:</i> <ul style="list-style-type: none"> <li>○ <b>11/29/2018</b> - <i>K-2 Academic Instructional Rigor &amp; Expectations</i></li> <li>○ <b>12/6/2019</b> - <i>3-5 Academic Instructional Rigor &amp; Expectations</i></li> <li>○ <b>12/10/2018</b> - <i>What are School 2 Expectations for Effective Use of Thinking Maps in Every Classroom? Resource: Student Successes with Thinking Maps, Hyerle &amp; Alper, 2nd edition</i></li> <li>○ <b>12/12/2018</b> - <i>What are School 2 Expectations for Effective Visible Learning Practices in Every classroom? Resource: Set Visible Learning Feedback</i></li> </ul> </li> </ul>	1. aReading (fall, winter, spring), students are screened three times throughout the year to ascertain effectiveness of instruction at all Tiers. It is used as a cross-district core program auditing instrument.  2. TCSD Reading Interim Assessment (grades K-5, formative), (Form	We continue as to use the <b>Key Strategy of Professional Development</b> to enhance Instructional Capacity. It is evident, w/in the data, that we need to improve in our abilities to strategically address and accelerate the learning of our students.  We are also utilizing our <b>Extended Learning Time</b> to personalize instruction, via technology, and therefore motivate and accelerate growth.  <b>*NOTE:</b> The cohort has changed significantly from <b>October 17 to January 25</b> <ul style="list-style-type: none"> <li>• 35 students left School 2</li> <li>• 57 students have transferred into School 2</li> </ul>



					<p><i>and Ten Mindframes for Visible Learning, Hattie &amp; Zierer, 1st edition</i></p> <ul style="list-style-type: none"><li>○ <b>1/10/2019</b> - <i>What are School 2 Expectations for Every Classroom, Every Day - ELA &amp; Math “Must-Haves”</i></li><li>● District PD<ul style="list-style-type: none"><li>○ <b>12/19/2018</b> - <i>Receivership Meeting, BOE, Troy City School District Superintendent, John Carmello</i> - Over 60% of instructional staff in attendance for a 45 minute presentation about School 2 and the receivership process</li><li>○ <b>1/8/2019</b> - <i>Teachers College On-site Training Reading Units of Study, Grades 3-5, 120 minutes for each level, Teachers College Developer at School 14, Attendees: grade 3-Emily Taylor, grade 4-Caterina Marra, grade 5-Shannon Comparetta</i></li><li>○ <b>1/2/2019</b> - <i>3-5 ELA &amp; Math Testlet Scoring, Ms. Jennifer Demarco, Rtl Coordinator, Troy City School District, Ms. Linda Stumbaugh, School 2 Instructional Coach</i>, grade level groups worked together in 90-minute rotations to score grade level tests, document trends, and establish next steps for immediate application.</li><li>○ <b>9/2018-Present</b> - Grade Level Multiple Measure Index (MMI) established in the fall to use state, summative, benchmark and formative data to track student progress for the purpose of quickly informing and targeting instruction</li></ul></li><li>● <i>District Professional Development Early Release Days (7 - early release days planned for the 2018-2019 school year, Oct 3, <b>Dec 12, Jan 9</b>, Feb 6, Mar 6, Apr 10, May 8)</i><ul style="list-style-type: none"><li>○ <b>1/9/2019</b><ul style="list-style-type: none"><li>■ <i>K-2 Phonics Workshop with the K-12 ELA Curriculum Leader, Sabina Dinardo, 90 min session</i></li></ul></li></ul></li></ul>	<p>#1-winter, Form #2-spring), This measure aligns with district curriculum maps, and assesses NYS Common Core Standards</p> <p>3. School 2 ELA Testlet Assessment (grades 3-5, formative), Testlet #1-November, Testlet #2-February. This measure aligns with School 2 curriculum, and assess progress with NYS Common Core Standards specifically in reading comprehension and writing short and extended responses</p> <p>4. Fountas &amp; Pinnell Benchmarks, winter (January), spring (May/June)</p> <p>5. Kindergarten only, letters-uppercase (UC), lowercase (LC), letter sounds</p>	<p><b>*ELA - Fall(OCT) 2018 to Winter(JAN) 2019 Reports: <i>Fastbridge Group Screening Report &amp; Fastbridge Screening to Intervention Report</i> *</b></p> <table><tr><th>GL</th><th>OCT aRdg average</th><th>OCT aRdg (% on track)</th><th>JAN aRdg average</th><th>JAN aRdg (% on track)</th></tr><tr><td>K</td><td>379 (350-415)</td><td>35% (16/46)</td><td>388 (350-445)</td><td>13% (8/60)</td></tr><tr><td>1</td><td>423 (350-479)</td><td>39% (14/36)</td><td>433 (350-477)</td><td>31% 13/42</td></tr><tr><td>2</td><td>446 (350-500)</td><td>32% (12/37)</td><td>452 (350-504)</td><td>24% (9/28)</td></tr><tr><td>3</td><td>475 (382-513)</td><td>40% (21/53)</td><td>484 (422-521)</td><td>30% (15/50)</td></tr><tr><td>4</td><td>481 (350-525)</td><td>34% (16/47)</td><td>490 372-527</td><td>33% 9/27</td></tr><tr><td>5</td><td>502 (416-548)</td><td>45% (17/38)</td><td>508 421-549</td><td>36% 16/45</td></tr></table>	GL	OCT aRdg average	OCT aRdg (% on track)	JAN aRdg average	JAN aRdg (% on track)	K	379 (350-415)	35% (16/46)	388 (350-445)	13% (8/60)	1	423 (350-479)	39% (14/36)	433 (350-477)	31% 13/42	2	446 (350-500)	32% (12/37)	452 (350-504)	24% (9/28)	3	475 (382-513)	40% (21/53)	484 (422-521)	30% (15/50)	4	481 (350-525)	34% (16/47)	490 372-527	33% 9/27	5	502 (416-548)	45% (17/38)	508 421-549	36% 16/45
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					<ol style="list-style-type: none"><li><b>11/9/2018 - present - <i>School 2 Scoop</i></b>, electronic weekly announcements<ul style="list-style-type: none"><li>Streamed on Friday mornings in every classroom</li><li>Facilitated Monday through Wednesday</li><li>K-5 Students as newscasters</li><li>Facilitated by Amanda Wickers, <i>Reading Specialist</i></li><li>Students research, write and report on materials ranging from weather, science to social studies.</li><li>Promotes and polishes essential skills such as reading and public speaking</li></ul></li><li><b>12/14/2018 - present - <i>Healthy Snacks through Cornell</i></b> Cooperative Extension<ul style="list-style-type: none"><li>3rd -5th grade students</li><li>Meets on Fridays weekly</li><li>Gives students hands on experience with food preparation while carefully reading through recipes and learning to understand food labels.</li></ul></li><li><b>1/4/2019 - present - <i>Girls Who Code</i></b><ul style="list-style-type: none"><li>3rd - 5th Grade Club</li><li>Candace Dobbs-Miller our Student Advocate runs the group and has received Professional Development to further her skills.</li><li>Meets on Fridays weekly</li><li>Meetings include introducing computer science (CS) literature, concepts and coding</li><li>Exploring stories of hidden women in CS history</li><li>Aligns with ELA standards, furthering essential skills such as reading and critical thinking.</li></ul></li></ol>		
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#15 3-8 Math All Students Level 2 and above	31%		Y	Yes	<p><b>SIG Key Strategies-Professional Development Continuing Effective Professional Development</b> for 2018-2019:</p> <p>-Professional Development ½ days, focus area <i>School Improvement, Tenets 2-5 DTSDE</i></p> <p>-90 minute planning blocks, <i>Efficacy Planning and Instruction</i></p> <p>-Key Instructional Support Staff- Math Consultant, Instructional Coach, Math/Science Interventionist, Professional Support Team, District Math Curriculum Leader</p> <p><b>Continued Work on:</b></p> <ul style="list-style-type: none"><li>● Lesson planning and modeling with instructional leaders</li><li>● Building resources in the electronic Professional Toolkit</li><li>● Monthly Math Efficacy Meetings (PD) led by Math Coach</li><li>● Build Math Minds----share videos and resources from this professional learning community</li><li>● Daily fluency practice</li></ul> <p><b>Adjustments Made During Q2:</b></p> <ol style="list-style-type: none"><li>1. <b>Targeted students (High Level 2 and above):</b> Work in small groups with math instructional coach and math interventionist for two 30-min sessions per week.<ul style="list-style-type: none"><li>● Student data folder---students track their own data on mini-quizzes that mirror NYS test questions</li><li>● Students set goals for district testlets and NYS Math assessment</li><li>● Instructional Coach will track data for targeted students for trends (Attendance, Group quizzes, AMath, District testlet, NYS Math assessment)</li></ul></li><li>2. <b>Professional Toolkit (new for 2018-19)</b><ul style="list-style-type: none"><li>● Continue to build resources for math centers</li><li>● Add Math PD and Math Efficacy presentations for reference</li><li>● Easy access to documents such as math block template, math “must-haves”</li></ul></li></ol>	<p>NYS Math Assessment 2018</p> <ol style="list-style-type: none"><li>1. aMath (fall, winter, spring), students are screened three times throughout the year to ascertain effectiveness of instruction at all Tiers. It is used as a cross-district core program auditing instrument.</li><li>2. TCSD MATH Interim Assessment (grades K-5, formative), (Form #1-winter, Form #2-spring), This measure aligns with district curriculum maps, and assesses NYS Common Core Standards</li><li>3. School 2 Math Testlet Assessment (grades 3-5, formative), Testlet #1-November, Testlet #2-February. This measure aligns with School 2</li></ol>	<p>We continue as to use the <b>Key Strategy of Professional Development</b> to enhance Instructional Capacity. It is evident, w/in the data, that we need to improve in our abilities to strategically address and accelerate the learning of our students.</p> <p>We are also utilizing our <b>Extended Learning Time</b> to personalize instruction, via technology, and therefore motivate and accelerate growth.</p> <p><b>**NOTE:</b> The cohort has changed significantly from October 17 to January 25</p> <ul style="list-style-type: none"><li>● 35 students left School 2</li><li>● 57 students have transferred into School 2</li></ul> <p><b>**MATH - Fall(OCT) 2018 to Winter(JAN) 2019 Reports: <i>Fastbridge Group Screening Report &amp; Fastbridge Screening to Intervention Report</i></b></p> <table><tr><th>G L</th><th>OCT aRdg</th><th>OCT aRdg (on track)</th><th>JAN aRdg</th><th>OCT aRdg (on track)</th></tr><tr><td>K</td><td>172 (155-186)</td><td>-</td><td>179 (155-198)</td><td>-</td></tr><tr><td>1</td><td>184 (174-192)</td><td>6% (2/35)</td><td>188 (155-204)</td><td>39% 15/38</td></tr><tr><td>2</td><td>191 (155-203)</td><td>26% (9/35)</td><td>194 (164-214)</td><td>30% 10/33</td></tr><tr><td>3</td><td>199 (162-213)</td><td>38% (18/48)</td><td>201 (155-212)</td><td>36% 19/53</td></tr><tr><td>4</td><td>201 (161-226)</td><td>30% (13/43)</td><td>203 (164-216)</td><td>24% 10/42</td></tr></table>	G L	OCT aRdg	OCT aRdg (on track)	JAN aRdg	OCT aRdg (on track)	K	172 (155-186)	-	179 (155-198)	-	1	184 (174-192)	6% (2/35)	188 (155-204)	39% 15/38	2	191 (155-203)	26% (9/35)	194 (164-214)	30% 10/33	3	199 (162-213)	38% (18/48)	201 (155-212)	36% 19/53	4	201 (161-226)	30% (13/43)	203 (164-216)	24% 10/42
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					<div><div><div>3. Technology<ul style="list-style-type: none"><li>PD for pilot of Castle Learning and ixl Math in January</li><li>Continued use of Dreambox and pilot of ixl</li></ul></div><div>4. Curriculum Leader<ul style="list-style-type: none"><li>Continued weekly visits and <u>added biweekly visits</u></li><li>Pilot data project with 4th grade team---will meet with the 4th grade team monthly to examine math data from district interim assessment and district testlet</li></ul></div><div>5. Russell Sage College Partnership (Feb/March)<ul style="list-style-type: none"><li>College students work one-on-one and with small groups of students in math classes and math intervention</li></ul></div></div><div><div>Adjustments Made During Q2:</div><div>Key Strategy-Extended Learning Time: Students in the ESASP are exploring vast opportunities through various clubs to experience different perspectives, instructional practices and content. These opportunities enhance student practices in Math</div><div><div>1. Healthy Snacks through Cornell Cooperative Extension<ul style="list-style-type: none"><li>3rd -5th grade students</li><li>Meets on Fridays weekly</li><li>Math use can range from basic to complex, such as using measurements, volume, weight and temperature.</li></ul></div><div>2. Students work twice a week with Math Interventionist<ul style="list-style-type: none"><li>Using software that personalizes student learning</li><li>Will start working with piloted program in February</li></ul></div></div></div></div>	curriculum, and assess progress with NYS Common Core Standards specifically in math concepts, computation comprehension and with both short and extended responses	<table><tr><td>5</td><td>208 (190-226)</td><td>31% (11/36)</td><td>213 (192-231)</td><td>37% 17/46</td></tr></table> <div>Math Interim #1</div> <table><tr><th>GL</th><th>Winter</th><th>Spring</th></tr><tr><td>K</td><td>63</td><td></td></tr><tr><td>1</td><td>70</td><td></td></tr><tr><td>2</td><td>52</td><td></td></tr><tr><td>3</td><td>47</td><td></td></tr><tr><td>4</td><td>46</td><td></td></tr><tr><td>5</td><td>53</td><td></td></tr></table> <div>MATH Testlet, November Administration:</div> <table><tr><th>GL</th><th>NOV (avg)</th><th>FEB (avg)</th></tr><tr><td>3</td><td>33</td><td></td></tr><tr><td>4</td><td>31</td><td></td></tr><tr><td>5</td><td>36</td><td></td></tr></table>	5	208 (190-226)	31% (11/36)	213 (192-231)	37% 17/46	GL	Winter	Spring	K	63		1	70		2	52		3	47		4	46		5	53		GL	NOV (avg)	FEB (avg)	3	33		4	31		5	36	
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5	36																																												
	46%		G	Yes	SIG Key Strategies-Professional Development	SEE ELA & MATH INDICATORS	SEE ELA & MATH ACHIEVEMENT DATA																																						





#85 Grades 4 and 8 Science All Students Level 3 and above					<p><b>Continuing Effective Professional Development</b> for 2018-2019:</p> <ul style="list-style-type: none"><li>-Professional Development ½ days, focus area <i>School Improvement, Tenets 2-5 DTSDE</i></li><li>-90 minute planning blocks, <i>Efficacy Planning and Instruction</i></li><li>-Key Instructional Support Staff- Instructional Coach, Math/<b>Science Interventionist</b>, Professional Support Team, District Science Curriculum Leader</li></ul> <p><b>Continued Work on:</b></p> <ul style="list-style-type: none"><li>● Lesson planning and modeling with instructional leaders</li><li>● Building resources in the electronic Professional Toolkit</li><li>● Monthly Math Efficacy Meetings (PD) led by Math Coach</li><li>● Build Math Minds----share videos and resources from this professional learning community</li><li>● Daily fluency practice</li></ul> <p><b>Adjustments Made During Q2:</b></p> <p><b>STEM Days-</b> We have completed two .5 Days focused solely on STEM activities (i.e., robotics, coding, legos, spheros, etc.). All K-5 students participated. We will have 3 more STEM days before the close of the school-year.</p> <p><b>Key Strategy-Extended Learning Time:</b></p> <p>Students in the ESASP are exploring vast opportunities through various clubs to experience different perspectives, instructional practices and content. These opportunities enhance student practices in Science.</p> <ul style="list-style-type: none"><li>● Biobus<ul style="list-style-type: none"><li>○ 3rd - 5th grade students</li><li>○ Facilitated by Sarah Weisberg</li><li>○ Meets on Wednesdays weekly</li><li>○ Research science lab comes to After-school</li><li>○ Purpose to discover, explore and pursue Science</li></ul></li></ul>		
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					<ul style="list-style-type: none"> <li>○ Students are given opportunity to reach full scientific potential</li> <li>○ Hands on Science aboard the Mobile Lab</li> <li>● School 2 scoop weekly announcements               <ul style="list-style-type: none"> <li>○ Facilitated Monday through Wednesday</li> <li>○ K - 5th grade Students</li> <li>○ facilitated by Amanda Wickers, Reading Specialist</li> <li>○ Students research and report on interesting science facts and topics.</li> </ul> </li> </ul>		
#5 School Safety	6		G	Yes	<p><b>SIG Key Strategies-Professional Development and School Climate and Culture:</b> Social Emotional Learning/PROMISE and Bullying Prevention, Increase Student Mental Health Support and Interventions, Ongoing Trauma Informed Staff Development</p> <p><b>Continued Work on:</b></p> <ul style="list-style-type: none"> <li>● Professional Development</li> <li>● Student Support Team</li> <li>● Social Emotional Learning/Bullying Prevention</li> <li>● CHAMPS/STOICR Classroom Management and Reflection strategies initiative for staff and students, focus on classroom environment and relationships</li> <li>● Character development campaigns</li> <li>● Individual and group counseling</li> <li>● Attendance Interventions</li> <li>● SEL Library Minigrant</li> <li>● Check In/Check Out and Meaningful Work Student Jobs</li> <li>● School Spirit/Pride and retention of families initiative</li> </ul> <p><b>Adjustments Made During Q2:</b></p> <ul style="list-style-type: none"> <li>● CHAMPS/STOICR- refreshers for staff and students in December 2018; PD session on “Environmental Must Haves”- January 10th, 2019</li> <li>● Gabrielle Panganiban, Candace Miller, Michael Viscuso and Samuel Aronowitz attended Restorative Practices PD November 2018</li> </ul>	<p>eschool Discipline Referrals</p> <p>mySAEBRS (Fastbridge)</p> <p>Student Climate Surveys</p> <p>STOICR Classroom Management Strategies and Reflection staff survey</p>	<p>10/14/2018-1/15/2019: 51 referrals</p> <p>In progress</p> <p>Winter 2019 data</p> <p>Areas for improvement:</p> <ul style="list-style-type: none"> <li>● increasing the ratio of positive interactions with students</li> <li>● creating and adhering to a menu of in class consequences</li> <li>● using pre planned corrections</li> <li>● presenting tasks in a manner that creates relevance, interest and enthusiasm</li> </ul>



					<ul style="list-style-type: none"><li>• School Social worker and school psychologist attended Ross Greene’s Collaborative Proactive Solutions PD October 18, 2018</li><li>• Wellness Support for Staff- Weekly Mindfulness Initiative and Physical Exercise sessions</li><li>• Monthly parent and family workshops to increase awareness, provide healthy parenting skills and support for families</li><li>• SEL Library created for increasing staff capacity to incorporate social emotional learning across classroom disciplines</li><li>• Attendance Interventions- regular review (for trends, progress and underlying causes) and sharing of schoolwide and individual student attendance data, Classroom Attendance Helper student jobs grades 1-5, collaborating on Troy CSD district attendance improvement initiative (posters for public viewing created) , addition of STEM instruction/activities on 12/21 (early dismissal day) to increase student attendance, presentation to PTO, monthly recognition for perfect or improved attendance</li><li>• Assemblies and School Spirit Campaigns- monthly assemblies intentionally incorporating PROMISE character development; presentations to students and families on Gratitude and Empathy with activities to increase empathy among students; Work Hard/Get Smart student celebration December 19, 2018, PROMISE Family Event focusing on the notion of Hope</li><li>• Planning for Code of Conduct presentation for students- focus on equity and student friendly language to teach expectations and policies</li><li>• Addition of teaching assistant support for classrooms during specials rotation</li></ul>	<p><b>Attendance:</b></p> <ul style="list-style-type: none"><li>• Cumulative Attendance data (percentage of students who are at risk for being Chronically Absent)</li><li>• Daily Attendance Percentage (daily and yearly trend line)</li></ul>	<p>1/4/2019: 127/304 students at risk for being chronically absent</p> <p>1/15/2019: Average daily attendance 89%</p>
#33 ELA All Students MGP	43.47		Y	Yes	<b>PLEASE SEE INDICATOR #9 3-8 ELA All Students Level 2 and above</b>		



#39 Math all Students MGP	41.62		Y	Yes	PLEASE SEE INDICATOR #15 3-8 Math All Students Level 2 and above		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

## Part II – Demonstrable Improvement Indicators (Level 2)

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%		Y	Yes	<b>SIG Key Strategies- Professional Development Continuing Effective Professional Development</b> for 2018-2019: -Ongoing Professional Development and support regarding Trauma Informed practices and Racial and Cultural Literacy <b>Adjustments Made During Q2:</b> <ul style="list-style-type: none"> <li>Professional development session “Through a Child’s Eyes” focusing on the challenges and obstacles faced by students and families as a result of poverty and race to brainstorm ways educators can proactively support students and families</li> <li>Professional Development- Race and <b>Trauma</b> PD for staff- Implicit Bias on December 21, 2018;</li> </ul>	PLEASE SEE ELA ACADEMIC INDICATORS	PLEASE SEE ELA ACHIEVEMENT DATA



					<p>Ongoing PD- “All In” PLC /cultural and racial literacy team (reading “For White Folks Who Teach in the Hood” by Christopher Emdin)</p> <ul style="list-style-type: none"> <li>● <b>1/9/2019</b> - <i>Grade Level DFS review and reflection</i>, reference - School 2 MMI-formative assessments, eDoctrina-ELA &amp; Math Testlet focus - Specifically reflecting on the data and determining actionable steps that will better engage black students with their achievement</li> <li>● <b>1/7/2019 - present</b> - <i>Instructional Coach, Linda Stumbaugh as ELA Interventionist and Co-teacher</i>: Focus in planning with grade level, special education, and reading teachers to reflect on data of black children, by closely tracking progress using self-monitoring tools, and engaging students in their achievement</li> </ul>		
#14 3-8 ELA ED Students Level 2 and Above	27%		Y	Yes	<p><b>SIG Key Strategies- School Climate and Culture:</b> Social Emotional Learning/PROMISE and Bullying Prevention, Increase Student Mental Health Support and Interventions</p> <ul style="list-style-type: none"> <li>● Attendance Interventions- regular review (for trends, progress and underlying causes) and sharing of schoolwide and individual student attendance data, Classroom Attendance Helper student jobs grades 1-5, collaborating on Troy CSD district attendance improvement initiative (posters for</li> </ul>	<p><b>PLEASE SEE ELA ACADEMIC INDICATORS</b></p> <p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>● Cumulative Attendance data (percentage of students who are at risk for being Chronically Absent)</li> </ul>	<p><b>PLEASE SEE ELA ACHIEVEMENT DATA</b></p> <p>1/4/2019: 127/304 students at risk for being chronically absent</p>



					public viewing created) , addition of STEM instruction/activities on 12/21 (early dismissal day) to increase student attendance, presentation to PTO, monthly recognition for perfect or improved attendance	<ul style="list-style-type: none"><li>Daily Attendance Percentage (daily and yearly trend line)</li></ul>	1/15/2019: Average daily attendance 89%
#17 3-8 Math Black Students Level 2 and Above	24%		Y	Yes	<b>SIG Key Strategies- Professional Development</b> <b>Continuing Effective Professional Development</b> for 2018-2019: <b>Adjustments Made During Q2:</b> <b>Targeted students (High Level 2 and above):</b> Work in small groups with math instructional coach and math interventionist for two 30-min sessions per week. <ul style="list-style-type: none"><li>Student data folder---students track their own data on mini-quizzes that mirror NYS test questions</li><li>Students set goals for district testlets and NYS Math assessment</li><li>Instructional Coach will track data for targeted students for trends (Attendance, Group quizzes, AMath, District testlet, NYS Math assessment)</li></ul> <b>Professional Development</b> <ul style="list-style-type: none"><li>Professional Development- Race and <b>Trauma</b> PD for staff- Implicit Bias on December 21, 2018; Ongoing PD- “All In” PLC /cultural and racial literacy team (reading “For White Folks Who Teach in the Hood” by Christopher Emdin)</li></ul>	PLEASE SEE MATH ACADEMIC INDICATORS	PLEASE SEE MATH ACHIEVEMENT DATA



					<ul style="list-style-type: none"><li>Professional development session “Through a Child’s Eyes” focusing on the challenges and obstacles faced by students and families as a result of poverty and race to brainstorm ways educators can proactively support students and families</li><li><b>1/9/2019</b> - <i>Grade Level DFS review and reflection</i>, reference - School 2 MMI-formative assessments, eDoctrina-ELA &amp; Math Testlet focus - Specifically reflecting on the data and determining actionable steps that will better engage black students with their achievement</li><li><b>1/7/2019 - present</b> - <i>Instructional Coach, Linda Stumbaugh as ELA Interventionist and Co-teacher</i>: Focus in planning with grade level, special education, and reading teachers to reflect on data of black children, by closely tracking progress using self-monitoring tools, and engaging students in their achievement</li></ul>		
#20 3-8 Math ED Students Level 2 and Above	31%		Y	Yes	<b>SIG Key Strategies- School Climate and Culture:</b> Social Emotional Learning/PROMISE and Bullying Prevention, Increase Student Mental Health Support and Interventions <b>Adjustments Made During Q2:</b> <ul style="list-style-type: none"><li>Attendance Interventions- regular review (for trends, progress and underlying causes) and sharing of schoolwide and individual student</li></ul>	<b>PLEASE SEE MATH INDICATORS</b>  <b>Attendance:</b> <ul style="list-style-type: none"><li>Cumulative Attendance data (percentage of students who are at risk</li></ul>	<b>PLEASE SEE MATH ACHIEVEMENT DATA</b>  1/4/2019: 127/304 students at risk for being chronically absent



					attendance data, Classroom Attendance Helper student jobs grades 1-5, collaborating on district attendance improvement initiative (posters for public viewing created) , addition of STEM instruction/activities on 12/21 (early dismissal day) to increase student attendance, presentation to PTO, monthly recognition for perfect or improved attendance	for being Chronically Absent) <ul style="list-style-type: none"><li>Daily Attendance Percentage (daily and yearly trend line)</li></ul>	1/15/2019: Average daily attendance 89%			
#86 Teacher Turnover	47%		G	Yes	Key Strategy- <b>School Culture &amp; Climate</b> <ul style="list-style-type: none"><li>Mindfulness for Faculty and Staff- Every Tuesday and Thursday Faculty and Staff are invited to complete activities (i.e., meditation, yoga, walkinking, etc.)</li><li>Bi-Monthly Assemblies- Teachers/Classrooms are recognized for maintaining clean settings and for being respectful in the hallways and lunchroom.</li><li>Faculty Meetings &amp; Professional Development (mandatory &amp; voluntary-) Faculty and Staff work across grade-levels and departments (vertical teams). A number of faculty and staff volunteer to participate in professional learning together.</li></ul>	<b>Daily Faculty &amp; Staff Attendance</b>	Teachers: 95.8% TTA: 95.9%			
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .				Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.	





### Part III – Additional Key Strategies – (As applicable)

<b>Key Strategies</b> <ul style="list-style-type: none"><li>Do not repeat strategies described in Parts I and II.</li><li>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.</li><li><b>Every school must discuss the use of technology in the classroom to deliver instruction.</b></li></ul>					
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				
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

<b>Community Engagement Team (CET)</b> <p>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.</p>	
Status (R/Y/G)	Analysis/Report Out



Green	The Community Engagement Team continues to meet each month. The Community Engagement Team is made up of Community Based Organizations, parents, faith based organizations, the Department of Probation, city officials, school and district faculty and staff. The meetings typically start with a conversation around the School 2 vision and mission as well as school updates and accomplishments. The quarterly report and demonstrable improvement indicators are shared and discussed during the meetings. The Community School Grant and initiatives are also discussed with the team. The members of the team actively participate in schools events. The team has been brainstorming ways to do more joint/collaborative events and programs. The team will continue to monitor the progress of the school and community. Attached please find sample sign in sheet, agenda and minutes from CET meetings.				
<u><b>Powers of the Receiver</b></u>					
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 for 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 previously having the SIG 1003g grant and the continuation of the SIG plan, 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 <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 – 6/30/19 budget period.)



<u>Community Schools Grant (CSG)</u>	
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:	We have met and/or engaged families through: Monthly Parent-Teacher Organization (PTO) meetings, Community Engagement Team (CET), P.R.O.M.I.S.E. events, i.e. Harvest Dinner and “I Have a Dream” dinner, parent/guardian psycho-educational/relationship building workshops, Parent-Teacher conferences and Student-led conferences, school events/celebrations, etc.
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)	Flyers, newsletters, emergency notices, social media announcements, emails, 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 are open office hours, email, and telephone accessibility for orientation and emergency needs (ie. food pantry). Focused meetings and use of technology can be arranged by appointment. staff are flexible and remain available for home visits if necessary.
Steering Committee (challenges, meetings held, accomplishments)	The Community Schools team (CST) meets weekly to discuss student/family support updates, discuss resources and organizations to connect with, and coordinate workshops and events. Case coordination between the PS2 Family and Student Advocates, Social Worker, CDPHP case and nurse case managers, as well as the Troy Pediatrics case manager, allows for more informed support and a more proactive approach to providing appropriate services to families. It has also helped to identify barriers more accurately.
Feeder School Services (specific services offered and impact)	NA
Community School Site Coordinator (accomplishments and challenges)	School 2 Administration, staff member from CDPHP (i.e., Grant Coordinator), as well as “community school staff” work together to facilitate the work of the grant.
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community Schools funding allows for School 2 to employ full time staff through CDPHP, a social worker and a partnership with Community Care Physicians on site for three half days per week. It has 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.



<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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## Part 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 <b>2017-19</b> (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	NA
SIG:	NA	NA
CSG:	Green	Spending is on track. An amendment was submitted in December 2018 to SED. The district is awaiting approval of the amendment. There are funds in the grant to support materials and supplies needed in the community room.



Part VII: Best Practices (Optional)

<u><b>Best Practices</b></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.	



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): JOHN CARMELO  
Signature of Receiver: [Signature]  
Date: 1-30-2019

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): MARK MYGBOIN  
Signature of CET Representative: [Signature]  
Date: 1/16/19

# COMMUNITY ENGAGEMENT MEETING

January 17, 2019 | 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	5 MIN
VISION AND MISSION/SCHOOL 2 VIDEO	Natélegé Turner-Hassell	5 MIN
COMMUNITY SCHOOLS/SST UPDATE	Jen White/Candace Dobbs-Miller	15 MIN
COMMUNITY SHARE OUT/UPCOMING EVENTS	Natélegé Turner-Hassell	5 MIN

## Notes

**NEXT MEETING:** Wednesday, February 27, 2019

## SIGN-IN CET MEETING 01/17/19 PLEASE PRINT YOUR NAME

### ***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 01/17/19

PLEASE PRINT YOUR NAME

Name	Organization
Mack McQuinn	TROY, City of.
Brandy Par	CEO
Paula Bauer	Probation
John Herman Miller	Community Care Physicians
Karen McKen	NAACP
Betsy Doss	TRIP Board
HARRY LAMISHAW	TRIP
Stephane String	Super Sky
Sa'Dasia Wheeler	One Troy
Timothy Probst	Troy Boys and Girls Club
Lynne Austin	CDPHP / School 2
MaryBete Bruno	School 2
Kathy Kamm	SEFCU
MAISSA Reimer	School 2
MAE HENDERSON	Troy Central Little League

## 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 Meeting Minutes 1/17/19

Attendees: Principal Turner-Hassell, Mary Beth Bruno, Queen Daniels, Lynne Arienti, Mark McGrath, Kathy Lanni, Marissa Reimer, Brandi Parker, Laura Bauer, JoAnne Merriman, Noreen McKee, Betsy Voss, Stephanie Stinney, Hilary Lamishaw, Sa'Dasia Wheeler, Tim Pratt, and Mack Henderson

- Mrs. Turner-Hassell reviewed School 2's vision and mission statements
  - She stressed the importance of building empathy and "sharing the load" within our school community
- Community Engagement Team member introductions
- Shareout from JoAnne Merriman, physician's assistant through CommunityCare.
  - JoAnne shared about her role in School 2, noting her priority is supporting academic achievement of the kids through developmental and behavioral health. She is working with the teachers to see what tools and supports are already in place for identified students and to figure out what the next steps are for those children. She also talked about being on a panel recently that discussed ACES and resiliency, which is important in her work (and everyone's work) here.
  - Mrs. Turner-Hassell shared about the uniqueness of this neighborhood's poverty. She noted that it is important we understand how the community impacts our students as well as how working with children who have experienced trauma impacts the adults. She reminded the team about how important having hope is and how important it is to remind our students and families of this.
- Mrs. Turner-Hassell showed a video on the school's mission and vision that was made by one of our school counselors.
  - She spoke about the perception of our school and how many families continue to choose charter schools over School 2. She shared that she is getting parent testimonials to help challenge our community's beliefs about the school.
- Mrs. Turner-Hassell mentioned that we have students who are directly impacted by the community violence (who are related to individuals involved in the violence). She explained that these families have reached out to her about this, noting that we have the supports to help them.
- Tim from Boys and Girls Club spoke regarding school perception and how he is trying to find new ways to engage the students during after-school. He mentioned his bike safety program which will be implemented in the spring, and asked for any other ideas.
- Laura from Rensselaer County Probation shared about attending the county's Youth Advisory Board meeting. She said that she spoke about this meeting and that she expects other community agencies to be reaching out.
- Laura also asked about ways this school engages families, like parent/teacher nights.
  - Mrs. Turner-Hassell spoke about after-school events, such as PROMISE and our past relationship with the YMCA, and said she would like more events like these.

- Tim shared that the Boys and Girls Club is having Troy students, including School 2's after school students, create Black History Month art that will be displayed during Troy Night Out (2/22/19).
- Noreen from NAACP asked about our level of family involvement
  - Mrs. Turner-Hassell shared that it has improved and some of our events get great turn-out (such as PROMISE events, dad bring your kids to school day, and concerts). However, we need more involvement in academic-related events, which is why we are implementing new ideas such as student-led conferences
  - Queen, a TA and parent, Sa'Dasia from One Troy, and Hilary from TRIP spoke about their academic-based program that will teach parents what their kids are learning, so that they can help their kids prepare for standardized tests. The program, called Dine and Discuss, will begin on 1/25/19. Sa'Dasia explained that they want to build parent confidence and help the parents help their kids.
  - Kathy from SEFCU asked how many families will participate. Queen explained that the initial goal was 10, but Mrs. Turner-Hassell identified 30 students/families. Mrs. Turner-Hassell explained that the students were identified based on their exam scores; kids who were very close to a level 2 are being identified for this program. She shared that 70% of Troy School district students are a level 1 on the standardized exams and that 86% of School 2 students are level 1, so achieving a level 2 on the exams is a goal for us.
  - Kathy then asked what the interventions are for this program. Queen shared that they will meet twice a week until the exams; 4th graders will focus on math, science and ELA, while the 5th graders will focus on math and ELA as these are what the exams are on. She said there will be a follow-up plan for after the exams as well.
- Mrs. Turner-Hassell expressed that so many of our school supports have been discussed in the meeting that she does not feel an overview of SST is necessary.
- Mrs. Turner-Hassell closed by saying that she is reflecting on how to make sure our teachers know the best way to work with our kids. She shared that our staff is receptive to learning so she wants to make sure they know how to use different skills for different academic and behavioral needs.
- Mrs. Turner-Hassell reminded the team that she will take any support and that we are making an effort to practice resilience here!
- An announcement for tonight's I Have a Dream PROMISE dinner was made