The University of the State of New York

THE STATE EDUCATION DEPARTMENT
Albany, NY 12234
2019-20

School Improvement Grant 1003(g)
Continuation Plan Cover Page

<table>
<thead>
<tr>
<th>District Name</th>
<th>Troy City School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>School 2</td>
</tr>
<tr>
<td>Contact Person</td>
<td>Jull Currey</td>
</tr>
<tr>
<td>Telephone</td>
<td>(518) 328-5436</td>
</tr>
<tr>
<td>E-Mail Address</td>
<td><a href="mailto:currey1@troycsd.org">currey1@troycsd.org</a></td>
</tr>
</tbody>
</table>

I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

<table>
<thead>
<tr>
<th>Authorized Signature (in blue ink)</th>
<th>Title of Chief School/Administrative Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Superintendent of Schools</td>
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</table>

| Typed Name:                      | Date:                                        |
|                                  | John Carmello                               |
|                                  | July 30, 2019                               |
### Receivership Schools ONLY

**Continuation Plan for 2019-20 School Year**

<table>
<thead>
<tr>
<th>School Name</th>
<th>School BEDS Code</th>
<th>District</th>
<th>Lead Partner or EPO</th>
<th>Hyperlink to where this plan will be posted on the district website:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 2</td>
<td>491700010002</td>
<td>Troy City School District</td>
<td></td>
<td>Check which plan below applies:</td>
</tr>
<tr>
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<td></td>
<td>SIG</td>
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<td>Cohort: 4</td>
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<td>Model: Transformation</td>
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<tr>
<td>Superintendent/EPO</td>
<td>School Principal</td>
<td>Additional District Staff working on Program Oversight</td>
<td>Grade Configuration</td>
<td>High School Graduation Rate (if applicable, please provide the most recent graduation rate data available):</td>
</tr>
<tr>
<td>John Carmello</td>
<td><em>If new, attach resume.</em></td>
<td>Dr. Donna Watson Juli Currey</td>
<td>PK-5</td>
<td>% ELI</td>
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**Executive Summary**

Please provide a plain-language summary of this continuation plan in terms of implementing key strategies, engaging the community, enacting Receivership, and choosing 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.

During the 2019-20 school year, we will continue to focus on high quality Tier 1 instruction, data-analysis, and responsive supports for both students and adults (i.e., professional development, materials, instructional student groupings, etc.). We are devoted to making learning and thinking more visible, across stakeholder groups. We will continue our implementation of Thinking Maps throughout the building and ground our efforts around the work of John Hattie; more specifically, his research on effective teaching/instructional practices. We will continue to hone our skills in writing/developing units that focus on the learning process, rather than "product." Grades K-2 will implement Callkins Reading, Writing and Phonics Units of Study (UOS) and Grades 3-5 will implement Expeditionary Learning (EL) and Callkins Writing UOS. Similar to the 18-19 school year, Reading Specialists will co-teach, rather than the traditional push in/pull out approach. In collaboration with our District Math Curriculum Leader, we have developed a lesson model/template for daily instruction, which includes fluency and intervention. During the 2019-20 school year, this plan will be implemented daily and monitored often for impact. We have also extended our math block 30 minutes. We will continue to work closely with our District RtI Coordinator to provide more targeted summative assessments and thoughtful analysis (Data, Feedback, Strategy-DFS). Our Leadership team will collectively support and actively work at creating a culture of common language, practices and environmental structures/protocols. We will monitor this through our School 2 Must Have documents. We will continue to carefully reflect on impactful ways to educate and empower our students of color (i.e., black and hispanic) and economically disadvantaged. We will continue to learn about and thoughtfully discuss Implicit Bias, Macro/Micro Aggressions, Macro/Micro Affirmations, and Trauma Sensitive practices as means to thoughtfully support our entire
Learning community. We will continue to support students’ social emotional well being and character development through monthly assemblies, which celebrate attendance, birthdays, no referrals, etc. These assemblies will also teach character traits like: resilience, hope, tenacity, etc.

Our Community Schools wing is a tremendous resource and bridge between home and school. It serves both our families and school needs in a cohesive, reciprocal manner. This model continues to strengthen our partnerships with families and community based organizations. This model, in addition to our work NYSUT has enhanced our home visits, PTO, academic engagement initiatives, and overall trust. We will continue to build and strengthen our partnerships with Community Based Organizations (CBO’s). It is our hope that as we continue to reflect on our level of impact regarding the “whole-child” that we grow and achieve more outcomes each school year.

Attention — This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to DEMENT@nysed.gov. It is a plan for 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 serves as the continuation plan for Receivership schools receiving School Improvement Grant (SIG) funds. Additionally, this document serves as the planning instrument for Receivership schools with School Comprehensive Education Plan (CEP). The continuation plan in its entirety must be posted on the district website.

Please note — All prompts submitted under the “2019-20 School Year Continuation Plan” heading should directly align with or be adaptations to the previously approved Intervention plans (SIG, or CEP), and must have input from community engagement teams.
**Directions for Part I and II** - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies that will be addressed in their 2019-2020 Continuation Plan in light of their anticipated level of implementation and their anticipated impact on student learning outcomes. The 2019-2020 Continuation Plan is an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

**Part I - Demonstrable Improvement Indicators (Level 1)**

<table>
<thead>
<tr>
<th>Identify Indicator</th>
<th>Baseline</th>
<th>2019-20 Progress Target</th>
<th>Anticipated Status (N/Y/G)</th>
<th>What will the SCAPE/SGI goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.</th>
<th>What will be the formative data points that will be utilized to assess progress towards the target for this demonstrable improvement indicator?</th>
</tr>
</thead>
<tbody>
<tr>
<td>#5 School Safety</td>
<td>.5</td>
<td>.3</td>
<td>Yellow</td>
<td><strong>SAGE Key Strategy: Character Education</strong>&lt;br&gt;1. Summer Professional Development by SST (Student Support Team) on trauma sensitive classroom practices; including focus on building safe and healthy relationships, proactive classroom management strategies&lt;br&gt;2. Yoga Program for identified students (repeated discipline referrals and/or chronic dysregulation)</td>
<td>Enrollment data (transfer in and out)&lt;br&gt;Discipline referrals&lt;br&gt;Out of School Suspensions&lt;br&gt;SAGE Social Emotional Screener - students identified as &quot;some risk&quot;</td>
</tr>
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</table>

**2019-20 School Year Continuation Plan for Meeting this Indicator**

- School 2 will continue with:<br>  - Second Step Social-Emotional Learning curriculum for all students<br>  - SAGE Social-Emotional Universal Screener<br>  - Collaboration with faculty and staff to build capacity to support student social-emotional health and wellness; PD will focus on trauma sensitive practices and building safe and reliable classroom environments<br>
- New Initiatives will include:<br>  - Yoga Program<br>  - Increased focus on Restorative Practices<br>  - Enhance New Family Orientation
<table>
<thead>
<tr>
<th>#33 3-8 ELA All Students MGP</th>
<th>44.4</th>
<th>46.4</th>
<th>Green</th>
</tr>
</thead>
</table>

**SGS Key Strategy: Professional Support/Development & Technology:**

1. In the 1st week of August, staff will be provided with 2018-2019 ELA, math, & science data that is exclusive to their student class list, and grade level.

2. All staff will be provided with in-depth, week-long professional development in August that focuses on SDSS (self-directed improvement systems) and data-driven instruction.

**1. NYS ELA from 2018-2019:** Instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4.

2. A reading from 2018-2019 (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.

3. TCSD Reading Interim Assessments from 2018-2019 (Grades K-5, formative assessments, Form #1 winter, Form #2 spring). This measure aligns with district curriculum maps, and assesses NYS Common Core Standards.

**School 2 will continue with:**

- **High Quality Tier 1**
  - ELA Instruction
  - 120 minutes of ELA instruction provided daily: core-whole group, targeted-smaller group/guided reading, individualized support - conferencing/goal setting, and intervention support - acceleration and remediation.

- **Co-Taught Classrooms (Literacy Specialists)**: There will be 3, Co-Taught (w/ a Literacy Specialist) setting - per grade, grade-level, grades 2-5.

- **Speech and Language Pathologist** - Will push into K-1 classrooms daily, during ELA blocks.

- **Programs**:
  - Lucy Calkins Readers & Writers Workshop and Calkins Phonics Grades K-2
  - Expeditionary Learning & Writers Workshop Grades 3-5
<table>
<thead>
<tr>
<th>Title: NYS 3.8 Math All</th>
<th>Page 5</th>
<th>3.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students MGR</td>
<td>44.8</td>
<td></td>
</tr>
<tr>
<td>Yellow</td>
<td>46.8</td>
<td></td>
</tr>
</tbody>
</table>

1. Instructional staff will be provided with the necessary technology and training to support instruction.
2. The school will continue with the following strategies:
   - **High-Quality Instruction:** Emphasis on evidenced-based instructional practices, including differentiated instruction and ongoing formative assessment.
   - **Collaborative Teacher Teams:** Professional development opportunities to improve teaching and learning.
   - **Technology Integration:** Use of technology to enhance instruction, including digital resources and tools.

3. **School Improvement Plan:**
   - **Focus on Math:** Increase student achievement in mathematics.
   - **Professional Development:** Ongoing professional development for teachers to improve instruction.

4. **Curriculum & Instruction:**
   - **Standards for College- and Career-Readiness:** Alignment with NYS standards.
   - **Instructional Strategies:** Use of a variety of instructional strategies to meet diverse needs.

5. **Assessment:**
   - **Formative Assessment:** Regular use to inform instruction.
   - **Summative Assessment:** End-of-unit assessments.

6. **Support Services:**
   - **Counseling:** Support for students' social and emotional needs.
   - **Intervention:** Programs for students who are struggling.

7. **Parent Involvement:**
   - **Communication:** Regular communication with parents about student progress.
   - **Events:** Parent-teacher conferences and family workshops.

8. **Continuous Improvement:**
   - **Data-Driven Decision Making:** Use of data to inform instructional practices.
   - **Self-Assessment:** Regular self-assessment of school practices and effectiveness.

9. **Community Engagement:**
   - **Partnerships:** Collaboration with community organizations to support student learning.
   - **Volunteerism:** Encourage volunteerism to support the school.

10. **Professional Development:**
    - **Ongoing Professional Development:** Opportunities for teachers to grow and improve.
    - **Leadership Development:** Support for school leaders to be effective.

11. **School Improvement Plan:**
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    - **Professional Development:** Ongoing professional development for teachers to improve instruction.

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    - **Events:** Parent-teacher conferences and family workshops.

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    - **Volunteerism:** Encourage volunteerism to support the school.

50. **Professional Development:**
    - **Ongoing Professional Development:** Opportunities for teachers to grow and improve.
    - **Leadership Development:** Support for school leaders to be effective.
to their student class list, and grade level

2. All staff will be provided with in-depth, week-long professional development in August that focuses on SDIS (Self-Directed Improvement Systems) and data-driven instruction.

3. All new staff will take part in weekly 1-hour PD with the instructional coach staff that is additional to efficacy, during September, October, and November. This professional development will then reduce to 2x/no additional to regular weekly efficacy meetings for the remainder of the year. Focus being SDIS and data-driven instruction.

4. All staff are provided access to the electronic shared drive, School 2 Professional Toolkit. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Nätšlélag Turner-Hassell, general information around RTI, PST, social emotional and culture and climate.

5. All instructional staff are provided access to the electronic shared drive for building the ELA curriculum. Areas of integration are in math, science, social studies, and cross-district core program auditing Instrument.

3. TCSD Math interim Assessments from 2018-2019 (grades K-5, formative assessments, Form #1-winter, Form #2-spring). This measure aligns with district curriculum maps, and assesses NYS Common Core Standards.

4. School 2 Math Testlet Assessments from 2018-2019 (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.

5. Math fluency 1-5 (fall, October 2019, winter, January 2020, spring, May/June 2020)

6. Kindergarten only - number sense (fall, October 2019, winter, January 2020, spring, May/June 2020)

Master Schedule Accommodations: Integration of content areas, priorities (Instructional & social emotional) explicitly built-in, etc.

Efficacy Meeting - Weekly horizontal and vertical collaboration around practice, data, professional development.

Curriculum Development: Teacher Leaders will continue to develop standards-based units that foster agency and increase critical thinking and learning across content areas.

Planning: Teachers will collaboratively, develop weekly outlines that highlight instruction/practice and the “learning process” for students.

Data, Feedback, Strategy (DFS): Systematic process for analyzing data, providing instructional feedback to practitioners, and developing a sound strategy to teach and model for students with the intent students will internalize and apply for themselves.
| #100 3-8 ELA All Students Core Subject Performance Index | 79 | 87.3 | Green |

### SIG Key Strategy: Professional Support/Development & Technology:

1. In the 1st week of August, staff will be provided with 2018-2019 ELA, math, & science data that is exclusive to their student class list, and grade level.

2. All staff will be provided with in-depth, week-long professional development in August that focuses on SDIS (self-directed improvement systems) and data driven instruction.

3. All new staff will take part in weekly 3-hour PD with the instructional coach staff that is additional to efficacy, during September, October, and November. This professional development will then reduce to 2x/mo additional to regular weekly efficacy meetings for the remainder of the year. Focus being SDIS and data driven instruction.

4. All staff are provided access to the electronic shared drive, School 2 Professional Toolkit. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Natalie Turner-Helas, general Information around RtI, PST, social

| 1. NYS ELA from 2018-2019; instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4. |
| 2. Reading from 2018-2019 (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. |
| 3. TCSD Reading Interim Assessments from 2018-2019 (grades K-5, formative assessments, Form #1-winter, Form #2-spring). This measure aligns with district curriculum maps, and assesses NYS Common Core Standards. |
| 4. School 2 ELA Testlet Assessments from 2018-2019 (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. |
| 5. Fountas & Pinnell Benchmarks from 2018-2019, winter (January), Spring (May/June) |
| 6. Kindergarten only (review in October 2019), letters-uppercase (UC), lowercase (LC), letter sounds |
| 7. Grade 1 & 2 only (review in October 2019), letter sounds & high frequency words |

School 2 will continue with:

- Instructional Coaches - Instructional Coaches (2) will provide embedded support based on data (qualitative and quantitative). Coaches will create learning cycles as to provide targeted support for a grade-level, class/group of learners, and/or individual practitioners.

- ELA Curriculum Leader - The District Curriculum Leader (CL) will provide professional support with the understanding and implementation of core programming. Additionally, the CL will review and share pertinent data trends and provide or facilitate access professional support and/or resources.

- The CL will also develop a pacing guide to support major areas instruction as well as aligns with district curriculum maps.

- High Quality Tier 1 ELA Instruction
- 120 minutes of ELA instruction provided daily: core-whole group, targeted small group/guided reading, individualized support - conferencing/goal setting, and intervention support - acceleration and remediation.

- Co-Taught Classrooms (Literacy Specialists) - There will be 1, Co-Taught (w/ a Literacy Specialist) setting - per grade grade-level, grades 2-5.

- Speech and Language Pathologists - Will push into K-1 classrooms daily, during ELA block.

- Programmes - Lucy Calkins Readers & Writers Workshop and Calkins Phonics - Grades K-2
  - Expeditionsary Learning & Writers Workshop - Grades 3-5
<table>
<thead>
<tr>
<th>#1.10 3-8 Math</th>
<th>59</th>
<th>69</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students Core Subject Performance Index</td>
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<td></td>
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</table>

**SIG Key Strategy: Professional Support/Development & Technology:**

1. In the 1st week of August, staff will be provided with 2018-2019 ELA, math, & science data that is exclusive to their student class list, and grade level.
2. All staff will be provided with in-depth, week-long professional development in August that focuses on S & D (self-directed improvement systems) and data driven instruction.
3. All new staff will take part in weekly 3-hour PD with the Instructional coach staff that is additional to efficacy, during September, October, and November. This professional development will then reduce to 2x/mo additional to regular.

**1. NYS Math from 2018-2019:** Instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4.
2. aMath from 2018-2019 (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.
3. TCSD Math Interim Assessments from 2018-2019 (grades K-5, formative assessments, Form #1-winter, Form #2-spring). This measure aligns with district curriculum maps, and assesses NYS Common Core Standards.
4. School 2 Math Testlet Assessments from 2018-2019 (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.

**Master Schedule Accommodations:** Integration of content areas, priorities (instructional & social emotional) explicitly built-in, etc.
- Efficacy Meeting - Weekly horizontal and vertical collaboration around practice, data, professional development.
- Curriculum Development - Teacher Leaders will continue to develop units that foster agency and increase critical thinking and learning across content areas.
- Planning - Teachers will, collaboratively, develop weekly outlines that highlight instruction/practice and the “learning process” for students.
- Data, Feedback, Strategy (DFS) - Systematic process for analyzing data, providing instructional feedback to practitioners, and developing a sound strategy to teach and model for students-with the intent students will internalize and apply for themselves.

**School 2 will continue with:**

- Math/Science Interventionist, will provide targeted instruction to groups (Tier1-3) or individual students.
- Additionally, the Interventionist will plan and co-facilitate lessons with practitioners. The Interventionist will work closely w/ building level Coaches, district Curriculum Leaders, and Math Consultant regarding practice and data.

- Bank Street College Math Consultant, will provide tiered based on needs and assets, professional support in a variety of ways (whole-faculty, small group, individual). The consultant will also assist with identifying standards and/or instructional areas that need to improve or be sustained and collaborate with us on developing an explicit achievement plan.

- High Quality Tier 1 Math Instruction: 90 minutes of math instruction provided daily: core-whole group, targeted-small group/guided reading, individualized support- conferencing/goal setting, and intervention support- acceleration and remediation.
| #150 Grades 4 and 8 Science All Students Core Subject Performance Index | 176.6 | 182.2 | Green |

### NG Key Strategy: Professional Support/Development & Technology:

1. In the 1st week of August, staff will be provided with 2018-2019 ELA, math, and science data that is exclusive to their student class list, and grade level.
2. All staff will be provided with in-depth, week-long professional development in August that focuses on SDD (self-directed improvement).

### Programs-Go Math & NYS Modules

- Master Schedule Accommodations: Integration of content areas, priorities (instructional & social emotional) explicitly built-in, etc.
- Efficacy Meeting - Weekly horizontal and vertical collaboration around practice, data, professional development.
- Curriculum Development: Teacher Leaders will continue to develop standards-based units that foster agency and increase critical thinking and learning across content areas.
- Planning-Teachers will collaboratively develop weekly outlines that highlight instruction/practice and the "learning process" for students.

### Data, Feedback, Strategy (DFS):

- Systematic process for analyzing data, providing Instructional feedback to practitioners, and developing a sound strategy to teach and model for students-with-the Intent students will internalize and apply for themselves.

### School 2 will continue with:

- Instructional Coaches-Instructional Coaches(2) will provide embedded support based on data (qualitative and quantitative). Coaches will create learning cycles as to provide targeted support (Instructional strategies) for a grade-level, class/group of learners, and/or individual practitioners.

### EL Curriculum: The Grades 3-5 curriculum offers two hours of content-based Literacy instruction per day (module lessons and the Additional Language and Literacy [ALL] Block), with an additional companion Life Science Module, which accompanies Module 2 for a third hour of instruction lasting eight to nine weeks. With or...
<table>
<thead>
<tr>
<th>System</th>
<th>Data Driven Instruction</th>
<th>From 2018-2019 in order to develop meaningful, integrated math/science performance instruction.</th>
<th>Without the Life Science module, the two hours of content-based literacy are considered comprehensive. At the heart of the curriculum, at all grade levels, are the hour-long module lessons. Each grade level includes four modules, which span a full school year. The four modules allow students to build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic text throughout. <a href="https://www.education.org/resources/k-12-core-arts-guidance-document/">Link</a>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>All new staff will take part in weekly 1-hour PD with the instructional coach staff that is additional to efficacy, during September, October, and November. This professional development will then reduce to 2x/mo additional to regular weekly efficacy meetings for the remainder of the year. Focus being SDBS and data driven instruction.</td>
<td>4. All staff are provided access to the electronic shared drive, School 2 Professional Toolkit. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Natélégé Turner-Hasself, general information around RI, PST, social emotional and culture and climate.</td>
<td>Master Schedule Accommodations: Integration of content areas, priorities (Instructional &amp; social emotional) explicitly built-in, etc.</td>
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<td>5.</td>
<td>All instructional staff are provided access to the electronic shared drive for building the ELA curriculum. Areas of integration are in math, science, social studies, art, music and physical education that support the practical application of reading and writing.</td>
<td>Efficacy Meeting - Weekly horizontal and vertical collaboration around practice, data, professional development</td>
<td>Curriculum Development - Teacher Leaders will continue to develop units that foster agency and increase critical thinking and learning across content areas.</td>
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<tr>
<td></td>
<td></td>
<td>Planning - Teachers will, collaboratively, develop weekly outlines that highlight instruction/practice and the &quot;learning process&quot; for students.</td>
<td>Data/Feedback/Strategy (DFS) - Systematic process for analyzing data, providing Instructional feedback to practitioners, and developing a sound strategy to teach and model for students-with the intent students will internalize and apply for themselves.</td>
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</tbody>
</table>

| #160 3-8 Chronic Absenteeism - All Students | 52% | 45% | Yellow | SHG Key Strategy: Student attendance data reviewed monthly to determine students may be on track to becoming chronically absent (defined as missing >10% of days). |

School 2 will continue with:
| Thorough review and analysis of SY 2018-19 chronic absenteeism data, and students will be identified as green (0-4%), yellow (5-9%), red (10-20%) and dark red (20%+). Initial interventions determined by percentage of days absent, and by specific causal barrier. Interventions will include: |
| - Attendance Awareness campaign, September and ongoing (presentations to families, mailings, educational information)  
- K-5 Attendance Success classroom lesson  
- Monthly attendance update letters for all families  
- Focus on Kindergarten family engagement and attendance  
- Priority and early stage family outreach and support for at risk families; including focus on teachers building relationships/classroom culture and community and ongoing communication with families  
- Student self-monitoring of attendance progress (includes use of pie charts to reflect days present/absent)  
- Small group intervention (Student Success groups)  
- Attendance Helper student job (moderately chronically absent students)  
- Adult mentors for at risk students |
| more of enrolled days) at the end of the school year. The Attendance Data Tracker will be used as a guide to evaluate attendance percentages at the end of each month. Data will be shared with teachers and families on a monthly basis. Additional focus on students who miss 2 or more days in the month of September. In addition, students identified as at risk will be monitored for progress as compared to their baseline percentage. Monitoring of daily attendance percentages |
| - Focus on review and analysis of chronic absenteeism data, with data driven interventions for individual students and identified groups  
- Increasing awareness for all stakeholders about the status and importance of regular school attendance  
- Universal strategies to create a schoolwide culture of attendance and high engagement including recognition of regular attendance  
- Priority outreach for highest risk families, in collaboration with teachers and Community Schools staff  
- Recognition for at risk students making significant progress |
| New initiatives will include:  
- Focus on Kindergarten family engagement  
- Emphasis on teachers building relationships/classroom culture and community and ongoing communication with families |
Part II – Demonstrable Improvement Indicators (Level 2)

**LEVEL 2 Indicators**

Please list the school's Level 2 Indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.

<table>
<thead>
<tr>
<th>Identify Indicator</th>
<th>Baseline</th>
<th>2019-20 Progress Target</th>
<th>Anticipated Status (R/Y/G)</th>
<th>What will be the SCP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.</th>
<th>What will be the formative data points that will be utilized to assess progress towards the target for this demonstrable improvement indicator?</th>
<th>2019-20 School Year Continuation Plan for Meeting this Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>#35 3-8 ELA Black Students</td>
<td>44.7</td>
<td>46.7</td>
<td>Green</td>
<td>SIG Key Strategy: Professional Support/Development &amp; Technology: 1. In the 1st week of August, staff will be provided with 2018-2019 ELA, math, &amp; science data that is exclusive to their student class list, and grade level, focus specific to the instructional effects on black children</td>
<td>1. NYS ELA assessment data for black students from 2018-2019; Instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and Instructional enrichment for students scoring at levels 3 &amp; 4 2. aReading from 2018-2019 for black students (fall, winter, spring), students are screened three times throughout the year to ascertain effectiveness of instruction at all Tiers. It is</td>
<td>School 2 will continue with: Equitable &amp; Culturally Responsive Practices Thinking Maps – We will continue to utilize Thinking Maps to facilitate higher order thinking and “make students thinking more visible” across content areas grades. Thinking Maps are brain-based organizational</td>
</tr>
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https://docs.google.com/document/d/1Fx1TglcVpyG1il04nr5SLeLVibWVJiP98dXCRCB045OTA/edit#
2. All staff will be provided with in-depth, week-long professional development in August that focuses on SDIS (self-directed improvement systems) and data driven instruction, and the specific instructional and social/emotional effects on black children

3. All new staff will take part in weekly 1-hour PD with the Instructional coach staff that is additional to efficacy training. This professional development will then reduce to 2x/week additional to regular weekly efficacy meetings for the remainder of the year. Focus being SDIS and data driven instruction and the instructional effects on black children.

4. All staff are provided access to the electronic shared drive, School 2 Professional Tool Kit. This tool kit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Natalie Turner-Hassel, general information around RTI, PST, social emotional and culture and climate. Resources are thoughtfully chosen so that staff are thinking deeply about how we do in the classroom and the effects on black children.

5. All Instructional staff are provided access to the electronic shared drive for building the ELA curriculum. Areas of integration are in math, science, social studies, art, music and physical frameworks, that can be used across grade-levels (developmentally appropriate) and demographics.

6. TCSD Reading Interim Assessments for black students from 2018-2019 (grades K-5, formative assessments, Form #1-winter, Form #2-spring), this measure aligns with district curriculum maps and assessments NYS Common Core Standards.

7. School 2 ELA Testlet Assessments for black students from 2018-2019 (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.

8. Fountas & Pinnell Benchmarks for black students from 2018-2019, winter (January), spring (May/June)

9. Kindergarten only for black students (review in October 2019), letters-upper (U), lowercase (L), letter sounds.

10. Grade 1 & 2 only for black students (review in October 2019), letter sounds & high frequency words

11. Must Haves- Common Standards or practice (related instruction and learning environment) that are administered grades K-5. Must Haves will be evaluated (fidelity and quality) by teachers and administration.

12. Materials (Plants)- District office has purchased Lucy Calkins culturally relevant libraries for each general & special educational classroom.

13. Implicit Bias Workshops-School 2 will continue to consult w/ Dr. Claudia Lingher-Putnam, regarding practices around Implicit Bias, Cultural Competence, & Historical Trauma.

Additionally, district office will be consulting w/ Dr. Tyrone Howard (UCLA Professor) regarding Implicit Bias and Equity & Disproportionality and its impact in schools/districts.

Data, Feedback, Strategy (DFS)- Systematic process for analyzing data, providing instructional feedback to practitioners, and developing a sound strategy to teach and model for students with the intent students will internalize and apply for themselves.
<table>
<thead>
<tr>
<th>#36 3-8 ELA Hispanic Students MGP</th>
<th>42.1</th>
<th>44.2</th>
<th>Green</th>
<th>ed that support the practical application of reading and writing</th>
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<td>4. All staff are provided access to the electronic shared drive, School 2 Professional Toolkit. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building.</td>
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<td>4. School 2 ELA Testlet Assessments Hispanic students from 2018-2019 (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.</td>
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<table>
<thead>
<tr>
<th>#38 3-8 ELA ED Students MGP</th>
<th>44.3</th>
<th>46.3</th>
<th>Green</th>
</tr>
</thead>
</table>

**SMG Key Strategy: Professional Support/Development & Technology:**

1. In the first week of August, staff will be provided with 2018-2019 ELA, math, and science data that is exclusive to their student class list, and grade level, focus specific to the instructional effects on ED children.

2. All staff will be provided with in-depth, week-long professional development in August that focuses on SDIS (self-directed improvement systems) and data-driven instruction, and the specific instructional and social/emotional effects on ED children.

3. All new staff will take part in weekly 1-hour PD with the instructional coach staff that is additional to efficacy, during September, October, and November. This professional development will then reduce to 2x/mo additional to regular weekly efficacy meetings for the remainder of the year.

| NYS ELA assessment data for ED students from 2018-2019; Instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4.

2. All reading for ED students from 2018-2019 (fall, winter, spring), are screened three times throughout the year to ascertain effectiveness of Instruction at all levels. This is used as a cross-district core program auditing instrument.

3. TCSD Reading Interim Assessments for ED students from 2018-2019 (grades K-5, formative assessment, Form #1-winter, Form #2-spring). This measure aligns with district curriculum maps, and assesses NYS Common Core Standards.

4. School 2 ELA Testlet Assessments for ED students from 2018-2019 (grades 3-5, formative), Testlet #1-November, Testlet #2-February. This measure aligns with School 2 curriculum, and assesses progress with NYS Common Core Standards specifically in reading comprehension and writing short and extended responses.

School 2 will continue with:

- **Trauma Sensitive Approach:** Poverty and Trauma School 2 understands the relationship that often exists between poverty and trauma and both our Student Support (social-emotional) and Leadership teams will diligently work at maintaining current and introducing new strategies that will enhance their ability to be more responsive to the adverse effects of trauma.

- **Book Study:** *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom*

- **Hope Workshops:** Presentation to students in grades 3-5, focused on the “six people we need” and “hope builders,” meaning the people who can lift a person up when they are feeling lost and/or hopeless.
### 4. All staff are provided access to the electronic shared drive, School 2 Professional Tools. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Natélaie Turner-Hassel, general information around RtI, PST, social emotional and culture, and climate. Resources are thoughtfully chosen so that staff are thinking deeply about how we do in the classroom and the effects on ED children.

### 5. All Instructional staff are provided access to the electronic shared drive for building the ELA curriculum. Areas of integration are in math, science, social studies, art, music and physical education that support the practical application of reading and writing.

<table>
<thead>
<tr>
<th>#41</th>
<th>3-8 Math Black Students MGP</th>
<th>45.3</th>
<th>47.3</th>
<th>Yellow</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SIB Key Strategy:</strong> Professional Support/Development &amp; Technology:</td>
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<tr>
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<td>2. All staff will be provided with in-depth, week-long professional development in August that focuses on SIB (self-directed improvement systems) data driven instruction, and the specific instructional and</td>
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<tr>
<td>3. TCSD Math Interim Assessments for black students from 2018-2019 (grades K-5, After-School &amp; Saturday Math Support-Our Math &amp; Science Interventionist will facilitate an after-school and Saturday math enrichment program (2 days). Students will be selected, based on set criteria (i.e., NYS and local assessment scores, RTI, etc.). Our Saturday program will not begin until February. Dreambox and Ratty software will be used to support instruction and monitor student progress.</td>
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<tr>
<td>Response to Intervention- We will implement an RtI model of Instruction, therefore providing high quality, culturally responsive core (Tier 1) instruction to all students and then utilizing data to determine next steps for varied student needs and assets. Students cultural</td>
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https://docs.google.com/document/d/1Fx1TglcVpyGl804nL6eLOVlbWV3JPb6dXCRGB045OTA/edit?
| #42 3-8 Math Hispanic Students MGP | 44.3 | 46.3 | Yellow |

**SHG Key Strategy: Professional Support/Development & Technology:**

1. NYS Math assessment data for Hispanic students from 2018-2019 is analyzed and extrapolated against all students; instructional strategies will be identified for...

2. Formative assessments, (Form #1-winter, Form #2-spring). This measure aligns with district curriculum maps, and assesses NYS Common Core Standards.

3. School 2 Math Testlet Assessments for black students from 2018-2019 (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.

4. Math fluency 1-5 for black students (fall, October 2019, winter, January 2020, spring, May/June 2020)

5. Kindergarten only - number sense for black students (fall, October 2019, winter, January 2020, spring, May/June 2020)

6. Math/Science Interventionist, will provide targeted instruction to groups (Tier1-3) or individual students. Additionally, the Interventionist will plan and co-facilitate lessons with practitioners. The Interventionist will work closely w/ building level Coaches, district Curriculum Leaders, and Math Consultant regarding practice and data.
1. In the 1st week of August, staff will be
   provided with 2018-2019 ELA, math,
   & science data that is exclusive to
   their student class list, and grade
   level, focus specific to the
   instructional effects on Hispanic
   children.

2. All staff will be provided with
   In-depth, week-long professional
   development in August that focuses
   on SDIS (self-directed improvement
   systems) and data driven instruction,
   and the specific instructional and
   social/emotional effects on Hispanic
   children.

3. All new staff will take part in weekly
   1-hour PD with the instructional coach
   staff that is additional to efficacy,
   during September, October, and
   November. This professional
   development will then reduce to
   2xmo additional to regular weekly
   efficacy meetings for the remainder of
   the year. Focus being SDIS and data
   driven instruction and the
   instructional effects on Hispanic
   children.

4. All staff are provided access to the
   electronic shared drive, School 2
   Professional Toolkit. This toolkit
   provides access to curricular resources
   for ELA, math, science, and social
   studies, professional articles and
   resources provided by the building
   leader, Ratledge Turner-Hassell,
   general information around Rti, PST,
   social emotional and culture and
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#44 3-8 Math ED Students MGP | 44.3 | 46.3 | Yellow

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3. All new staff will take part in weekly 1-hour PD with the Instructional coach staff that is additional to efficacy, during September, October, and November. This professional development will then reduce to 2x/mo additional to regular weekly efficacy meetings for the remainder of the year. Focuses being SDIS and data driven Instruction and the Instructional effects on ED children
4. All staff are provided access to the electronic shared drive, School 2 Professional Toolkit. This toolkit

| 1. NYS Math assessment data for ED students from 2018-2019 is analyzed and extrapolated against all students; Instructional strategies will be identical for moving students from 1 to 2, 2 to 3, and Instructional enrichment for students scoring at levels 3 & 4.
2. aMath from 2018-2019 for ED students (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.
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5. Math fluency 3-5 for ED students in (fall, October 2019, winter, January 2020, spring, May/June 2020)

School 2 will continue with:

- **Trauma Sensitive Approach - Poverty and Trauma:** School 2 understands the relationship that often exists between poverty and trauma and both our Student Support (social-emotional) and Leadership teams will diligently work to maintain current and introducing new strategies that will enhance their ability to be more responsive to the adverse effects of trauma.

  - **Book Study:** Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom
  - **Hope Workshops:** Presentation to students in grades 3-5, focused on the “six people we need” and “hope builders,” meaning the people who can lift a person up when they are feeling lost and/or hopeless.

  - **Math/Science Interventionist:** will provide targeted instruction to groups (Tier 1-3) or individual students. Additionaly, the Interventionist will plan and co-facilitate lessons with practitioners. The Interventionist will work closely w/ building level Coaches, district Curriculum Leaders, and Math Consultant regarding practice and data.
| #102 306 ELA | 71.7 | 80.0 | Green |
| Black Core Subject Performance Index | | | |

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<td>3. All new staff will take part in weekly 1-hour PD with the Instructional coach staff that is additional to efficacy, during September, October, and</td>
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</table>

| 1. NYS ELA assessment data for black students from 2018-2019; Instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4 |
| 2. Reading from 2018-2019 for black students (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. |
| 3. TCSD Reading Interim Assessments for black students from 2018-2019 (grades K-5, formative assessments, Form #1- Winter, Form #2- Spring). This measure aligns with district curriculum maps, and assesses NYS Common Core Standards |
| 4. School 2 ELA Testlet Assessments for black students from 2018-2019 (grades 3-5, formative), Testlet #1- November, Testlet #2- February. This measure aligns with School |
| School 2 will continue with: |
| Equitable & Culturally Responsive Practices |
| Thinking Maps- We will continue to utilize Thinking Maps to facilitate higher order thinking and "make students "thinking more visible" across content areas grades. Thinking Maps are brain-based organizational frameworks, that can be used across grade-levels (developmentally appropriate) and demographics. |
| Must Have- Common Standards or practice (related instruction and learning environment) that are administered grades K-5. Must Have will be evaluated (fidelity and quality) by teachers and administration. |
| Materials(Techno)- District office has purchased Lucy Calkins culturally relevant libraries for each general & special educational classroom. |

6. Kindergarten only - number sense for ED students (Fall, October 2019, Winter, January 2020, Spring, May/June 2020)
4. All staff are provided access to the electronic shared drive, School 2 Professional Toolkit. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Na’Elelegi Turner-Hassell, general information around RTI, PST, social emotional and culture and climate. Resources are thoughtfully chosen so that staff are thinking deeply about how what we do in the classroom and the effects on black children.

5. All instructional staff are provided access to the electronic shared drive for building the ELA curriculum. Areas of integration are in math, science, social studies, art, music and physical education that support the practical application of reading and writing.

6. In the 1st week of August, staff will be provided with 2018-2019 ELA, math, & science data that is exclusive to their student class list, and grade level, focus specific to the instructional effects on ED children.

7. Grade 1 & 2 only for black students (review in October 2019), letter sounds & high frequency words

8. Curriculum, and assess progress with NYS Common Core Standards specifically in reading comprehension and writing short and extended responses.

5. Fountas & Pinnell Benchmarks for black students from 2018-2019, winter (January), spring (May/June)

6. Kindergarten only for black students (review in October 2019), letters-uppercase (UC), lowercase (LC), letter sounds

Implicit Bias Workshops-School 2 will continue to consult w/ Dr. Claudia Linghert-Putnam, regarding practices around: Implicit Bias, Cultural Competence, & Historical Trauma.

Additionally, district office will be consulting w/ Dr. Tyrone Howard (UCLA Professor) regarding Implicit Bias and Equity & Disproportionality and Its Impact in schools/districts.

Data, Feedback, Strategy (DFS): Systematic process for analyzing data, providing instructional feedback to practitioners, and developing a sound strategy to teach and model for students-with the intent students will internalize and apply for themselves.

See Plan for #100 3-8 ELA All Students Core Subject Performance Index

1. NYS ELA assessment data for ED students from 2018-2019; instructional strategies will be identified for moving students from 1 to 1, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4.

2. Reading for ED students from 2018-2019 (fall, winter, spring), students are screened three times throughout the year to ascertain effectiveness of instruction at all Tiers. It is

School 2 will continue with:

High Quality Tier 1 ELA Instruction

120 minutes of ELA Instruction provided daily: core-whole group, targeted-small group/guided reading, Individualized support- conferencing/goal setting, and Intervention support- acceleration and remediation.

https://docs.google.com/document/d/1Fz1TgcVpyGIII04n5elQVbWJVJp96dXCRCBO45OTA/edit#
7. All staff will be provided with in-depth, week-long professional development in August that focuses on SDBS (self-directed improvement systems) and data-driven instruction, and the specific instructional and social/emotional effects on ED children.

8. All new staff will take part in weekly 1-hour PD with the instructional coach staff that is additional to efficacy during September, October, and November. This professional development will then reduce to 2x/month additional to regular weekly efficacy meetings for the remainder of the year. Focus being on SDBS and data-driven instruction and the instructional effects on ED children.

9. All staff are provided access to the electronic shared drive, School 2 Professional Toolkit. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Natlae Turner-Hassell, general information around Rti, PST, social emotional and culture and climate. Resources are thoughtfully chosen so that staff are thinking deeply about how what we do in the classroom and the effects on ED children.

10. All instructional staff are provided access to the electronic shared drive for building the ELA curriculum. Areas of integration are in math, science, social studies, art, music and physical used as a cross-district core program auditing instrument.

3. TCSD Reading Interim Assessments for ED students from 2018-2019 (grades K-5), formative assessments, (Form #1-winter, Form #2-spring). This measure aligns with district curriculum maps, and assesses NYS Common Core Standards.

4. School 2 ELA Testlet Assessments for ED students from 2018-2019 (grades 3-5, formative), Testlet #1-October, Testlet #2-November. 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.

5. Fountas & Pinnell Benchmarks data for ED students from 2018-2019, winter (January), spring (May/June)

6. Kindergarten only for ED students (review in October 2019), letters-upper case (UC), lower case (LC), letter sounds

7. Grade 1 & 2 only for ED students (review in October 2019), letter sounds & high frequency words

Co-Taught Classrooms (Literacy Specialist)- There will be 1, Co-Taught (w/ a Literacy Specialist) setting - per grade level, grades 2-5.

Speech and Language Pathologist- Will push into K-1 classrooms daily, during ELA blocks.

Programs- Lucy Calkins Readers & Writers Workshop and Calkins Phonics Grades K-2 - Expeditionary Learning & Writers Workshop Grades 3-5

Master Schedule Accommodations: Integration of content areas, priorities (instructional & social emotional) explicitly built-in, etc.

Efficiency Meeting- Weekly horizontal and vertical collaboration around practice, data, professional development

Curriculum Development- Teacher Leaders will continue to develop units that foster agency and increase critical thinking and learning across content areas.

Planning- Teachers will, collaboratively, develop weekly outlines that highlight instruction/practice and the “learning process” for students.

Data, Feedback, Strategy (DFS)- Systematic process for analyzing data, providing instructional feedback to practitioners, and developing a sound strategy to teach and model for students-with the intent students will internalize and apply for themselves.

Instructional Coaches- Instructional Coaches(2) will provide embedded support based on data (qualitative and quantitative). Coaches will create learning cycles as to provide targeted support (instructional strategies) for a grade-level, class/group of learners, and/or individual practitioners.

EL Curriculum- The Grades 3-5 curriculum offers two hours of content-based literacy instruction per day.
<table>
<thead>
<tr>
<th>#112 3-8 Math</th>
<th>51.7</th>
<th>60.5</th>
<th>Yellow</th>
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<tbody>
<tr>
<td>Black Core Subject</td>
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<td>Performance Index</td>
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</table>

**SIG Key Strategy: Professional Support/Development & Technology:**

1. In the 1st week of August, staff will be provided with 2018-2019 ELA, math, & science data that is exclusive to their student class list, and grade level, focus specific to the instructional effects on black children.

2. All staff will be provided with
   - in-depth, week-long professional development in August that focuses on SDIS (Self-directed Improvement systems) and data driven instruction, and the specific instructional and social/emotional effects on black children.

3. All new staff will take part in weekly 1-hour PD with the instructional coach staff that is additional to efficacy.

**1. NYS Math assessment data for black students from 2018-2019 is analyzed and extrapolated against all students; instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4.**

2. aMath from 2018-2019 for black students (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.

3. TCSD Math Interim Assessments for black students from 2018-2019 (grades K-5, formative assessments, (Form #1-winter, Form #2-spring). This measure aligns with district curriculum maps, and assesses NYS Common Core Standards.

**School 2 will continue with:**

- High Quality Tier 1 Math Instruction
- 90 minutes of math instruction provided daily: core-whole group, targeted-small group/guided reading, Individualized support, conferencing/goal setting, and Intervention support- acceleration and remediation.

**Programs-Go Math & NYS Modules**

- Master Schedule Accommodations: Integration of content areas, priorities (Instructional & social emotional) explicitly built-in, etc.

**Efficacy Meeting - Weekly horizontal and vertical collaboration around practice, data, professional development**

**Curriculum Development: Teacher Leaders will continue to develop standards-based units that foster agency and**
during September, October, and November. This professional development will then reduce to 2s/no additional to regular weekly efficacy meetings for the remainder of the year. Focus being SDS and data driven instruction and the Instructional effects on black children

4. All staff are provided access to the School 2 Professional Toolkit. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, NatéGé Turner-Hassell, general information around RII, PST, social emotional and culture and climate. Resources are thoughtfully chosen so that staff are thinking deeply about how what we do in the classroom and the effects on black children

5. All Instructional staff are provided access to the electronic shared drive for building the ELA curriculum. Areas of integration are in math, science, social studies, art, music and physical education that support the practical application of reading and writing

| #115 3-8 Math ED CORE Subject Performance Index | 59.5 | 69.5 | Yellow |
| SIG Key Strategy: Professional Support/Development & Technology: |
| 1. In the 1st week of August, staff will be provided 2018-2019 ELA, math, & science data that is exclusive to their student class list, and grade level, focus specific to the Instructional effects on ED students |
| 2. NYS Math assessment data for ED students from 2018-2019 is analyzed and extrapolated against all students; Instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and Instructional enrichment for students scoring at levels 3 & 4 |
| 4. School 2 Math Testlet Assessments for black students from 2018-2019 (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 |
| 5. Math fluency 1-5 for black students in (fall, October 2019, winter, January 2020, spring, May/June 2020) |
| 6. Kindergarten only: number sense for black students (fall, October 2019, winter, January 2020, spring, May/June 2020) |

Increase critical thinking and learning across content areas.

Planning: Teachers will, collaboratively, develop weekly outlines that highlight instruction/practice and the “learning process” for students.

Data Feedback Strategy (DFS)- Systematic process for analyzing data, providing instructional feedback to practitioners, and developing a sound strategy to teach and model for students with the intent students will internalize and apply for themselves.

See Plan for #35 3-8 ELA Black Students MGP

School 2 will continue with:

Math/Science Interventionist, will provide targeted instruction to groups (Tier1-3) or individual students. Additionally, the Interventionists will plan and co-facilitate lessons with practitioners. The Interventionist will work closely with building level Coaches, district Curriculum Leaders, and Math Consultant regarding practice and data.
<table>
<thead>
<tr>
<th>2. All staff will be provided with in-depth, week-long professional development in August that focuses on SDS (self-directed improvement systems) and data driven instruction, and the specific instructional and social/emotional effects on ED children. Times throughout the year to ascertain effectiveness of instruction at all Tiers. It is used as a cross-district core program auditing instrument.</th>
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<tr>
<td>3. TCSD Math Interim Assessments for ED students from 2018-2019 (grades K-5, formative assessments, Form #1-winter, Form #2-spring). This measure aligns with district curriculum maps, and assesses NYS Common Core Standards.</td>
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<td>4. School 2 Math Testlet Assessments for ED students from 2018-2019 (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.</td>
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</table>

Bank Street College Math Consultant will provide tiered, based on needs and assets, professional support in a variety of ways (whole-faculty, small group, individual). The consultant will also assist with identifying standards and/or instructional areas that need to improve or be sustained and collaborate with us on developing an explicit achievement plan. |

**High Quality Tier 1 Math Instruction**

- 90 minutes of math instruction provided daily: core-whole group, targeted small group/guided reading, individualized support - conferencing/goal setting, and intervention support - acceleration and remediation.

**Programs-Go Math & NYS Modules**

**Master Schedule Accommodations:** Integration of content areas, priorities (Instructional & social emotional) explicitly built-in, etc.

**Efficacy Meeting - Weekly horizontal and vertical collaboration around practice, data, professional development**

**Curriculum Development - Teacher Leaders will continue to develop standards-based units that foster agency and increase critical thinking and learning across content areas.**

**Planning - Teachers will, collaboratively, develop weekly outlines that highlight instruction/practice and the “learning process” for students.**

**Data, Feedback, Strategy (DFS) - Systematic process for analyzing data, providing instructional feedback to practitioners, and developing a sound strategy to teach and model for students- with the intent students will internalize and apply for themselves.**
### Part III - Additional Key Strategies – (As applicable)

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

#### Key Strategies

Identify any strategies that will be implemented during the 2019-2020 school year that are not described in Part I or II above but will be embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that will support your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention plan. Responses should be directly aligned with their previously approved intervention plans (SIG or SCP) and should include evidence and/or data that will be used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead or partner working with the school if not described in Part I or II above.

<table>
<thead>
<tr>
<th>List the Key Strategy from your approved intervention plan (SIG or SCP)</th>
<th>Status (R/Y/G)</th>
<th>2019-2020 School Year Continuation Plan</th>
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</table>
Part IV – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)
Describe the type, nature, frequency and outcomes of meetings conducted by the CET and its sub-committees that will be charged with addressing specific components of the CET Plan. Describe outcomes or potential outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2019-20 School Year.

<table>
<thead>
<tr>
<th>Status (R/Y/S)</th>
<th>Report Out of CET Plan Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green</td>
<td>The Community Engagement Team is made up of Community Based Organizations, parents/guardians, faith-based organizations, Department of Probation, school and district faculty. The team meets monthly and discusses various topics around improving the school and community. They have conversations around School 2's vision and mission. The quarterly reports and demonstrable improvement indicators are discussed and shared during the meetings.</td>
</tr>
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</table>

Powers of the Receiver
Describe the anticipated use of the School Receiver's powers for Cohort 1 and 2 Schools for the 2019-2020 school year (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.

<table>
<thead>
<tr>
<th>Status (R/Y/S)</th>
<th>Report Out</th>
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Part V - Budget - (As applicable)

Budget Amendments

Along with this Continuation Plan, please submit as applicable:

- SIG FS-10 2019-20 Budget and Budget Narrative as applicable.

Please submit any necessary CSEI and PSSG Amendments.

Budget forms are available at: http://www.oms.nysed.gov/cafe/forms/.

Part VI: Best Practices (Optional)
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 that will be implemented in the 2019-2020 school year that will result in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.

<table>
<thead>
<tr>
<th>List the best practice that will be or is currently being implemented in the school.</th>
<th>Describe a best practice that will be in place for the 2019-20 school year in terms of its impact on the implementation of the plan. Discuss the evidence that will be used to determine its success. Discuss the possibility of replication in other schools.</th>
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Part VII - Assurance and Attestation

By signing below, I attest to the fact that the information in this continuation plan 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]
Name of Receiver: [Signature]
Date: [Signature]

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this continuation plan, and has had the opportunity to review, and update if necessary, its 2019-2020 Community Engagement Team plan and membership.

Name of CET Representative (Print): [Signature]
Name of CET Representative: [Signature]
Title of CET Representative: [Signature]
Date: [Signature]