



The University of the State of New York

THE STATE EDUCATION DEPARTMENT

Albany, NY 12234

2020-21

School Improvement Grant

Continuation Plan Cover Page

District Name Troy City School District	
School Name School 2	
Contact Person Jill Curry	Telephone (518) 328-5436
E-Mail Address curryj@troycsd.org	
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.	
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer Superintendent

Rev. May 2020

Receivership Schools ONLY

Final Report: January 31, 2020 to June 30, 2020 and Continuation Plan for the 2020-21 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this plan will be posted on the district website:
School 2	491700010000	Troy City School District		Check which plan below applies:
				SIG
				Cohort:
				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.):
John Carmello	*If new, attach resume. Nate'lege' Turner-Hassell Appointment Date: June 2015	Dr. Donna Watson Juli Currey	Pre K - 5	% ELLE 19.22 % Total Enrollment 359

Executive Summary

Please provide a *plain-language summary* of this combined report and continuation plans in terms of implementing key strategies, engaging the community, and ensuring Receivership. 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 20-21 school year, School 2 will continue to focus on rigorous academic achievement. We have developed tools to evaluate and provide meaningful feedback to teachers regarding instructional impact/effectiveness. We have developed a Critical Friends protocol to encourage and assist teachers with evaluating each others' practice and level of impact. Additionally, we have provided each grade-level with Coaching Plans, which explicitly outline a plan of support for the year. Each of the aforementioned strategies, will be implemented in a systematic manner, as to appropriately monitor and evaluate its effectiveness. However student achievement data will be the ultimate measure. We will continue our partnership with Teachers College and receive embedded staff development throughout the year. Additionally, we will continue to work with Bank Street College, regarding rigorous math instruction. School 2 will continue its commitment to developing reciprocal relationships with families and community members. We have developed a committee, Engagement and Empowerment Team, to facilitate this in a culturally responsive manner. It is our hope that the 20-21 school year will be yet another opportunity to significantly improve outcomes for both the students and families of School 2.

Attestation – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to OISR@NYSED.gov. The reporting portion of this document 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 serves as the



Receivership, Quarterly Report and Continuation Plan 2020 – 2021 School Year
(As required under Section 211(f) of NYS Ed. Law)

continuation plan for Receivership schools receiving School Improvement Grant (SIG) funds. It also serves as the planning instrument for Receivership schools with School Comprehensive Education Plans (SCEP). This document in its entirety must be posted on the district website.

Please note - All prompts submitted under the “2020-21 School Year Continuation Plan” heading should directly align with or be adaptations to the previously 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 that will be addressed in their 2020-2021 Continuation Plan in light of their anticipated level of implementation and their anticipated impact on student learning outcomes. The 2020-2021 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)

LEVEL 1 Indicators

Please list the school's Level 1 indicators and complete all columns below. This information should provide details about the implementation of strategies that will support progress toward the Demonstrable Improvement Indicators.

Identify Indicator	What will be the SCEP/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.	2020-21 School Year Continuation Plan for Meeting this Indicator
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#5 School Safety	- Created and provided daily SEL activities/mini lessons for grades K-5, topics were: - Activities/mini lessons aligned with grade 1 and grade 4 Second Step scope and sequence (managing strong feelings, calming down, handling anxiety) - Mental Health Awareness and wellness strategies - Summer Safety series (stay hydrated, online safety, bike and swimming/sun safety, handwashing, social distancing) - Community Violence (age appropriate read aloud, create your own poster challenge, staff anti-violence campaign) - Message of empowerment (June) - Provided staff created daily yoga mindfulness video - Provided daily resources for parents and guardians related to coping skills, parenting, how to make a mask, etc. - Created a survey for students to check in daily and request a team member to check in with them - Created survey for parents/guardians to reach out with questions or for support; Social Worker held parents drop in sessions - Organized Community Car Parade, collaborated with Troy PD and district transportation office to reach as many families as possible - Social Worker office hours for staff support - Family Engagement event with District Trauma Consultant: Parenting Through a Pandemic; creating structure and routines, developmental expectations for children, grief/loss, self-care - Regular phone calls and texts regarding family well being and support check ins, student participation and engagement, facilitating of Chromebook access/pickup, connecting parents with teachers - Connected families with community resources based on need; access to meals, financial assistance, technology/internet, healthcare - Outreach to families with low/no participation, for feedback on how to support them and their children, sent letter to families - Positive recognition phone calls for families of students who are participating at higher rates - Weekly Student Support team meetings to review high needs families, outreach efforts - Weekly Social Emotional Learning planning meetings - Participated in grade level google meet sessions with students, and with teachers re: planning - Google meet sessions with students; check ins, counseling (Individual, small groups), and school wide lunches via Google Meet (students and families) - Monitoring of responsible home Internet usage by students - Professional development: SEL; Family and Student Engagement during Covid19 from NYSSCA, CASDA, Attendance Works and NYS Community Schools Technical Assistance Center; Building Powerful Partnerships with Families- Scholastic/Dr.	<i>Should we continue virtual instruction much of what is outlined in the previous column will remain.</i> An essential focus for the 20-21 school-year will be students' social-emotional health. Prior to COVID-19, Mental-health was a priority; however, given the urgency of the pandemic and its impact, we realize we must provide critical attention to the mental well being of those we serve. Therefore we will continue to work with the district's Trauma Consultant, Rebekah Magin, on how to best support students/our community during such an unprecedented time. Our social emotional team (SST) as well as our community schools staff will work, collaboratively, to support the needs and assets of our school/neighborhood community. During the 20-21 school year we will continue our Second Steps lessons. This year, we will provide more training to classroom teachers, in an effort to develop their capacity to effectively support students' social emotional assets and needs. Additionally, Mindfulness and Yoga will be a part of our daily practices at School 2. Students in need of more intensive support will receive individual attention (daily). We will continue to develop our <i>Social Emotional Classroom</i>. This setting has been designed to foster healthy social emotional strategies-as to increase students' ability to self-regulate and address their social emotional needs.
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	Karen Mapp, The Power of Teachers to Transform (Transformative Pedagogy for Equity)- with Implicit Bias consultant, Claudia Ungertat-Putnum)																																																			
#160: 3-8 Chronic Absenteeism - All Students	<table><tr><th colspan="5">Participation During COVID Crisis, Spring 2020</th></tr><tr><th>GL</th><th>APR</th><th>MAY</th><th>JUN</th><th>Total Participation</th></tr><tr><td>K</td><td>27.5</td><td>27.4</td><td>19.5</td><td>25%</td></tr><tr><td>1</td><td>18.8</td><td>21.7</td><td>16.7</td><td>19%</td></tr><tr><td>2</td><td>27</td><td>27.4</td><td>23.1</td><td>26%</td></tr><tr><td>3</td><td>28.7</td><td>29.3</td><td>20.1</td><td>26%</td></tr><tr><td>4</td><td>20</td><td>32.4</td><td>15.7</td><td>23%</td></tr><tr><td>5</td><td>29.7</td><td>27.7</td><td>28.6</td><td>28%</td></tr><tr><td>SC K-2</td><td>-</td><td>25.5</td><td>14.5</td><td>20%</td></tr><tr><td>SC 3-5</td><td>-</td><td>30.4</td><td>31</td><td>31%</td></tr></table> Criteria of participation during COVID 19 crises: - Criteria was established and in effect from April-June 2020 - All students were asked to participate in 3 real-time Google meetings each week - All students were asked to at minimum, turn in 1 assignment per day as required by the grade level team's instruction. Any of the following: Google Form, Google Sheet, picture or video noting work attempt and or completion, real-time 1:1 or small group instruction, data collection from an EdPuzzle, Nearpod, Peardeck, etc.) Student Support Team Supports - Regular phone calls and texts regarding family well being and support check ins, student participation and engagement, facilitating of Chromebook access/pickup, connecting parents with teachers - Connected families with community resources based on need; access to meals, financial assistance, technology/internet, healthcare - Outreach to families with low/no participation, for feedback on how to support them and their children, sent letter to families	Participation During COVID Crisis, Spring 2020					GL	APR	MAY	JUN	Total Participation	K	27.5	27.4	19.5	25%	1	18.8	21.7	16.7	19%	2	27	27.4	23.1	26%	3	28.7	29.3	20.1	26%	4	20	32.4	15.7	23%	5	29.7	27.7	28.6	28%	SC K-2	-	25.5	14.5	20%	SC 3-5	-	30.4	31	31%	<i>Should we continue virtual instruction, much of what is outlined in the previous column will remain.</i> During the 20-21 school-year, we will continue the following interventions/activities: - Lunch Bunch; - Students self - Letters and phone-calls; - Perfect attendance celebrations (i.e., pizza parties); - School-wide recognition (i.e., school assemblies); - and Certificates.
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#3:3-8 ELA All Students MGP #100: 3-8 ELA All Students Core Subject PI	SIG Key Strategy- Professional Development Adjustments Made During the Final Phase (NOTE: This was during the COVID-19 crisis, ALL instruction and professional development was virtual: School 2 Continuing Effective Professional Development for the close of 2019-2020: • <i>School 2 Principal PD, Ms. Turner-Hassel, 60 minutes of communication and professional development every week for ALL staff from March 31-June 3, included the following (details below):</i> - o Shared Ownership and staff collaboration - o Communication with families - o Empathy for parents & families - o Google Meet and virtual instruction protocols - o Professional Responsibilities - all staff - o Weekly Efficacy meetings - o PD set up and schedules ■ Teachers College, ELA Intermediate Instruction & Culturally Relevant Pedagogy ■ David Krulwich, Bank Street, Math PD ■ Claudia Lingertat-Putnam, The College of St. Rose, continuation of <i>So You Want To Talk About Race</i> book study - o COVID-19 staff PD, discussions - o Social Justice, Black Lives Matter staff PD, discussions - o Grade level weekly Google schedules, critical need for student ease of access and staff collaboration - o Updating the Participation Document for attendance tracking - o <i>Critical Friends</i> work to improve virtual instruction - o Community parade - o School-wide Special lunch - o Virtual graduation - o Exercising "strong side" - o Technology training - o Establishment of summer PD, Rd & SLT work, Coach plans for 2020-21 Instructional Highlights during COVID-19, virtual instruction & PD: • Staff shared ownership and collaboration: - o All staff were required to participate in weekly School 2 Faculty Meetings, facilitated by Ms. Turner-Hassel, Principal
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Should we continue virtual instruction, much of what is outlined in the previous column will remain.

During the 20-21 school year we will continue with the Units of Study, both reading and writing, for grades K-3. The phonics units will continue to be implemented in grades K and 1. Participating staff will receive virtual professional support from TC Staff Developers.

Grades 4 & 5 will continue implementing Expeditionary Learning (EL). Staff will be able to access all on-line resources and professional support.

Multi-Tiered Time (MTT) has been added to the master schedule for each grade-level. This time is designed to provide learners with tiered literacy support (daily). This will be a 35 minute block.

The district ELA Curriculum Leader (CL) will continue to provide professional support both in and out of the classroom. The CL will observe practice and/or attend team meetings.

Building specific professional support will be provided by the building principal, Instructional Coaches, and/or teacher leaders throughout the school year.

All professional support will be data driven.

	o All staff were required to participate in weekly efficacy meetings, grade level, special education and reading instructors, special areas, social emotional and community outreach staff, teaching assistants and aides took part in weekly information and professional development sessions to optimize virtual learning and technology support. All meetings were facilitated by the School 2 Instructional Coaches o Administration & technology (district & building), along with Instructional coaching staff and teachers worked together to ensure that all students had access to technology, both hardware and software in order to access and complete instructional participation o PD: ■ Teachers College, ELA Intermediate Instruction & Culturally Relevant Pedagogy ● Teachers College Developer - <i>Gabriella Vega provided virtual professional development to a diverse K-5 group of learners about culturally relevant pedagogy, read alouds, video alouds, and book clubs for improving reading and writing instruction</i> ■ David Krulwich, Bank Street, Math PD ● David Krulwich provided virtual professional development for K-4 grade level, special education, reading teachers, and teaching assistants designed around engaging virtual instruction of math concepts based on NYS standards ■ Claudia Lingertat-Putnam, The College of St. Rose, continuation of <u>So You Want To Talk About Race</u> by Ijeoma Oluo book study ● Claudia Lingertat-Putnam provided virtual professional development (this was the final of three sessions this year) based on the book <u>So You Want To Talk About Race</u> designed for all staff and the work of all educators around social justice awareness in daily instruction and family and community connections ■ Professional development during planning, and efficacy meetings was provided by the TCSD RtI Coordinator, ELA and Math Curriculum Leaders to support standards based virtual instruction at all levels ■ Professional development was provided weekly by the TCSD Technology Director to provide support for virtual instruction at all levels o All staff collaborated with K-5 grade level teams during weekly grade level meetings to plan in coordination with each other to create weekly schedules for students and families o Participation documents were created to track students that were participating in instruction and those that struggled to do so. The social emotional, administration, and community outreach teams worked closely with grade level staff to ensure that all students were contacted and that concerns were evaluated and addressed. o All staff collaborated with K-5 grade level teams to create and implement Grade level WEEKLY SCHEDULES. These schedules were designed to assist families with accessing instruction with the most ease possible using Google Classroom. These components were outlined on every schedule: ■ Each day included 90 minutes of core instruction: ● Morning check-in (preset/frontloading instruction)
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#39: 3-8 Math All Students MCP #110: 3-8 Math All Students Core Subject P1	• ELA & Math Block (Reading, (phonics - K-2), Writing • Multi-tiered Practice Block (including instructional support & extension of learning) • Specials Block ■ Google Meet Links and Information ■ Enrichment links ■ Daily yoga for students and families ■ Social/Emotional Learning for students & Parents/Guardians ○ A Critical Friends program was implemented to critically review and provide direct feedback to instructors regarding engagement in virtual instruction designed for students. The program was highly regarded by the staff and will remain in tact for the 2020-2021 school year. Videos, and other forms of virtual instruction were reviewed by the staff using consistent protocols. Instructional Coaches provided personal 2:1 or grade level feedback to quickly improve instruction ○ Access to summer reading books were provided to all families. Distribution was continued throughout the summer months during community events	
#39: 3-8 Math All Students MCP #110: 3-8 Math All Students Core Subject P1	Adjustments Made During the Final Phase (NOTE: This was during the COVID-19 crisis, ALL instruction and professional development was virtual: School 2 Continuing Effective Professional Development for the close of 2019-2020: • <i>School 2 Principal PD, Ms. Turner-Hessell, 60 minutes of communication and professional development every week for ALL staff from March 31-June 3, included the following (details below):</i> ○ Shared Ownership and staff collaboration ○ Communication with families ○ Empathy for parents & families ○ Google Meet and virtual instruction protocols ○ Professional Responsibilities - all staff ○ Weekly Efficacy meetings ○ PD set up and schedules ■ Teachers College, ELA Intermediate Instruction & Culturally Relevant Pedagogy ■ David Krulwich, Bank Street, Math PD ■ Claudia Ungertat-Putnam, The College of St. Rose, continuation of <i>So You Want To Talk About Race</i> book study ○ COVID-19 staff PD, discussions ○ Social Justice, Black Lives Matter staff PD, discussions ○ Grade level weekly Google schedules, critical need for student ease of access and staff collaboration ○ Updating the Participation Document for attendance tracking	<i>Should we continue virtual instruction, much of what is outlined in the previous column will remain.</i> During the 20-21 school year we will continue with the implementation of Go Math and district curriculum maps. In an effort to provide multi-tiered support, grade-level teams will continue to share students across grade-level during math blocks. The district Math Curriculum Leader (CL) will continue to provide professional support both in and out of the classroom. The CL will observe practice and/or attend team meetings. A full-time Math Interventionist will provide support across grade-levels. The Interventionist will provide embedded support within the classroom as well as targeted small group instruction to identified students.

o Critical Friends work to improve virtual instruction - o Community parade - o School-wide Special lunch - o Virtual graduation - o Exercising "strong side" - o Technology training - o Establishment of summer PD, RtI & SLT work, Coach plans for 2020-21 Instructional Highlights during COVID-19, virtual instruction & PD: • Staff shared ownership and collaboration: - o All staff were required to participate in weekly School 2 Faculty Meetings, facilitated by Ms. Turner-Hessel, Principal - o All staff were required to participate in weekly efficacy meetings, grade level, special education and reading instructors, special areas, social emotional and community outreach staff, teaching assistants and aides took part in weekly information and professional development sessions to optimize virtual learning and technology support. All meetings were facilitated by the School 2 Instructional Coaches - o Administration & technology (district & building), along with instructional coaching staff and teachers worked together to ensure that all students had access to technology, both hardware and software in order to access and complete instructional participation - o PD: ▪ Teachers College, ELA Intermediate instruction & Culturally Relevant Pedagogy • Teachers College Developer - Gabriela Vega provided virtual professional development to a diverse K-5 group of learners about culturally relevant pedagogy, read alouds, video alouds, and book clubs for improving reading and writing instruction ▪ David Krulwich, Bank Street, Math PD • David Krulwich provided virtual professional development for K-4 grade level, special education, reading teachers, and teaching assistants designed around engaging virtual instruction of math concepts based on NYS standards ▪ Claudia Ungertat-Putnam, The College of St. Rose, continuation of So You Want To Talk About Race by Jeoma Oluo book study • Claudia Ungertat-Putnam provided virtual professional development (this was the final of three sessions this year) based on the book So You Want To Talk About Race designed for all staff and the work of all educators around social justice awareness in daily instruction and family and community connections ▪ Professional development during planning, and efficacy meetings was provided by the TCSD RtI Coordinator, ELA and Math Curriculum Leaders to support standards based virtual instruction at all levels	Building-level professional support will be provided by the building principal, Instructional Coaches, Math Interventionist, and/or teacher leaders throughout the school year. We will continue to work with our Math Specialist (Bank Street College). This will entail embedded classroom support as well as team meetings/feedback sessions. All professional support will be data driven. All professional support will be data driven.
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#150: Grades 4 and 8 Science All Students Core Subject PI	■ Professional development was provided weekly by the TCS Technology Director to provide support for virtual instruction at all levels ○ All staff collaborated with K-5 grade level teams during weekly grade level meetings to plan in coordination with each other to create weekly schedules for students and families ○ Participation documents were created to track students that were participating in instruction and those that struggled to do so. The social emotional, administration, and community outreach teams worked closely with grade level staff to ensure that all students were contacted and that concerns were evaluated and addressed. ○ All staff collaborated with K-5 grade level teams to create and implement Grade level WEEKLY SCHEDULES. These schedules were designed to assist families with accessing instruction with the most ease possible using Google Classroom. These components were outlined on every schedule: ■ Each day included 90 minutes of core instruction: ● Morning check-in (preset/frontloading instruction) ● ELA & Math Block (Reading, phonics - K-2), Writing ● Multi-tiered Practice Block (including instructional support & extension of learning) ● Specials Block ■ Google Meet Links and Information ■ Enrichment links ■ Daily yoga for students and families ■ Social/Emotional Learning for students & Parents/Guardians ○ A Critical Friends program was implemented to critically review and provide direct feedback to instructors regarding engagement in virtual instruction designed for students. The program was highly regarded by the staff and will remain in tact for the 2020-2021 school year. Videos, and other forms of virtual instruction were reviewed by the staff using consistent protocols. Instructional Coaches provided personal 2:1 or grade level feedback to quickly improve instruction ○ Access to summer reading books were provided to all families. Distribution was continued throughout the summer months during community events	
#150: Grades 4 and 8 Science All Students Core Subject PI	Adjustments Made During the Final Phase (NOTE: This was during the COVID-19 crisis, ALL instruction and professional development was virtual: School 2 Continuing Effective Professional Development for the close of 2019-2020: ● School 2 Principal PD, Ms. Turner-Hassell, 60 minutes of communication and professional development every week for ALL staff from March 31-June 3, included the following (details below): ○ Shared Ownership and staff collaboration ○ Communication with families ○ Empathy for parents & families ○ Google Meet and virtual instruction protocols	Should we continue virtual instruction, much of what is outlined in the previous column will remain. During the 20-21 school year, we will continue to access and implement Questar III science curriculum kits. Teachers will receive building-level and district professional support with “unpacking” new science standards.

	- o Professional Responsibilities - all staff - o Weekly Efficacy meetings - o PD set up and schedules ■ Teachers College, ELA Intermediate Instruction & Culturally Relevant Pedagogy ■ David Krulwich, Bank Street, Math PD ■ Claudia Lingertat-Putnam, The College of St. Rose, continuation of <i>So You Want To Talk About Race</i> book study - o COVID-19 staff PD, discussions - o Social Justice, Black Lives Matter staff PD, discussions - o Grade level weekly Google schedules, critical need for student ease of access and staff collaboration - o Updating the Participation Document for attendance tracking - o <i>Critical Friends</i> work to improve virtual instruction - o Community parade - o School-wide Special lunch - o Virtual graduation - o Exercising "strong side" - o Technology training - o Establishment of summer PD, RtI & SLT work, Coach plans for 2020-21 Instructional Highlights during COVID-19, virtual Instruction & PD: ● Staff shared ownership and collaboration: - o All staff were required to participate in weekly School 2 Faculty Meetings, facilitated by Ms. Turner-Hassell, Principal - o All staff were required to participate in weekly efficacy meetings, grade level, special education and reading instructors, special areas, social emotional and community outreach staff, teaching assistants and aides took part in weekly information and professional development sessions to optimize virtual learning and technology support. All meetings were facilitated by the School 2 Instructional Coaches - o Administration & technology (district & building), along with instructional coaching staff and teachers worked together to ensure that all students had access to technology, both hardware and software in order to access and complete instructional participation - o PD: ■ Teachers College, ELA Intermediate Instruction & Culturally Relevant Pedagogy ■ Teachers College Developer - <i>Gabriella Vega provided virtual professional development to a diverse K-5 group of learners about culturally relevant pedagogy, read alouds, video alouds, and book clubs for improving reading and writing instruction</i> ■ David Krulwich, Bank Street, Math PD	Grade-level and special area teachers will develop plans to integrate science and social studies standards. A lab block has been added, weekly, to schedules.
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	● David Krulwich provided virtual professional development for K-4 grade level, special education, reading teachers, and teaching assistants designed around engaging virtual instruction of math concepts based on NYS standards ■ Claudia Lingertat-Putnam, The College of St. Rose, continuation of <u><i>So You Want To Talk About Race</i></u> by Ijeoma Oluo book study ● Claudia Lingertat-Putnam provided virtual professional development (this was the final of three sessions this year) based on the book <u><i>So You Want To Talk About Race</i></u> designed for all staff and the work of all educators around social justice awareness in daily instruction and family and community connections ■ Professional development during planning, and efficacy meetings was provided by the TCSD RtI Coordinator, ELA and Math Curriculum Leaders to support standards based virtual instruction at all levels ■ Professional development was provided weekly by the TCSD Technology Director to provide support for virtual instruction at all levels ○ All staff collaborated with K-5 grade level teams during weekly grade level meetings to plan in coordination with each other to create weekly schedules for students and families ○ Participation documents were created to track students that were participating in instruction and those that struggled to do so. The social emotional, administration, and community outreach teams worked closely with grade level staff to ensure that all students were contacted and that concerns were evaluated and addressed. ○ All staff collaborated with K-5 grade level teams to create and implement Grade level WEEKLY SCHEDULES. These schedules were designed to assist families with accessing instruction with the most ease possible using Google Classroom. These components were outlined on every schedule: ■ Each day included 90 minutes of core instruction: ● Morning check-in (preset/frontloading instruction) ● ELA & Math Block (Reading, (phonics - K-2), Writing ● Multi-tiered Practice Block (including instructional support & extension of learning) ● Specials Block ■ Google Meet Links and information ■ Enrichment links ■ Daily yoga for students and families ■ Social/Emotional Learning for students & Parents/Guardians ○ A Critical Friends program was implemented to critically review and provide direct feedback to instructors regarding engagement in virtual instruction designed for students. The program was highly regarded by the staff and will remain in tact for the 2020-2021 school year. Videos, and other forms of virtual instruction were reviewed by the staff using consistent protocols. Instructional Coaches provided personal 2:1 or grade level feedback to quickly improve instruction
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	o Access to summer reading books were provided to all families. Distribution was continued throughout the summer months during community events
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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 should provide details about the implementation of strategies that will support progress toward the Demonstrable Improvement Indicators.		
Identify Indicator	What will be the SCLP/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.	2020-21 School Year Continuation Plan for Meeting this Indicator
#35: 3-8 ELA Black Students MGP #36: 3-8 ELA Hispanic Students MGP #38: 3-8 ELA ED Students MGP #102: 3-8 ELA Black Core Subject P #105: 3-8 ELA ED Core Subject PI	Adjustments Made During the Final Phase (NOTE: This was during the COVID-19 crisis, ALL instruction and professional development was virtual: School 2 Continuing Effective Professional Development for the close of 2019-2020: • <u>School 2 Principal PD, Ms. Turner-Hessell, 60 minutes of communication and professional development every week for ALL staff from March 31-June 3, included the following (details below):</u> - o Shared Ownership and staff collaboration - o Communication with families - o Empathy for parents & families - o Google Meet and virtual instruction protocols - o Professional Responsibilities - all staff - o Weekly Efficacy meetings - o PD set up and schedules ■ Teachers College, ELA Intermediate Instruction & Culturally Relevant Pedagogy ■ David Krulwich, Bank Street, Math PD ■ Claudia Lingertat-Putnam, The College of St. Rose, continuation of <u>So You Want To Talk About Race</u> book study - o COVID-19 staff PD, discussions - o Social Justice, Black Lives Matter staff PD, discussions	School 2 will continue to focus on social justice issues that impact the learning community. More specifically we will continue to partner with Dr. Claudia Lingertat Putnam (College of St. Rose). Dr. Putnam's professional development will focus on topics like racial bias, systemic racism, equity, and the "school to prison pipeline." Our Engagement and Empowerment Team (EET) will continue to lead in this work. The team will continue to grow their capacity to understand and challenge inequities. The EET will complete a book study of the text, <u>White Fragility</u>, by Robin D'Angelo. Additionally, the EET will lead in the planning of Academic Parent Teacher Team (APTT) meetings. These meetings are designed to foster partnerships, centered on academics, between teachers and families. We understand that much, not all, of the demographic we serve, has experienced some-level of trauma; therefore we will continue to work with the district's

	- o Grade level weekly Google schedules, critical need for student ease of access and staff collaboration - o Updating the Participation Document for attendance tracking - o <i>Critical Friends</i> work to improve virtual instruction - o Community parade - o School-wide Special lunch - o Virtual graduation - o Exercising “strong side” - o Technology training - o Establishment of summer PD, RtI & SLT work, Coach plans for 2020-21 Instructional Highlights during COVID-19, virtual instruction & PD: • Staff shared ownership and collaboration: - o All staff were required to participate in weekly School 2 Faculty Meetings, facilitated by Ms. Turner-Hassell, Principal - o All staff were required to participate in weekly efficacy meetings, grade level, special education and reading instructors, special areas, social emotional and community outreach staff, teaching assistants and aides took part in weekly information and professional development sessions to optimize virtual learning and technology support. All meetings were facilitated by the School 2 Instructional Coaches - o Administration & technology (district & building), along with instructional coaching staff and teachers worked together to ensure that all students had access to technology, both hardware and software in order to access and complete instructional participation - o PD: ■ Teachers College, ELA Intermediate Instruction & Culturally Relevant Pedagogy • Teachers College Developer - Gabriella Vega provided virtual professional development to a diverse K-5 group of learners about culturally relevant pedagogy, read alouds, video alouds, and book clubs for improving reading and writing instruction ■ David Krulwich, Bank Street, Math PD • David Krulwich provided virtual professional development for K-4 grade level, special education, reading teachers, and teaching assistants designed around engaging virtual instruction of math concepts based on NYS standards	Trauma Consultant, Rebekah Magin on how to best support students and families.
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	■ Claudia Lingertat-Putnam, The College of St. Rose, continuation of <u>So You Want To Talk About Race</u> by Ijeoma Oluo book study ● Claudia Lingertat-Putnam provided virtual professional development (this was the final of three sessions this year) based on the book <u>So You Want To Talk About Race</u> designed for all staff and the work of all educators around social justice awareness in daily instruction and family and community connections ■ Professional development during planning, and efficacy meetings was provided by the TCSD RtI Coordinator, ELA and Math Curriculum Leaders to support standards based virtual instruction at all levels ■ Professional development was provided weekly by the TCSD Technology Director to provide support for virtual instruction at all levels ○ All staff collaborated with K-5 grade level teams during weekly grade level meetings to plan in coordination with each other to create weekly schedules for students and families ○ Participation documents were created to track students that were participating in instruction and those that struggled to do so. The social emotional, administration, and community outreach teams worked closely with grade level staff to ensure that all students were contacted and that concerns were evaluated and addressed. ○ All staff collaborated with K-5 grade level teams to create and implement Grade level WEEKLY SCHEDULES. These schedules were designed to assist families with accessing instruction with the most ease possible using Google Classroom. These components were outlined on every schedule: ■ Each day included 90 minutes of core instruction: ● Morning check-in (preset/frontloading instruction) ● ELA & Math Block (Reading, (phonics - K-2), Writing ● Multi-tiered Practice Block (including instructional support & extension of learning) ● Specials Block ■ Google Meet Links and Information ■ Enrichment links ■ Daily yoga for students and families ■ Social/Emotional Learning for students & Parents/Guardians ○ A Critical Friends program was implemented to critically review and provide direct feedback to instructors regarding engagement in virtual instruction designed for students. The program was highly regarded by the staff and will remain in tact for the	
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#41: 3-8 Math Black Students MGP #42: 3-8 Math Hispanic Students MGP #44: 3-8 Math ED Students MGP #112: 3-8 Math Black Core Subject PI #115: 3-8 Math ED COre Subject PI	2020-2021 school year. Videos, and other forms of virtual instruction were reviewed by the staff using consistent protocols. Instructional Coaches provided personal 2:1 or grade level feedback to quickly improve instruction o Access to summer reading books were provided to all families. Distribution was continued throughout the summer months during community events	
	Adjustments Made During the Final Phase (NOTE: This was during the COVID-19 crisis, ALL Instruction and professional development was virtual: School 2 Continuing Effective Professional Development for the close of 2019-2020: - o School 2 Principal PD, Ms. Turner-Hessell, 60 minutes of communication and professional development every week for ALL staff from March 31-June 3, included the following (details below): - o Shared Ownership and staff collaboration - o Communication with families - o Empathy for parents & families - o Google Meet and virtual instruction protocols - o Professional Responsibilities - all staff - o Weekly Efficacy meetings - o PD set up and schedules ■ Teachers College, ELA intermediate instruction & Culturally Relevant Pedagogy ■ David Kruhwich, Bank Street, Math PD ■ Claudia Lingertat-Putnam, The College of St. Rose, continuation of <u>So You Want To Talk About Race</u> book study - o COVID-19 staff PD, discussions - o Social Justice, Black Lives Matter staff PD, discussions - o Grade level weekly Google schedules, critical need for student ease of access and staff collaboration - o Updating the Participation Document for attendance tracking - o Critical Friends work to improve virtual instruction - o Community parade - o School-wide Special lunch - o Virtual graduation - o Exercising "strong side" - o Technology training	School 2 will continue to focus on social justice issues that impact the learning community. More specifically we will continue to partner with Dr. Claudia Lingertat Putnam (College of St. Rose). Dr. Putnam's professional development will focus on topics like racial bias, systemic racism, equity, and the "school to prison pipeline." Our Engagement and Empowerment Team (EET) will continue to lead in this work. The team will continue to grow their capacity to understand and challenge inequities. The EET will complete a book study of the text, <i>White Fragility</i>, by Robin D'Angelo. Additionally, the EET will lead in the planning of Academic Parent Teacher Team (APTT) meetings. These meetings are designed to foster partnerships, centered on academics, between teachers and families. We understand that much, not all, of the demographic we serve, has experienced some-level of trauma; therefore we will continue to work with the district's Trauma Consultant, Rebekah Magin on how to best support students and families.

	- o Establishment of summer PD, RTI & SLT work, Coach plans for 2020-21 Instructional Highlights during COVID-19, virtual instruction & PD: • Staff shared ownership and collaboration: - o All staff were required to participate in weekly School 2 Faculty Meetings, facilitated by Ms. Turner-Hessell, Principal - o All staff were required to participate in weekly efficacy meetings, grade level, special education and reading instructors, special areas, social emotional and community outreach staff, teaching assistants and aides took part in weekly information and professional development sessions to optimize virtual learning and technology support. All meetings were facilitated by the School 2 Instructional Coaches - o Administration & technology (district & building), along with instructional coaching staff and teachers worked together to ensure that all students had access to technology, both hardware and software in order to access and complete instructional participation - o PD: ▪ Teachers College, ELA intermediate instruction & Culturally Relevant Pedagogy • Teachers College Developer - Gabriella Vega provided virtual professional development to a diverse K-5 group of learners about culturally relevant pedagogy, read alouds, video alouds, and book clubs for improving reading and writing instruction ▪ David Kruhlich, Bank Street, Math PD • David Kruhlich provided virtual professional development for K-4 grade level, special education, reading teachers, and teaching assistants designed around engaging virtual instruction of math concepts based on NYS standards ▪ Claudia Lingertat-Putnam, The College of St. Rose, continuation of <u>So You Want To Talk About Race</u> by Ijeoma Oluo book study • Claudia Lingertat-Putnam provided virtual professional development (this was the final of three sessions this year) based on the book <u>So You Want To Talk About Race</u> designed for all staff and the work of all educators around social justice awareness in daily instruction and family and community connections	
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	■ Professional development during planning, and efficacy meetings was provided by the TCSD Rt Coordinator, ELA and Math Curriculum Leaders to support standards based virtual instruction at all levels ■ Professional development was provided weekly by the TCSD Technology Director to provide support for virtual instruction at all levels ○ All staff collaborated with K-5 grade level teams during weekly grade level meetings to plan in coordination with each other to create weekly schedules for students and families ○ Participation documents were created to track students that were participating in instruction and those that struggled to do so. The social emotional, administration, and community outreach teams worked closely with grade level staff to ensure that all students were contacted and that concerns were evaluated and addressed. ○ All staff collaborated with K-5 grade level teams to create and implement Grade level WEEKLY SCHEDULES. These schedules were designed to assist families with accessing instruction with the most ease possible using Google Classroom. These components were outlined on every schedule: ■ Each day included 90 minutes of core instruction: ● Morning check-in (preset/frontloading instruction) ● ELA & Math Block (Reading, (phonics - K-2), Writing ● Multi-tiered Practice Block (including instructional support & extension of learning) ● Specials Block ■ Google Meet Links and information ■ Enrichment links ■ Daily yoga for students and families ■ Social/Emotional Learning for students & Parents/Guardians ○ A Critical Friends program was implemented to critically review and provide direct feedback to instructors regarding engagement in virtual instruction designed for students. The program was highly regarded by the staff and will remain in tact for the 2020-2021 school year. Videos, and other forms of virtual instruction were reviewed by the staff using consistent protocols. Instructional Coaches provided personal 2:1 or grade level feedback to quickly improve instruction ○ Access to summer reading books were provided to all families. Distribution was continued throughout the summer months during community events	
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Part III – Goals and/or Key Strategies – (As applicable)

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

Goals and/or Key Strategies <i>Identify the goals and key strategies in the approved SIG or SCEP plan that were implemented during the reporting period but were NOT already discussed in the section above. (Add additional rows as needed.)</i>	
List the Key Strategy from your approved intervention plan (SIG or SCEP)	2020-21 School Year Continuation Plan
1.	
2.	
3.	

Part IV – Community Engagement Team and Recovership 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. What additional CET changes are you anticipating (if any) for the 2020-21 school year?

Report Out of CET Plan Implementation

During the 19-20 school-year, the CET met monthly. Our meetings served as opportunities to collaborate on how the team could effectively support School 2 with achieving its vision and mission. Our last CET meeting was May; during which we discussed virtual teaching learning, students' social emotional status, and the pandemic's impact on the North Central Community. During the 20-21 school year, the CET will continue to operate as a team of stakeholders serving and supporting School 2's vision and mission. In an effort to diversify and/or be more inclusive, we are looking to invite more community members to be a part of the team. Meetings will continue to be held monthly.



Recipientship, Quarterly Report and Continuation Plan 2020 – 2021 School Year
(As required under Section 211(f) of NYS Ed. Law)

Powers of the Receiver Describe the anticipated use of the School Receiver's powers for the 2020-2021 school year (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.
Report Out
The Receiver will continue to work with School 2 and implement the continuation plan. The focus will be school turnaround, professional development and social emotional support for students.

Part V – Budget – (As applicable)

Budget Amendments
ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT AS APPLICABLE: • SIG FS-10 2020-21 BUDGET AND BUDGET NARRATIVE • CSG AND PSSG AMENDMENTS BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nyed.gov/cate/forms/.

Part VI: Best Practices (Optional)

Best Practices The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices that will be implemented in the 2020-2021 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.
List the best practice that will be or is currently being implemented in the school.
Describe a best practice that will be in place for the 2020-21 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.



Receivship Quarterly Report and Continuation Plan 2020 – 2021 School Year
(As required under Section 211(f) of NYS Ed. Law)

1.		
2.		
3.		



Part VII – Assurance and Attestation

Recruitment, Quarterly Report and Continuation Plan 2020 – 2021 School Year
(As required under Section 211(f) of NYS Ed. Law)

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 of Receiver:

Date:

John Carmello
7/30/2020

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 2020-2021 Community Engagement Team plan and membership.

Name of CET Representative (Print):

Signature of CET Representative:

Title of CET Representative:

Date:

Candace Davis Miller
Candace Davis Miller
Community & Student Advocate
7/21/2020