

Receivership Schools ONLY

Quarterly Report #3: January 15, 2019 to April 19, 2019 and Continuation Plan for 2019-20 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: www.troycsd.org				
School 2	491700010002	Troy City School District		Check which plan below applies:				
				SIG			SCEP	
				Cohort: 4			Model:Transformation	
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
John Carmello	Natélegé Turner-Hassell	Dr. Donna Watson Juli Currey		Pre K - 5		.57%	23.5%	353
	Appointment Date: June 2015							

Executive Summary

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

During the 2018-19 school year, we focused on instruction, data-analysis, and responsive supports for both students and adults (i.e. professional development, materials, instructional groupings, etc.). We have been devoted to making learning and thinking more visible, across stakeholder groups. We have implemented *Thinking Maps* throughout the building as well as studied John Hattie’s work around effective teaching/instructional practices. Additionally, we began the process of writing unit plans. This process provided significant insight and professional development on Learning Standards, the development of meaningful, authentic tasks, formative assessment and the instruction needed to assist students w/ meeting identified outcomes. We have also employed the Workshop (Caulkins) Model within our ELA Block. Throughout the year Reading Specialists have been delivering instruction in a more “co-taught” , rather than 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. We’ve worked closely w/ our District RtI Coordinator to provide more targeted summative assessments and thoughtful analysis (Data, Feedback, Strategy-DFS). Our Leadership team has also worked at creating a culture of **common** language, practices and environmental structures/protocols. We continue to carefully reflect on impactful ways to educate and empower our students of color and economically disadvantaged sub-group. As a result we have spent the year discussing *Implicit Bias, Macro/Micro Aggressions, Micro/Macro Affirmations* and *Trauma Sensitive practices*. We continue to support students’ social emotional well being and character development through monthly assemblies, which celebrate attendance, birthdays, no referrals, etc., as well as teaches about 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.

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

Please note - This document also serves as the Continuation Plan for Receivership schools for the 2019-20 school year. All prompts submitted under the “2019-20 School Year Continuation Plan” heading should directly align with or be adaptations to approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.



Directions for Part I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the third quarter in light of their realized level of implementation and their impact on student learning outcomes. *2019-20 Continuation Plan* sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

LEVEL 1 Indicators																																				
Please list the school’s Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.																																				
Identify Indicator	Baseline	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/SIF goals and or key strategies that have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.	2019-20 School Year Continuation Plan for Meeting this Indicator																												
# 9 3-8 ELA All Students Level 2 and above	26%		Y		<p>SIG Key Strategy: <i>Professional Support/Development</i></p> <p>Adjustments Made: Targeted, embedded support focused on preparing students for the NYS ELA assessment.</p> <p>Rationale: Focus on a specific area as to maximize our efforts and potential growth.</p>	1. The <i>TCSD ELA Interim Assessment</i> is a district benchmark initiative in grades K-5. It is a formative assessment, <i>Form #1</i> is administered in the winter, and <i>Form #2</i> is administered closer to spring (depending on the grade level). This measure is a district	<p>1. K-2 ELA Interim Assessment % averages</p> <table border="1"> <thead> <tr> <th></th> <th>CHS</th> <th>S14</th> <th>S2</th> <th>CHS</th> <th>S14</th> <th>S2</th> </tr> </thead> <tbody> <tr> <td></td> <td colspan="3">Form#1-DEC</td> <td colspan="3">Form#2-MAY</td> </tr> <tr> <td>K</td> <td>76</td> <td>79</td> <td>73</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>1</td> <td>71</td> <td>77</td> <td>71</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> </tbody> </table>		CHS	S14	S2	CHS	S14	S2		Form#1-DEC			Form#2-MAY			K	76	79	73	n/a	n/a	n/a	1	71	77	71	n/a	n/a	n/a	School 2 Administration, Instructional Coaches & Consultants, and, District Office will continue to provide embedded professional
	CHS	S14	S2	CHS	S14	S2																														
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1	71	77	71	n/a	n/a	n/a																														

				<p>1. Grade 5, ELA Team-Teaching - The Instructional Coach was assigned as a team-teacher in both 5th grade classes during the ELA block, all 5th grade students received this team-taught structure for 90 minutes, 2x/week from January 8th to March 26th.</p> <ul style="list-style-type: none"> Lessons were designed collaboratively to focus on short & extended written responses, and reading comprehension with grade level texts and questions directly taken from the NYS ELA archive of released questions. Task analysis/data cycles were put in place and the information was used to assist the grade level teacher and instructional coach to visually see progress or lack thereof in all students. These written, electronic, and/or conferencing systems were developed to ensure immediate feedback to students that would provide them with consistent, visible, growth Students tracked their progress with data folders several times a week, and then reported this progress to parents during student-led conferences on March 28th <p>2. Implementing Teachers College/ Lucy Calkins test prep program & materials from March 11th-March 28th:</p> <ul style="list-style-type: none"> Grades 3, 4, & 5 for <u>reading comprehension</u> 	<p>supported, teacher created assessment that aligns with district curriculum maps, and the NYS Common Core Standards. They were developed under the guidance of David Abrams, testing consultant, previous Math Curriculum Leader, (current TCSD RtI Coordinator), Jennifer DeMarco, and ELA Curriculum Leader, Sabina Dinardo, along with several teachers throughout the district.</p> <p>2. 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>	<table border="1"> <tr> <td>2</td> <td>59</td> <td>52</td> <td>52</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td colspan="7">3-5 ELA Interim Assessment % averages</td> </tr> <tr> <td></td> <td>CHS</td> <td>S14</td> <td>S2</td> <td>CHS</td> <td>S14</td> <td>S2</td> </tr> <tr> <td></td> <td colspan="3">Form#1-NOV</td> <td colspan="3">Form#2-FEB</td> </tr> <tr> <td>3</td> <td>58</td> <td>45</td> <td>50</td> <td>53</td> <td>48</td> <td>47</td> </tr> <tr> <td>4</td> <td>43</td> <td>45</td> <td>42</td> <td>47</td> <td>50</td> <td>45</td> </tr> <tr> <td>5</td> <td>46</td> <td>47</td> <td>46</td> <td>38</td> <td>43</td> <td>39</td> </tr> </table> <ul style="list-style-type: none"> Data was compared to schools in our district similar (relatively) in demographics to School 2 According to our most recent ELA Interim Assessments 27% of our Grade 3 students are proficient, 12% of our Grade 4 students are proficient, and 13% of our Grade 5 students are proficient. Interims are aligned to district curriculum and therefore indicate student progress based on instruction, and teacher pacing District Interim data was analysed to determine individual student growth from the 1st administration to the 2nd. 	2	59	52	52	n/a	n/a	n/a	3-5 ELA Interim Assessment % averages								CHS	S14	S2	CHS	S14	S2		Form#1-NOV			Form#2-FEB			3	58	45	50	53	48	47	4	43	45	42	47	50	45	5	46	47	46	38	43	39	<p>support to increase teacher capacity to provide sound pedagogy in a manner that is responsive to our demographic and Next Generation Standards. This support will focus on:</p> <p>rigorous/responsive unit & lesson planning, culture of learning, and making thinking and learning visible.</p> <p>Teachers will continue their work w/Calkins Units of Study in both reading and writing as well as participate in ongoing district-wide professional support w/ Teacher’s College.</p> <p>Additionally, School 2 will continue to work w/ the Efficacy</p>
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					<ul style="list-style-type: none"> • Grades 3 & 4 for <u>writing short and extended responses</u> • Troy City School District provided test prep materials from Teacher College. This was a districtwide initiative designed for implementation over a 3-week period directly prior to the NYS ELA test assessments given on April 2nd & 3rd. • <i>Grades 3-5</i> fully implemented a 3 week schedule of reading released NYS passages, utilizing close reading strategies and specific test taking lessons. Students' progress were assessed on both paper and electronically for immediate feedback • <i>Grades 3&4</i> implemented a 3 week schedule of writing short and extended responses. Writing was assessed and student feedback was provided 		<p>2. ELA Testlet, February Administration</p> <table border="1" data-bbox="1841 438 2284 738"> <thead> <tr> <th>GL</th> <th>NOV (avg)</th> <th>FEB (avg)</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>28</td> <td>35</td> </tr> <tr> <td>4</td> <td>35</td> <td>43</td> </tr> <tr> <td>5</td> <td>41</td> <td>47</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Grade 3, 7% point increase toward proficiency • Grade 4, 8% point increase toward proficiency • Grade 5, 6% point increase toward proficiency 	GL	NOV (avg)	FEB (avg)	3	28	35	4	35	43	5	41	47	<p>institute to hone our DFS (Data, Feedback, Strategy) practices building wide. Data analysis (specifically formative measures) and developing responsive instructional plans continues to be an area in need of improvement.</p> <p>School 2 will continue to use data, to inform instruction and student groupings. We will continue to identify groups based on instructional needs. The groups are as follows: Intensive 1, Intensive 2, Strategic 1, Strategic 2, Enrichment and Extension.</p>
GL	NOV (avg)	FEB (avg)																		
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								School 2 will continue to have students work w/ the Reading Eggs computer based program, grades K-5.																																																																															
#15 3-8 Math All Students Level 2 and above	31%		Y	<p>SIG Key Strategy: Response to Intervention (RtI)</p> <p>Adjustments Made: Students were placed in groups, based on mathematical needs and strengths. These were Tier 3 supports.</p> <p>Rationale: Focus on a specific area as to maximize our efforts and potential growth.</p> <p>1.Targeted Math Groups - Both the math interventionist and the math coach have been working with small groups of students who were identified as potentially meeting or exceeding proficiency on the NYS test. Students met for 30 minutes 2-3 times per week for January-April. The following criteria was used in identifying the targeted students:</p> <ul style="list-style-type: none"> • Prior year’s NYS math test score (high 2 or 3) • aMath (identified as college and career ready) 	<p>1. The <i>TCS D Math Interim Assessment</i> is a district initiative in grades K-5. It is a formative assessment, <i>Form #1</i> is administered in the winter, and <i>Form #2</i> is administered closer to spring (depending on the grade level). This measure is a district supported, teacher created assessment that aligns with district curriculum maps, and the NYS Common Core Standards. They were developed under the guidance of David Abrams, testing consultant, and the previous Math Curriculum Leader (current TCS D RtI Coordinator), Jennifer DeMarco, along with several teachers throughout the district.</p>	<p>1. K-2 Math Interim Assessment % averages</p> <table border="1"> <thead> <tr> <th></th> <th>CHS</th> <th>S14</th> <th>S2</th> <th></th> <th>CHS</th> <th>S14</th> <th>S2</th> </tr> <tr> <th></th> <th colspan="3">Form#1-DEC</th> <th></th> <th colspan="3">Form#2-APR</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>68</td> <td>71</td> <td>59</td> <td></td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>1</td> <td>80</td> <td>78</td> <td>77</td> <td></td> <td>66</td> <td>77</td> <td>72</td> </tr> <tr> <td>2</td> <td>60</td> <td>56</td> <td>49</td> <td></td> <td>62</td> <td>58</td> <td>66</td> </tr> </tbody> </table> <p>3-5 Math Interim Assessment % averages</p> <table border="1"> <thead> <tr> <th></th> <th>CHS</th> <th>S14</th> <th>S2</th> <th></th> <th>CHS</th> <th>S14</th> <th>S2</th> </tr> <tr> <th></th> <th colspan="3">Form#1-DEC</th> <th></th> <th colspan="3">Form#2-MAR</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>57</td> <td>57</td> <td>46</td> <td></td> <td>47</td> <td>47</td> <td>n/a *</td> </tr> <tr> <td>4</td> <td>45</td> <td>57</td> <td>45</td> <td></td> <td>41</td> <td>49</td> <td>n/a *</td> </tr> <tr> <td>5</td> <td>52</td> <td>53</td> <td>53</td> <td></td> <td>45</td> <td>41</td> <td>n/a *</td> </tr> </tbody> </table>		CHS	S14	S2		CHS	S14	S2		Form#1-DEC				Form#2-APR			K	68	71	59		n/a	n/a	n/a	1	80	78	77		66	77	72	2	60	56	49		62	58	66		CHS	S14	S2		CHS	S14	S2		Form#1-DEC				Form#2-MAR			3	57	57	46		47	47	n/a *	4	45	57	45		41	49	n/a *	5	52	53	53		45	41	n/a *	<p>School 2 will continue to work w/ a Math Consultant as well as a full-time Math & Science Interventionist. They will serve as embedded support for both teachers, administration, and students.</p> <p>School 2 will continue to work collaboratively with the District Math Curriculum Leader and RtI Coordinator to implement curriculum and/or instruction that will target areas of</p>
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				<ul style="list-style-type: none"> Students in the targeted groups have kept a math data folder and tracked their progress on quizzes that reflect the work that we have been doing in the groups. The district administered two testlets that are similar in format to the state test and the students were able to follow their progress on those assessments and in most cases, they got individual feedback using an item analysis. Since these are the students who have shown promising math ability, one of the goals was to challenge these students and allow them to accomplish more in a given time period than would be possible in a whole group setting. A major focus area has been multi-step problems in which the students have to justify answers. Both the math interventionist and math coach have continued to push into math classrooms to aid in math centers or to work with small groups. Planning support is also provided during Efficacy Meetings, planning time, and after school. <p>2. Data feedback - The district curriculum leader met with teachers in each grade</p>	<p>2. School 2 Math 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>*School 2 administered Testlets in lieu of the Interims because we needed the data sooner than March for the testing grades.</p> <ul style="list-style-type: none"> According to our most recent Math Interim Assessments 23% of our Grade 3 students are proficient, 22% of our Grade 4 students are proficient, and 34% of our Grade 5 students are proficient. Interims are aligned to district curriculum and therefore indicate student progress based on instruction, and teacher pacing District Interim data was analysed to determine individual student growth from the 1st administration to the 2nd. Data was compared to schools in our district similar in demographics to School 2 <p>2. MATH Testlet, November Administration</p> <table border="1" data-bbox="1860 1112 2233 1409"> <thead> <tr> <th></th> <th>NOV (avg)</th> <th>FEB (avg)</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>33</td> <td>25</td> </tr> <tr> <td>4</td> <td>31</td> <td>37</td> </tr> <tr> <td>5</td> <td>36</td> <td>38</td> </tr> </tbody> </table>		NOV (avg)	FEB (avg)	3	33	25	4	31	37	5	36	38	<p>deficiency and further develop areas of strength.</p> <p>School 2 will also consult w/ and receive embedded professional support from Bank Street College regarding math intervention and growing mathematical concepts/skills /understandings in early learners.</p> <p>School 2 will continue to use data, to inform instruction and student groupings. We will continue to identify groups based on instructional needs. The groups are as follows: Intensive, Strategic, Enrichment/ Extension.</p>
	NOV (avg)	FEB (avg)																	
3	33	25																	
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				<p>level for grades 3-5 to go over the results of the district math interim assessment.</p> <ul style="list-style-type: none"> Results were shared in Edocrina so teachers could generate individual and class summary reports. <p>3. Saturday Math Academy - This program was offered to students in grades 3-5 who were teacher recommended. There are four 90 minute sessions leading up to the NYS test.</p> <ul style="list-style-type: none"> Teachers provide lessons and Troy High School Math Honor Society volunteers assist with small groups of students on problem solving. Students also have time to use Dreambox software for part of the time. There have been about 16 students attending these sessions. 		<ul style="list-style-type: none"> Grade 3, 8% avg. point decrease away from proficiency Grade 4, 6% avg. point increase toward proficiency Grade 5, 2% avg. point increase toward proficiency 	<p>Our School Leadership Team (SLT), along w/ District Office will continue to evaluate and monitor our level of impact, regarding student achievement outcomes, throughout the 2019-20 school year.</p>																														
#85 Grades 4 and 8 Science All Students Level 3 and Above	46%		G	<p>SIG Key Strategy: Professional Support/Development</p> <p>Adjustments Made: Targeted, embedded support focused on assisting teachers with preparing students for the NYS Science assessment.</p> <p>Rationale: Focus on a specific area as to maximize our efforts and potential growth.</p> <p>1. Grade 4 - Whole group and targeted small group instruction in science - The Instructional Coach was assigned to both</p>	Science scores from the NYS Science assessment improved significantly from 2016-2017	<p>NYS Science Scores</p> <p><i>Students performance at each level</i></p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">School 2</th> <th>CHS</th> <th>S14</th> </tr> <tr> <th></th> <th>2016-2017</th> <th>2017-2018</th> <th colspan="2">2016-2017</th> </tr> </thead> <tbody> <tr> <td>L1</td> <td>6</td> <td>1</td> <td>5</td> <td>1</td> </tr> <tr> <td>L2</td> <td>14</td> <td>9</td> <td>19</td> <td>14</td> </tr> <tr> <td>L3</td> <td>16</td> <td>15</td> <td>12</td> <td>43</td> </tr> <tr> <td>L4</td> <td>1</td> <td>7</td> <td>13</td> <td>24</td> </tr> </tbody> </table>		School 2		CHS	S14		2016-2017	2017-2018	2016-2017		L1	6	1	5	1	L2	14	9	19	14	L3	16	15	12	43	L4	1	7	13	24	<p>School 2 will continue to increase and develop opportunities to integrate Science into other core curricular areas. We will use the ELA Instructional Shifts,w/in, the area of Science to enhance critical thinking and their</p>
	School 2		CHS	S14																																	
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				<p>4th grade classes from April 18th to June 3rd to provide both whole and targeted small group instruction</p> <ul style="list-style-type: none"> Lessons were collaboratively designed based on electronic student exit ticket data. A progress monitoring cycle was designed based on topic. Small groups were pulled and instructed with hands-on labs, and then assessed several times with homogeneously designed multiple choice questions from the NYS Science test to determine generalization and understanding Progress monitoring documentation was designed to track individual student progress by topic, provide immediate feedback to students, and design subsequent lessons based on the cycle of data 		<table border="1"> <tr> <td>AVG.</td> <td>130</td> <td>177</td> <td>140</td> <td>180</td> </tr> </table> <ul style="list-style-type: none"> Science scores were compared with S14 and CHS, two schools in our district with similar demographics, after analyzing the 2016-2017 data we implemented a cycle of formative assessments to improve performance Science scores from the NYS Science assessment improved significantly from 2016-2017 to 2017-2018, going from an avg. of 130 to 177. Therefore, this progress monitoring cycle was showing to be successful. The formative system is being implemented this year during the 3rd quarter because it was a successful instructional process, and showed increased performance by our students on the NYS Science test. 	AVG.	130	177	140	180	<p>ability to transfer knowledge.</p> <p>We will continue to work closely w/ our Director of Technology to increase STEM days and other STEM opportunities in and out of the classroom.</p> <p>Our Math & Science Interventionist and Instructional Coach will continue to provide embedded support to teachers and students.</p>
AVG.	130	177	140	180								
#5 School Safety	6		G	<p>SIG Key Strategy: Character Education</p> <p>Adjustments made: Developed a New Student Orientation/Workshop for students new to the building. Developed a Code of Conduct presentation for students.</p> <p>Rationale: In an effort to address the large number of students living in transient situations, we have developed a workshop</p>	eSchool - TCSD Data Warehouse Information	<p>*NOTE: The cohort has changed significantly in School 2</p> <p>As reported in the 2nd quarter: October 17 to January 25</p> <ul style="list-style-type: none"> 35 students left School 2 57 students have transferred into School 2 <p>As reported in the 3rd quarter: January 25 to April 18</p>	<p>School 2's Student Support Team (SST) will continue to collaborate w/ and increase faculty and staff's capacity to support students' social emotional health/well-being.</p>					

				<p>that entails: team building, CHAMPS, School 2 Pledge, uniforms, etc. We have also developed a workshop to support students with their understanding of the Code of Conduct. Our hope is to assist and empower students with the skills/knowledge to successfully transition into a new school environment/culture.</p> <p>1. New Student Orientation-School 2's New Student Orientation was created to combat some of the challenges that come with transiency and leave new students feeling familiar and safe in our school. The program is offered three times per year or as needed with an influx of new students for grades K-2 and grades 3-5. The orientation includes a fun and interactive "get to know you" activity and a welcoming by building administration and members of our Student Support Team (SST). It also includes a crash course on building procedures (CHAMPS), expectations as a School 2 Scholar, PROMISE, and things to look forward to at School 2 (i.e. Work Hard Get Smart Celebrations, block parties, school plays, etc...).</p> <p>2. Code of Conduct Student friendly Code of Conduct presentation was developed to provide information and create understanding of code of conduct rules and regulations. Components include stating rules and restating the meaning in developmentally appropriate language for</p>		<ul style="list-style-type: none"> • 16 students left School 2 • 19 students have transferred into School 2 <p>Summation 2018-2019, from October to April:</p> <ul style="list-style-type: none"> • A total of 76 students have transferred into School 2 • A total of 51 students left School 2 <p>Out of School Suspension Data 1/30/19-4/19/19: 26</p> <p>Out of School Suspension Data 10/30/18 -1/25/19:27</p>	<p>more specifically they will provide explicit feedback/strategies regarding classroom practices and classroom culture. Our continued goal is to make all School 2 classrooms emotionally and intellectually safe settings.</p> <p>We will work w/ all stakeholders to identify or develop strategies to assist students with self-regulation and therefore adhering to the district's Code of Conduct.</p> <p>The SST and SLT will continue to review and discuss "Trauma Sensitive" practices and share them with the faculty and</p>
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					students. Emphasis on prevention and what to do in more serious situations.				staff and monitor its implementation.
#33 ELA All Students MGP	43.47		Y		PLEASE SEE INDICATOR #9 3-8 ELA All Students Level 2 and above				
#39 Math All Students MGP	41.62		Y		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 <i>with impact</i> .				Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.	

Part II – Demonstrable Improvement Indicators (Level 2)

LEVEL 2 Indicators								
Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.								
Identify Indicator	Baseline	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/SIF goals and or key strategies which have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.	2019-20 School Year Continuation Plan for Meeting this Indicator



<p>#11 3-8 ELA Black Students Level 2 and above</p>	<p>18%</p>		<p>Y</p>		<p>Key Strategy: Professional Support/Development & Character Education</p> <p>Adjustments Made: Targeted, embedded support focused on preparing students, of color, for the NYS Assessments.</p> <p>Rationale: Focus on a specific area as to maximize our efforts and potential growth.</p> <p>1. Managing Test Anxiety & Test-Taking Strategies <i>The goal for the selection of the Black Panther theme for the Managing Test Anxiety presentations was to increase self-efficacy, pride and personal engagement, specifically among black students in grades 3-5.</i></p> <p>The presentation was done so that students could identify and manage anxious feelings regarding test taking, and then take ownership of their success. The connection was made between the strategies taught to students and the personal power that each student can access for their own academic success, therefore leading to the success of their class as a whole.</p>	<p>1. The <i>TCSD ELA Interim Assessments</i> are a district benchmark initiative in grades K-5. It is a formative assessment, <i>Form #1</i> is administered in the winter, and <i>Form #2</i> is administered closer to spring (depending on the grade level). This measure is a district supported, teacher created assessment that aligns with district curriculum maps, and the NYS Common Core Standards. They were developed under the guidance of David Abrams, testing consultant, previous Math Curriculum Leader, (current TCSD RtI Coordinator), Jennifer DeMarco, and ELA Curriculum Leader, Sabina Dinardo, along with several teachers throughout the district.</p>	<p>Reading Interim #2 average %, all students compared to black students</p> <table border="1" data-bbox="1892 272 2330 558"> <thead> <tr> <th></th> <th>ALL Students</th> <th>Black Students</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>47</td> <td>47</td> </tr> <tr> <td>4</td> <td>45</td> <td>46</td> </tr> <tr> <td>5</td> <td>39</td> <td>39</td> </tr> </tbody> </table> <p><i>For Reading Interim #2, there is no statistical difference for all students compared to black students in grades 3, 4 or 5.</i></p>		ALL Students	Black Students	3	47	47	4	45	46	5	39	39	<p>School 2 will continue to consult w/ Dr. Claudia Linghert-Putnam, regarding practices around: <i>Implicit Bias, Cultural Competence, & Historical Trauma.</i></p> <p>Additionally, district office will be consulting w/ Dr. Tyrone Howard (UCLA Professor) regarding <i>Implicit Bias and Equity & Disproportionality</i> and its impact in schools/districts.</p> <p>Our SST and SLT will continue to implement book studies w/ the all interested faculty and staff. Our first book study will be: <i>So You Want to Talk About Race</i>, by Ijeoma Oluo.</p> <p>School 2 will also complete two whole school “book reads.” The texts will be: <i>Of Thee I Sing</i>, by Barack</p>
	ALL Students	Black Students																		
3	47	47																		
4	45	46																		
5	39	39																		



				<p>2. Faculty PLC/Book Study: <i>For White Folks Who Teach in the Hood... and the Rest of Y'all Too: Reality Pedagogy and Urban Education (Race, Education, and Democracy)</i>- Current emphasis has been to include new members in the group and to focus on Chapter 4, <i>Cogenerative Dialogues</i>: "Cogens, in their purest form, are structured dialogues about the inner workings of the social field participants coinhabit." Cogens in a classroom are "simple conversations between the teacher and their students, typically students of color, with a goal of co-creating/generating plans of action for improving the classroom." Task for teachers: select a diverse group of four learners from whom you will be asking for feedback on your teaching and learning in the classroom.</p> <p>3. TCSD Summer Reading Program. <i>This is an established program for all students in the district PK-8, PK-5 students receive 10 books to read over the summer, grades 6-8 students receive 5 books. At School 2, the following actions were designed specifically to engage students and families of color:</i></p> <ul style="list-style-type: none"> • When the initial order was placed in April, the instructional coach 			<p>Obama and <i>Be Kind</i>, by Pat Zietlow Miller.</p> <p>School 2's SST, SLT and Community School's Staff will continue and/or further develop our Saturday program. We will offer programs/sessions that supports: academic enrichment, recreational & cooperative learning, and STEAM development.</p>
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					<p>collaborated with the ELA Field Leader so that there would be a significantly increased amount of “mirror” books for our black students and families</p> <p>4. Grade 5, ELA Team-Teaching - The Instructional Coach was assigned as a team-teacher in both 5th grade classes during the ELA block, all 5th grade students received this team-taught structure for 90 minutes, 2x/week from January 8th to March 26th.</p> <ul style="list-style-type: none">● Lessons were designed collaboratively to focus on short & extended written responses, and reading comprehension with grade level texts and questions directly taken from the NYS ELA archive of released questions.● Task analysis/data cycles were put in place and the information was used to assist the grade level teacher and instructional coach to visually see progress or lack thereof in all students. These written, electronic, and/or conferencing systems were developed to ensure immediate feedback to students that would provide them with consistent, visible, growth● Students tracked their progress with data folders several times a week, and then reported this progress to parents during student-led conferences on March 28th			
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			Y																	
<p>#14 3-8 ELA ED Students Level 2 and Above</p>					<p>1. Faculty PLC/Book Study: <i>Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom</i>- Book study was started to empower teachers and support staff to understand what trauma is and how it hinders the learning, motivation, and success of all students in the classroom, to build strong relationships and create a safe space to enable students to learn at high levels and to adopt a strengths-based approach that alters how we view destructive student behaviors and in turn, to perceive what students need to break negative cycles.</p> <p>2. <i>Grades 3-5 Hope Workshops</i>- Presented to students in grades 3-5, presentations 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. Students participated in discussions and were able to name the people in their lives whom they could go to when in need. Second component of the workshops included creation of career focused vision</p>	<p>1. The <i>TCS D ELA & Math Interim Assessments</i> are a district benchmark initiative in grades K-5. It is a formative assessment, <i>Form #1</i> is administered in the winter, and <i>Form #2</i> is administered closer to spring (depending on the grade level). This measure is a district supported, teacher created assessment that aligns with district curriculum maps, and the NYS Common Core Standards. They were developed under the guidance of David Abrams, testing consultant, previous Math Curriculum Leader, (current TCS D RtI Coordinator), Jennifer DeMarco, and ELA Curriculum Leader, Sabina Dinardo, along with several teachers</p>	<p>Reading Interim #2 average %, all students compared to economically disadvantaged students</p> <table border="1" data-bbox="1895 487 2354 808"> <thead> <tr> <th></th> <th>ALL Students</th> <th>Economically Disadvantaged Students</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>47</td> <td>47</td> </tr> <tr> <td>4</td> <td>45</td> <td>45</td> </tr> <tr> <td>5</td> <td>39</td> <td>39</td> </tr> </tbody> </table> <p><i>For Reading Interim #2, there is no statistical difference for all students compared to economically disadvantaged students in grades 3, 4 or 5.</i></p>		ALL Students	Economically Disadvantaged Students	3	47	47	4	45	45	5	39	39	<p>School 2 will continue to consult w/ Dr. Claudia Linghert-Putnam (College of St. Rose), regarding practices around: <i>Implicit Bias, Cultural Competence, & Historical Trauma.</i></p> <p>Our SST and SLT will continue to implement book studies w/ the all interested faculty and staff. Our first book study will be: <i>So You Want to Talk About Race</i>, by Ijeoma Oluo.</p> <p>School 2 will also complete two whole school “book reads.” The texts will be: <i>Of Thee I Sing</i>, by Barack Obama and <i>Be Kind</i>, by Pat Zietlow Miller.</p>
	ALL Students	Economically Disadvantaged Students																		
3	47	47																		
4	45	45																		
5	39	39																		



				<p>board/maps. Students participated in surveys and conducted research on the type of career and the steps needed to reach their goals.</p> <p>3. Grade 5, ELA Team-Teaching - The Instructional Coach was assigned as a team-teacher in both 5th grade classes during the ELA block, all 5th grade students received this team-taught structure for 90 minutes, 2x/week from January 8th to March 26th.</p> <ul style="list-style-type: none"> • Lessons were designed collaboratively to focus on short & extended written responses, and reading comprehension with grade level texts and questions directly taken from the NYS ELA archive of released questions. • Task analysis/data cycles were put in place and the information was used to assist the grade level teacher and instructional coach to visually see progress or lack thereof in all students. These written, electronic, and/or conferencing systems were developed to ensure immediate feedback to students that would provide them with consistent, visible, growth • Students tracked their progress with data folders several times a week, and then reported this progress to parents during student-led conferences on March 28th 	<p>throughout the district.</p>		<p>School 2’s SST, SLT and Community School’s Staff will continue and/or further develop our Saturday program. We will offer programs/sessions that supports: academic enrichment, recreational & cooperative learning, and STEAM development.</p>
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				<p>4. TCSD Summer Reading Program. This is an established program for all students in the district PK-8, PK-5 students receive 10 books to read over the summer, grades 6-8 students receive 5 books. At School 2, the following actions were designed to engage economically disadvantaged families:</p> <ul style="list-style-type: none"> • The Parent & Family Engagement Co-coordinators reached out to parents about 6 weeks prior to the event to welcome families in during this process. First explaining the importance of student self-selection (5 books chosen in April), and then discussing the equal importance of families being involved with choosing the last of the 5 books, occurring in the June. • The Parent & Family Engagement Co-coordinators are establishing a summer swap held at School 2 so that students and families will have access to more selections over the summer months. 									
#17 3-8 Math Black Students Level 2 and above	24%		Y	<p>Key Strategy: <i>Response to Intervention (Rti)</i></p> <p>Adjustments Made: Students, predominately African-American, were placed in groups, based on mathematical needs and strengths. These were Tier 3 supports.</p>	The TCSD Math Interim Assessment is a district benchmark initiative in grades K-5. It is a formative assessment, <i>Form #1</i> is administered in the winter, and <i>Form #2</i> is administered closer to	Math Interim #1 average %, all students compared to black students <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>ALL Students</th> <th>Black Students</th> </tr> </thead> <tbody> <tr> <th>K</th> <td>59</td> <td>66</td> </tr> </tbody> </table>		ALL Students	Black Students	K	59	66	
	ALL Students	Black Students											
K	59	66											

				<p>Rationale: Focus on a specific area as to maximize our efforts and potential growth.</p> <p>Saturday Math Academy - This program was offered to students in grades 3-5 who were teacher recommended. There are four 90 minute sessions leading up to the NYS test.</p> <ul style="list-style-type: none"> Teachers provide lessons and Troy High School Math Honor Society volunteers assist with small groups of students on problem solving. Students also have time to use Dreambox software for part of the time. There have been about 16 students attending these sessions. 	<p>spring (depending on the grade level). This measure is a district supported, teacher created assessment that aligns with district curriculum maps, and the NYS Common Core Standards. They were developed under the guidance of David Abrams, testing consultant, previous Math Curriculum Leader, (current TCSD RtI Coordinator), Jennifer DeMarco, and ELA Curriculum Leader, Sabina Dinardo, along with several teachers throughout the district.</p>	<table border="1"> <tr><td>1</td><td>77</td><td>70</td></tr> <tr><td>2</td><td>49</td><td>47</td></tr> <tr><td>3</td><td>46</td><td>41</td></tr> <tr><td>4</td><td>45</td><td>44</td></tr> <tr><td>5</td><td>53</td><td>49</td></tr> </table> <p>For Math Interim #1:</p> <ul style="list-style-type: none"> There is no statistical difference for all students compared to black students in grade 4. Grades 1,2,3 & 5, test averages decreased for black students as compared to all students: <ul style="list-style-type: none"> grade 1 - (-7 avg. points) grade 2 - (-2 avg. points) grade 3 - (-5 avg. points) grade 5 - (-4 avg. points) Kindergarten black students averaged 7 avg. points higher than compared to all students 	1	77	70	2	49	47	3	46	41	4	45	44	5	53	49	
1	77	70																				
2	49	47																				
3	46	41																				
4	45	44																				
5	53	49																				
#20 3-8 Math ED Students Level 2 and above	31%		Y	<p>Key Strategy: Response to Intervention (RtI)</p> <p>Adjustments Made: Students, predominately African-American, were placed in groups, based on mathematical needs and strengths. These were Tier 3 supports.</p>	<p>The TCSD Math Interim Assessment is a district benchmark initiative in grades K-5. It is a formative assessment, Form #1 is administered in the winter, and Form #2 is administered closer to</p>	<p>Math Interim #1 average %, all students compared to economically disadvantaged students</p> <table border="1"> <tr> <td></td> <td>ALL Students</td> <td>Economically Disadvantaged</td> </tr> </table>		ALL Students	Economically Disadvantaged													
	ALL Students	Economically Disadvantaged																				



Rationale: Focus on a specific area as to maximize our efforts and potential growth.

1. Targeted Math Groups - Both the math interventionist and the math coach have been working with small groups of students who were identified as potentially meeting or exceeding proficiency on the NYS test. Students met for 30 minutes 2-3 times per week for January-April. The following criteria was used in identifying the targeted students:

- Prior year’s NYS math test score (high 2 or 3)
- aMath (identified as college and career ready)
- Students in the targeted groups have kept a math data folder and tracked their progress on quizzes that reflect the work that we have been doing in the groups. The district administered two testlets that are similar in format to the state test and the students were able to follow their progress on those assessments and in most cases, they got individual feedback using an item analysis.
- Since these are the students who have shown promising math ability, one of the goals was to challenge these students and allow them to accomplish more in a given time

spring (depending on the grade level). This measure is a district supported, teacher created assessment that aligns with district curriculum maps, and the NYS Common Core Standards. They were developed under the guidance of David Abrams, testing consultant, previous Math Curriculum Leader, (current TCSD RtI Coordinator), Jennifer DeMarco, and ELA Curriculum Leader, Sabina Dinardo, along with several teachers throughout the district.

K	59	59
1	77	77
2	49	49
3	46	46
4	45	45
5	53	53

For Math Interim #1, there is no statistical difference for all students compared to economically disadvantaged students in kindergarten through grade 5.



				<p>period than would be possible in a whole group setting. A major focus area has been multi-step problems in which the students have to justify answers.</p> <ul style="list-style-type: none"> Both the math interventionist and math coach have continued to push into math classrooms to aid in math centers or to work with small groups. Planning support is also provided during Efficacy Meetings, planning time, and after school. <p>2. Saturday Math Academy - This program was offered to students in grades 3-5 who were teacher recommended. There are four 90 minute sessions leading up to the NYS test.</p> <ul style="list-style-type: none"> Teachers provide lessons and Troy High School Math Honor Society volunteers assist with small groups of students on problem solving. Students also have time to use Dreambox software for part of the time. There have been about 16 students attending these sessions. 			
#86 Teacher Turnover	47%		G	<p>1. Professional Support-Faculty and Staff receive and have access to a number of professional development workshops and embedded support.</p>	Faculty and Staff Attendance Data	<p>1/30/19-4/15/19: Monthly Average: February 94.2% March 93.4% April 94.4%</p>	Culture and Climate will continue to be a critical area of focus for 2019-20 school year. We have and



					<p>2. Collaborative Planning/Teaming- Teacher teams are provided weekly blocks of extended time to work collaboratively on lesson planning, data analysis, etc.</p>		<p>will continue make a concerted effort to maintain a working environment that is professional and where by each individual is treated w/ dignity and respect. We will continue to promote and set the tone for acting according to our Moral Imperative, to provide all students w/ a high quality, equitable education. Faculty and staff will be provided w/ opportunities to grow their skills as practitioners and develop potential teacher-leaders.</p>	
<p>Green</p>	<p>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>.</p>				<p>Yellow</p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p>	

Part III – Additional Key Strategies – (As applicable)

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

Key Strategies					
Identify any key strategies being implemented during the current reporting period that are <i>not described in Part I or II above but</i> are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention Plan. Responses should be directly aligned with approved 2018-19 interventions plans (SIG or SCEP) and should include evidence and/or data 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 partner working with the school if not described in Part I and II above.					
List the Key Strategy from your approved intervention plan (SIG or SCEP).		Status (R/Y/G)	Analysis / Report Out	2019-20 School Year Continuation Plan	
1. Use of Technology in the classroom		Y	<ul style="list-style-type: none"> Reading Eggs(ELA) and Dreambox(Math), computer based programs are used daily in most K-5 classrooms. STEM programming , which includes coding and robotics, is facilitated quarterly. MX800's, chromebooks and iPads are used daily 	During the 2019-20 school year teachers will be provided w/ more training, as to better assist the faculty and staff with fostering STEM activities more readily in the classroom.	
2.					
3.					
4.					
5.					
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – Community Engagement Team and Receivership Powers

Community Engagement Team (CET) Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2019-20 School Year.		
Status (R/Y/G)	Analysis/Report Out	2019-20 School Year Continuation Plan
Green	<p>The Community Engagement Team is made up of Community Based Organizations, parents/guardians, faith-based organizations, Department of Probation, school and district faculty.</p> <ul style="list-style-type: none"> ● The team meets once a month. <ul style="list-style-type: none"> ○ The meeting begins with a conversation around School 2’s vision and mission. ○ The quarterly report and demonstrable improvement indicators are shared and discussed with the team during meetings. ○ The Community Schools Grant and initiatives are also discussed with this team. <ul style="list-style-type: none"> ■ Members share insights, suggestions and feedback. They also share program and community updates. ○ CET members have been actively participating in school events (i.e. potlucks, BOE meetings, etc.). ○ The team continues to brainstorm ways to work more collaboratively for school and community initiatives and programs. 	<p>The Community Engagement Team will continue to meet during the 2019-2020 school year. The team will include Community Based Organizations, parents, faith-based organizations, Department of Probation, city officials and school and district faculty. The team will continue to monitor progress of the school and community and brainstorm strategies to work together to address identified concerns and needs.</p>

	Attached please find sample sign-in sheet, agenda and minutes from CET meetings.		
Powers of the Receiver Describe this quarter’s use of the School Receiver’s powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers. Please identify any changes in Receivership Powers to be utilized in the 2019-20 School Year.			
Status (R/Y/G)	Analysis/Report Out	2019-20 School Year Continuation Plan	
Green	The Receiver continues to work with School 2 and implementing the continuation plan and Community Schools Grant. The focus is around school turnaround specifically, extended learning time, professional development, and school climate and culture. As a result of having a SIG 1003g previously much of what is outlined in the School Receivership Regulations was part of the SIG plan.	School 2 would like to further develop its Community School Model through adding more supports to assist w/ the physical health/wellbeing and financial literacy of our constituents. We would also like to develop a mentoring program that can be administered and monitored through Community Schools . Additionally we would like develop a “Parent University”, program here at School 2..	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part V – Budget – (As applicable)

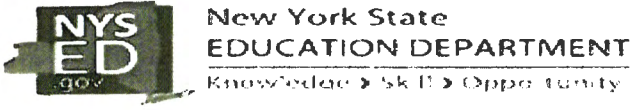
(Please complete this section regarding any applicable funding: such as the Community School Grant (CSG), the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG) 1003(g). Add rows as needed.)



<u>Budget Analysis</u>			
Please designate either as CSG, PSSG or SIG expenditures and describe the budget item or activity.	Status(R/Y/G)	If expenditures from the approved 18-19 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place.	ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>: <ul style="list-style-type: none"> • SIG FS-10 2019-20 BUDGET AND BUDGET NARRATIVE <u>AS APPLICABLE</u>. <u>DO NOT SUBMIT CSG or PSSG BUDGET DOCUMENTS.</u> BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/ .
CSG		Spending is on track. Funds have been encumbered to support partnerships with CDPHP and Community Care Physicians, as well as a full time district social worker	

Part VI: Best Practices (Optional)

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



Part VII – Assurance and Attestation

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

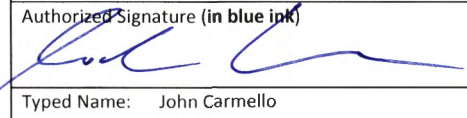
Name of Receiver (Print): JOHN CARMELLO
 Signature of Receiver: [Handwritten Signature]
 Date: 4.30.2019

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 into the 2018-2019 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): Candace Debbas Miller
 Signature of CET Representative: [Handwritten Signature]
 Date: 4/18/2019



2019-20
School Improvement Grant 1003(g)
Continuation Plan Cover Page

District Name Troy City School District	
School Name School 2	
Contact Person Juli Currey	Telephone (518)328-5436
E-Mail Address curreyj@troycsd.org	
<p>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.</p>	
Authorized Signature (in blue ink) 	Title of Chief School/Administrative Officer Superintendent of Schools
Typed Name: John Carmello	Date: 4.30.2019