

Receivership Schools ONLY

Quarterly Report #2: October 14, 2019 to January 15, 2020 (Due January 31, 2020)

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 _____	
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	Total Enrollment
Mr. John Carmello	Ms. Nate'lege' Turner-Hassell	Dr. Donna Watson Juli Currey		Pre K - 5	359
	Appointment Date:			% ELL	% SWD
				0.3%	19%

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.

This past quarter, we have focused on data analysis, instruction, and engagement. We continue to enhance our practices around analyzing data. As mentioned in previous reports, we use an approach known as Data, Feedback, Strategy (DFS). DFS is a thoughtful, cyclical practice developed by the Efficacy Institute (Cambridge, MA). With this approach, we consistently review and analyze data for the purpose of developing feedback around instruction and student achievement. Which in turn is transformed into meaningful language and/or strategies to support not only the practitioner(s), but students as well. We have also provided targeted professional support, both during and after-school, to facilitate deeper understanding around topics like: *teacher efficacy, instructional rigor, mathematical thinking, etc.* We have been working to engage faculty and staff in courageous conversations about equity and how as educators, can guard for it. We have determined that one of the best ways to do so, is to have a more intimate understanding of: who we are as individuals, who we serve, and how the interdependence of



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the two impact our work as urban educators. In an effort to engage families in a more thoughtful, reciprocal conversations around student achievement, we have fully employed the Academic Parent Teacher Team (APTT) model. Developed by Maria Paredes (2009), this model has proven, based on qualitative feedback from families and educators, to be one of our most successful methods of engagement. Families have expressed, they feel empowered and have a better understanding of how to support their child's academic needs and strengths . Overall, this quarter has proven to be the busiest, as we are "fixing the plane as we pilot it."

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



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Directions for Parts I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the first quarter in light of their realized level of implementation and their impact on student learning outcomes. The district should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging state academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

Identify Indicator # and Name	Baseline	2019-20 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-20 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 19-20 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this Indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
#5 School Safety	.5	.3	Green	Yes	<p>SG Key Strategy: Mindfulness</p> <p>Hallway Yoga- Three days per week, students in Grades 1-4 engage in structured yoga flow activities and are guided through mindful breathing exercises and simple physical poses.</p> <p>Code of Conduct Presentation- Students in Grades K-5 were presented a developmentally appropriate explanation of rules and procedures, including prohibited behaviors and consequences. Presentation contains an emphasis on prevention and awareness.</p>	<p>Discipline referrals</p> <p>Out of School Suspensions</p> <p>Weapons</p>	<p>7/1/19-10/11/19: 21 10/12/19-1/15/20: 31</p> <p>9/5/19-10/11/19: 11 10/12/19-1/15/20: 12</p> <p>9/5/19-1/15/20: 0</p>



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#160 3-8 Chronic Absenteeism - All Students	52%	45%	Green	Yes	<p>Key Strategy: Academic Parent Teacher Teams (APTT)</p> <p>Academic Parent Teacher Teams (APTT)- "Share-Out" on 11/7/2019 APTT is a model of family engagement where families and teachers work together to build capacity and leverage the power of strong relationships. At these meetings families and teachers come together to analyze and discuss student data and the trajectory for student achievement. Families will be offered authentic tools and strategies that will help them achieve students' academic goals and time to practice using those tools, in addition to receiving feedback from families. At an event for families of Grades 4 and 5, attendance data was presented alongside achievement data. Families and staff engaged in a focused discussion about the impact of student attendance on achievement. Families were provided information about attendance and a tool for use at home to track their child's attendance progress throughout the year.</p>	<p>2018-19 CA data:</p> <p>2019-20 Goal:</p> <p>1/13/2020 at 10% or higher:</p> <p>Average Daily Attendance</p> <p>Families attending APTT:</p>	<p>45.9% Students In Grades 1-5</p> <p>43.9%</p> <p>40%- 99/247 Students in Grades 1-5</p> <p>9/5/19-1/15/20: 89.2%</p> <p>12 families attended, for 13 students</p> <p>4/13 students at risk for being CA on 11/6/2019</p> <p>3/12 students at risk for being CA on 1/15/2020</p>					
#33 3-8 ELA All Students MGP	44.4	46.4	Yellow	Yes	<p>SG Key Strategy- Professional Development</p> <p>Adjustments Made During Q2:</p>	<p>1. Those students NYS ELA from 2018-2019; instructional strategies were identified for moving</p>	<p>2018-2019 NYS ELA Data</p> <table border="1"> <tr> <td>6L</td> <td>L1's</td> <td>L2's</td> <td>L3's</td> <td>L4's</td> </tr> </table>	6L	L1's	L2's	L3's	L4's
6L	L1's	L2's	L3's	L4's								



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<p>#100 3-8 ELA All Students Core Subject Performance Index</p>	<p>79</p>	<p>87.3</p>	<p>Yellow</p>	<p>School 2 Continuing Effective Professional Development for 2019-2020, Oct. 15-Jan. 15:</p> <ul style="list-style-type: none"> School 2 Principal PD, Ms. Turner-Hassel, 90 minutes of PD on instructional practices for the staff: <ul style="list-style-type: none"> 12/10/2019 - Making Learning Visible, reference, 10 Mind Frames for Visible Learning, Hebble & Zierer, 1st edition 12/12/2019 - Data Feedback Strategies (DFS)- Instructional Rigor & Expectations, using the School 2 MMI for school data input, and grade level specific additions to monitor progress School 2 Principal PD, Ms. Turner-Hassel, set up a system of lesson plan submission and feedback, focus ELA 70 minute Efficacy meetings, focus in ELA, with teachers two times a month. Focus is on student work and identifying instructional next steps. Additions and updates as needed in the School 2 Electronic Toolkit so that staff can consistently accessing important, relevant information for reading and writing 11/7/2019 - All grades will participate, but Grades 4 & 5 initiated the process for Academic Parent Teacher Teams (APTT) - These team meetings provide parents with student data and tools to use at home to help support student learning 12/5 & 12/6/2019 - K-5 Student Led Conferences for report card feedback 	<p>students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4</p> <p>2. aReading from 2019-2020 (fall) students were screened to ascertain effectiveness of instruction at all Tiers. It is used as a cross-district core program auditing instrument.</p> <p>3. TCSD Reading Interim Assessment #1 will be given 11/4-11/15 for grades K-5 formative assessments, (Form #1-winter, Form #2-spring). This measure aligns with district curriculum maps, and assesses NYS Common Core Standards School 2 ELA Testlet</p> <p>4. Assessments from 2019-2020 (grades 3-5, formative), Testlet #1-December, Testlet #2-February. This measure aligns with School 2 curriculum, and assesses progress with NYS Common Core Standards specifically in reading comprehension and writing short and extended responses</p>	<p>3 24 21 5 0</p> <p>4 20 17 1 2</p> <p>5 22 17 8 0</p>	<p>*NOTE: The cohort has changed significantly from October 15 to January 15</p> <ul style="list-style-type: none"> In grades 2-5 there are 167 students, out of those students only 91 have been continuously enrolled, 54% This year alone from 10/15-1/15, 24 students have transferred into School 2, and 17 have transferred out <p>*aReading - Fall(OCT) 2019 to Winter(JAN) 2020 Reports: Fastbridge Group Screening Report & Fastbridge Screening to Intervention Report</p>	<p>aReading - % of Students On Track*</p> <table border="1"> <tr> <th>COHORT GROUP in 18-19</th> <th>Fall 19-20</th> <th>Winter 19-20</th> <th>Spring 19-20</th> </tr> <tr> <td>G</td> <td>N/A</td> <td>14/56</td> <td></td> </tr> <tr> <td>L</td> <td>16/52</td> <td>25%</td> <td></td> </tr> <tr> <td>K</td> <td>7/47</td> <td>10/53</td> <td></td> </tr> <tr> <td>1</td> <td>13% JAN 18-19</td> <td>19%</td> <td></td> </tr> </table>	COHORT GROUP in 18-19	Fall 19-20	Winter 19-20	Spring 19-20	G	N/A	14/56		L	16/52	25%		K	7/47	10/53		1	13% JAN 18-19	19%		<p>3 24 21 5 0</p> <p>4 20 17 1 2</p> <p>5 22 17 8 0</p>
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	<p>5. Fountas & Pinnell Benchmark Fall for incoming students winter and any other students that needed testing, winter (January, spring (May/June)</p> <p>6. Kindergarten only October letters-uppercase (UC), lowercase (LC), letter sounds Grade 1 & 2 only, letter sounds & high frequency words</p>	<p>2</p> <p>31% JAN 18-19</p> <p>16/43 37%</p> <p>12/44 27%</p>	
	<p>6. Kindergarten only October letters-uppercase (UC), lowercase (LC), letter sounds Grade 1 & 2 only, letter sounds & high frequency words</p>	<p>3</p> <p>24% JAN 18-19</p> <p>8/38 21%</p> <p>13/42 31%</p>	
	<p>7. Grade 1 & 2 only, letter sounds & high frequency words</p>	<p>4</p> <p>30% JAN 18-19</p> <p>10/42 24%</p> <p>11/46 24%</p>	
	<p>Continuous self-directed improvement systems (SDIS), and data driven instruction (DDI) supported in all PD.</p> <p>12/20/2019 - DFS aligned with teachers' Self Directed Improvement Systems (SDIS) were reported to the principal in grade level presentations. Grade level and class data were presented and connections to SDIS were required by the principal</p> <p>1/6/2019 3-5 ELA Testlet Scoring, Ms. Jennifer Demarco, Rt Coordinator TCSD, School 2 Principal, Instructional Coaches, and grade level groups worked together in 90-minute rotations to score grade level tests created directly from 3-5 NYS assessments. Teams determined testing trends in reading comprehension and writing 2 & 4 point responses, then established next steps for immediate application and future PD</p> <p>1/10/2019 - After a data analysis of the Testlet assessments, 3-5 staff initiated a weekly system of feedback and reciprocal communication to students and families for progress specifically on 2-point ELA questions in writing. Progress sheets are sent home every Friday</p> <p>TCSD Continuing Effective Professional Development for 2019-2020, Oct. 15-Jan. 15:</p> <ul style="list-style-type: none"> 10/21/2019 - Receivership Meeting, Troy Carmello, School 2 Principal, Principal 	<p>5</p> <p>31% JAN 18-19</p> <p>20/40 50%</p> <p>17/42 40%</p>	

*On Track - Low risk or Career & College Pathway, Fastbridge Learning

ELA Testlet Data - TCSD designed, all parts taken directly from GL NYS ELA Tests

GL	COHORT GROUP in 18-19	DEC 18-20	FEB 18-20
3	N/A	24%	
4	28% DEC 18-19	30%	
5	35% DEC 18-19	40%	



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Subject	44.8	46.8	Yes	TCSOD Reading Interim Assessment ELA Form #1		<p>•NOTE: The cohort has changed significantly from October 15 to January 15</p>
				44.8	46.8	
#39 3-8 Math All Students MGP	59	69	Yes	44.8	46.8	<p>Assistant, Instructional Coaches, School Counselor, & NYS Receivership Officials for School 2 to review current status and future action for school improvement</p> <ul style="list-style-type: none"> 11/5/2019 - TCSOD Staff Development Day - All district staff under the direction of Dr. Donna Watson, Assistant Superintendent for Curriculum and Instruction 12/11, 1/15 District Professional Development 1/6/2019 - 3-5 ELA & Math Testlet Scoring. Ms. Jennifer Demarco, RT Coordinator, Troy City School District, Ms. Linda Stumbough, School 2 Instructional Coach, grade level groups worked together in 90-minute rotations to score grade level tests, document trends, and establish next steps for immediate application. 1/15-16/2020 (Cyclical PD from Sept.) - Teachers College On-site Training Reading Units of Study for Reading, Grades 3-5, with a grade 3 focus, full day training in classrooms and out for workshop PD <p>SIG Key Strategy- Professional Development</p> <p>Adjustments Made During Q2: School 2 Continuing Effective Professional Development for 2019-2020, Oct. 15-Jan. 15</p>
#110 3-8 Math All Students Core	59	69	Yellow	44.8	46.8	

GL	COHORT GROUP In 18-19	NOV/DEC 19-20
K	N/A	79%
1	73% DEC 18-19	66%
2	73% DEC 18-19	55%
3	53% DEC 18-19	45%
4	51% DEC 18-19	39%
5	42% DEC 18-19	48%



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<p>Performance Index</p>	<p><input type="checkbox"/></p>	<ul style="list-style-type: none"> School 2 Principal PD, Ms. Turner-Hassell, 90 minutes of PD on Instructional practices for the staff: <ul style="list-style-type: none"> 12/10/2019 - Making Learning Visible, reference, 10 Mind Frames for Visible Learning, Hattie & Zierer, 1st edition 12/12/2019 - Data Feedback Strategies (DFS)- Instructional Rigor & Expectations, using the School 2 MMI for school data input, and grade level specific additions to monitor progress School 2 Principal PD, Ms. Turner-Hassell, set up a system of lesson plan submission and feedback, focus math 70 minute Efficacy meetings with teachers 2 times a month, with a focus in math Focus is on student work and identifying instructional next steps. Additions and updates as needed in the School 2 Electronic Toolkit so that staff can consistently accessing important, relevant information in math 11/7/2019 - All grades will participate, but Grades 4 & 5 initiated the process for Academic Parent Teacher Teams (APTT) - These team meetings provide parents with student data and tools to use at home to help support student learning 12/5 & 12/6/2019 - K-5 Student Led Conferences for report card feedback Continuous self-directed improvement systems (SDIS), and data driven instruction (DDI) supported in all PD. 	<ul style="list-style-type: none"> In grades 2-5 there are 167 students, out of those students only 91 have been continuously enrolled, 54% This year alone from 10/15-1/15, 24 students have transferred into School 2, and 17 have transferred out <p>*aMath - Fall (OCT) 2019 to Winter(JAN) 2020 Reports: Fastbridge Group Screening Report & Fastbridge Screening to Intervention Report</p> <p>aMath - % of Students On Track*</p> <table border="1"> <thead> <tr> <th>G</th> <th>COHORT GROUP In 18-19</th> <th>Fall 19-20</th> <th>Winter 19-20</th> <th>Spring 19-20</th> </tr> </thead> <tbody> <tr> <td>L</td> <td>N/A</td> <td>-</td> <td>7/43</td> <td></td> </tr> <tr> <td>K</td> <td>N/A</td> <td></td> <td>16%</td> <td></td> </tr> <tr> <td>1</td> <td>N/A</td> <td>8/42</td> <td>6/52</td> <td></td> </tr> <tr> <td></td> <td></td> <td>19%</td> <td>12%</td> <td></td> </tr> <tr> <td>2</td> <td>39% JAN 18-19</td> <td>18/41</td> <td>14/44</td> <td></td> </tr> <tr> <td></td> <td></td> <td>45%</td> <td>32%</td> <td></td> </tr> <tr> <td>3</td> <td>30% JAN 18-19</td> <td>8/40</td> <td>12/43</td> <td></td> </tr> <tr> <td></td> <td></td> <td>23%</td> <td>28%</td> <td></td> </tr> <tr> <td>4</td> <td>36% JAN 18-19</td> <td>11/41</td> <td>10/42</td> <td></td> </tr> <tr> <td></td> <td></td> <td>27%</td> <td>24%</td> <td></td> </tr> </tbody> </table>	G	COHORT GROUP In 18-19	Fall 19-20	Winter 19-20	Spring 19-20	L	N/A	-	7/43		K	N/A		16%		1	N/A	8/42	6/52				19%	12%		2	39% JAN 18-19	18/41	14/44				45%	32%		3	30% JAN 18-19	8/40	12/43				23%	28%		4	36% JAN 18-19	11/41	10/42				27%	24%	
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<p>5</p>	<p>24% JAN 18-19</p>	<p>13/38 34%</p>	<p>14/40 35%</p>	<p>*On Track - Low risk of Career & College Pathway, Fastbridge Learning</p>																
<p>MATH Testlet Data - TCSD designed, all parts taken directly from GL NYS ELA Tests</p> <table border="1" data-bbox="690 94 966 535"> <thead> <tr> <th>GL</th> <th>COHORT GROUP In 18-19</th> <th>DEC 19-20</th> <th>FEB 19-20</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>N/A</td> <td>26</td> <td></td> </tr> <tr> <td>4</td> <td>33% DEC 18-19</td> <td>26</td> <td></td> </tr> <tr> <td>5</td> <td>31% DEC 18-19</td> <td>30</td> <td></td> </tr> </tbody> </table>					GL	COHORT GROUP In 18-19	DEC 19-20	FEB 19-20	3	N/A	26		4	33% DEC 18-19	26		5	31% DEC 18-19	30	
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- 12/20/2019 - DFS aligned with teachers' Self Directed Improvement Systems (SDIS) were reported to the principal in grade level presentations. Grade level and class data were presented and connections to SDIS were required by the principal
- 12/17 & 12/18 Classroom visitation and planning cycles were designed with Bank Street math consultant, David Krutwich, the district math curriculum leader and instructional coaches. A debrief followed with the principal that included data analysis and the next steps regarding rigor, differentiation, and meaningful math instruction. The math consultant, Mr. Krutwich, closed the day with an overview of his findings and key strategies.
- 1/6/2020 3-5 Math Testlet Scoring, Ms. Jennifer Demarco, RTI Coordinator TCSD, Ms. Nicole MacNeil Math Curriculum Leader TCSD, School 2 Principal, Instructional Coaches, and grade level rotations to score grade level tests created directly from 3-5 NYS assessments. Teams determined testing trends in reading comprehension and writing 2 & 3 point responses, then established next steps for immediate application and future PD

TCSD Continuing Effective Professional Development for 2019-2020, Oct. 15-Jan. 15



Receivership Quarterly Report—2nd Quarter



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<p>#150 Grades 4 and 8 Science All Students Core Subject Performance Index</p>	<p>176.6</p>	<p>182.2</p>	<p>Green</p>	<p>Yes</p>	<ul style="list-style-type: none"> 10/21/2019 - Receivership Meeting, Troy City School District Superintendent, John Carmello, School 2 Principal, Principal Assistant, Instructional Coaches, School Counselor, & NYS Receivership Officials for School 2 to review current status and future action for school improvement 11/5/2019 - TCSD Staff Development Day - All district staff under the direction of Dr. Donna Watson, Assistant Superintendent for Curriculum and Instruction 12/11, 1/15 District Professional Development Early Release Days for professional development 1/6/2020 - 3-5 Math Testlet Scoring, Ms. Jennifer Demarco, RtI Coordinator, Troy City School District, Ms. Linda Stumbaugh, School 2 Instructional Coach, grade level groups worked together in 90-minute rotations to score grade level tests, document trends, and establish next steps for immediate application. 	<p>2019-20 NYS Science Assessment Practice Performance Assessment March 2020</p>	<table border="1"> <tr> <td></td> <td>DEC 18-19</td> <td></td> </tr> <tr> <td>2</td> <td>70%</td> <td>56%</td> </tr> <tr> <td>3</td> <td>52%</td> <td>50%</td> </tr> <tr> <td>4</td> <td>47%</td> <td>41%</td> </tr> <tr> <td>5</td> <td>46%</td> <td>43%</td> </tr> </table>		DEC 18-19		2	70%	56%	3	52%	50%	4	47%	41%	5	46%	43%
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Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact.	Yellow	Some barriers to implementation / outcomes / spending exist, with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk or not being realized; major strategy adjustment is required.
			understand nonfiction text at a more rigorous level. Key Strategy: Full Integration (Master Schedule) <ul style="list-style-type: none"> We have combined our math and science blocks, in an effort to increase content integration and instructional minutes. 		



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Part II - Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2019-20 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-20 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEPSIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 19-20 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
#35 3-8 ELA Black Students MGP	44.7	46.7	Yellow	Yes	<p>SIG Key Strategy- Professional Development</p> <ul style="list-style-type: none"> Engagement, Empowerment Team (EET) <ul style="list-style-type: none"> This team was developed in an effort to better understand and strengthen our partnership, via action research, with our students, families and North Central community at large. The team's goal is to leverage our partnerships, so we can empower ourselves and those we serve. Thus far, the team has facilitated two parent engagement initiatives, attended local social justice events and has reviewed/critiqued research regarding race and poverty. <p>Key Strategy: So You Want Talk About Race</p>	aReading from 2019-2020 (fall) students were screened to ascertain effectiveness of instruction at all Tiers. It is used as a cross-district core program auditing instrument.	*aRDG & aMath - Fall(OCT) 2019 to Winter(JAN) 2020 Reports: <i>Festbridge Group Screening Report & Festbridge Screening to Intervention Report</i>
#36 3-8 ELA Hispanic Students MGP	42.1	44.2	Yellow				
#38 3-8 ELA ED Students MGP	44.3	46.3	Yellow				
#102 308 ELA Black Core Subject Performance Index	71.7	80.	Yellow				
#105 3-8 ELA ED Core Subject Performance Index	77.8	85.3	Yellow				

aReading - % of Black Students On Track*

	Fall	Winter	Spring
G			
L			
K	26%	22%	
1	16%	26%	
2	40%	29%	
3	27%	44%	



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	45.3	47.3	Yellow	Yes	aMath - % of Black Students On Track*	
					Fall	Spring
#41 3-8 Math Black Students MGP	45.3	47.3	Yellow	Yes	39%	11%
#42 3-8 Math Hispanic Students MGP	44.3	46.3	Yellow	Yes	22%	16%
#44 3-8 Math ED Students MGP	44.3	46.3	Yellow	Yes	56%	44%
#112 3-8 Math Black Core Subject Performance Index	51.7	60.5	Yellow	Yes	16%	23%
#115 3-8 Math ED Core Subject Performance Index	59.5	69.5		Yes	27%	22%
				Yes	28%	32%

*On Track - Low Risk or Career & College Pathways, FastBridge Learning

SKG Key Strategy- Professional Development
Engagement, Empowerment Team (EET)

- This team was developed in an effort to better understand and strengthen our partnership, via action research, with our students, families and North Central community at large. The team's goal is to leverage our partnerships, so we can empower ourselves and those we serve. Thus far, the team has facilitated two parent engagement initiatives, attended local social justice events and has reviewed/critiqued research regarding race and poverty.

Key Strategy: So You Want Talk About Race

- As a faculty, we have been reading and receiving professional support on the content of the text. The gist of the text is "...honest conversations about race and racism and how it impacts/infects every aspect of American life." we have specifically focused on its direct impact on urban, public education. Much of our

aMath - % of Black Students On Track*

G	Fall	Winter	Spring
L			
K	39%	11%	
1	22%	16%	
2	56%	44%	
3	16%	23%	
4	27%	22%	
5	28%	32%	

aMath - % of Multiracial Students On Track*

G	Fall	Winter	Spring
L			
K	43%	12%	
1	0%	0%	



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(As required under Section 211(f) of NYS Ed. Law)

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing the strategy with impact.	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.	2	3	4	5
			discussions are focused inherent bias, the dangers of it, and how to counter it.			33%	40%	0%	17%

*On Track - Low risk or Career & College Pathways, Freshbridge, Learning

Part III - Additional Key Strategies - (As applicable)

Key Strategies

- Do not repeat strategies described in Parts I and II.
- If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner.
- Every school must discuss the use of technology in the classroom to deliver instruction.



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List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	Analysis/Report Out
1. Use of technology in the classroom to deliver instruction		
2. EPO (lead partner) for SIG 6 and SIG 7 ONLY		
3.		
4.		
5.		
Green Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing the strategy with <i>improvement</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)	
Status (R/Y/G)	Analysis/Report Out
Green	Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 19-20 CET plan and/or the 19-20 CET membership changed, please attach copies of those updated documents to this report.
	The Community Engagement Team is made up of Community Based Organizations, parents/guardians, faith-based organizations, Department of Probation, school and district faculty. <ul style="list-style-type: none"> ● The team meets once a month. ○ 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.



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	<ul style="list-style-type: none"> o The Community School Initiatives are also discussed with this team. o Members share insights, suggestions and feedback. They also share program and community updates. o CET members have been actively participating in school events (i.e. potlucks, BOE meetings, etc.) o The team continues to brainstorm ways to work more collaboratively for school and community initiatives and programs. 					
<p>Powers of the Receiver Describe the use of the school receiver's powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.</p>						
<p>Status (R/G)</p>	<p>Analysis/Report Out</p>					
<p>Green</p>	<p>The Receiver will continue to work with School 2 and implementing the continuation plan. The focus continues to be school turnaround, extended learning time, professional development and school climate and culture .</p>					
<p>Green</p>	<table border="1"> <tr> <td data-bbox="941 1785 1015 1837"> <p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact.</p> </td> <td data-bbox="941 1291 1015 1354"> <p>Yellow</p> </td> <td data-bbox="941 787 1015 1291"> <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p> </td> <td data-bbox="941 661 1015 787"> <p>Red</p> </td> <td data-bbox="941 189 1015 661"> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p> </td> </tr> </table>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact.</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>	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</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 with impact.</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>	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>		

Part V – Community Schools Grant (CSG)
(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/20 budget period.)

Community Schools Grant (CSG)
As per CR §100.19, receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.



Recruitment Quarterly Report—2nd Quarter



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Required Activities	Provide updates to each activity with regard to its planning, implementation, or observations. The community wide needs assessment was completed during the 2017-18 school year.
<p>Community-Wide Needs Assessment (if one is being conducted in 19-20)</p> <p>To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:</p> <ol style="list-style-type: none"> public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year) written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language) parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee 	<p>We have met and/or engaged families through: Monthly Parent-Teacher Organization (PTO) meetings, Community Engagement Team (CET), P.R.O.M.I.S.E. events, i.e. Harvest Dinner and "I Have a Dream" dinner, parent/guardian psycho-educational/relationship building workshops, Parent-Teacher conferences and Student-led conferences, school events/celebrations, etc.</p>
<p>Steering Committee (challenges, meetings held, accomplishments)</p>	<p>Flyers, newsletters, emergency notices, social media announcements, emails, text alerts, school memos, parent letters, monthly calendars.</p>
<p>Feeder School Services (specific services offered and impact)</p>	<p>As of now, the school community and community members have open access to our Community School resources, as there are open office hours, email, and telephone accessibility for orientation and emergency needs (ie. food pantry). Focused meetings and use of technology can be arranged by appointment. Staff are flexible and remain available for home visits if necessary.</p>
<p>Community School Site Coordinator (accomplishments and challenges)</p>	<p>The Community Schools team (CST) meets weekly to discuss student/family support updates, discuss resources and organizations to connect with, and coordinate workshops and events. Case coordination between the PS2 Family and Student Advocates, Social Worker, and the Troy Pediatric case manager, allows for more informed support and a more proactive approach to providing appropriate services to families. It has also helped to identify barriers more accurately.</p>
<p>Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)</p>	<p>n/a</p>
<p>Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)</p>	<p>School 2 Administration, as well as "community school staff" work together to facilitate the work of the grant.</p>
<p>Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)</p>	<p>The Community Schools funding allows for School 2 to employ a social worker and a partnership with Community Care Physicians on site for three days per week. It has also allowed for a brand new community schools wing at School 2.</p>
<p>Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)</p>	<p>The funding allowed for a brand new community schools wing at School 2.</p>



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Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact.	Yellow	Some barriers to implementation / outcomes / spending exist, with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part VI – Budget

(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)

Budget Analysis	
Identify the grant.	Status(R/Y/G)
PSSG:	If expenditures from the approved 2017-20 (PSSG, CSG) or 2019-20 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2. NA
SIG:	NA
CSG:	All funds have been expensed

Part VII: Best Practices (Optional)



Receivahship Overview Report-2nd Quarter



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Best Practices
 The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in receivahship.

List the best practice currently being implemented in the school.

1.	Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
2.	
3.	



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Part VIII – Assurance and Attestation

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

Name of Receiver (Print): John Carmello
Signature of Receiver: [Handwritten Signature]
Date: 1/24/2020

By signing below, I attest to the fact that the community engagement team has had the opportunity to provide input into this quarterly report, and the opportunity to review, and update if necessary, its 2019-2020 community engagement team plan and membership.

Name of CET Representative (Print): Carolee Dubbs-Miller
Signature of CET Representative: [Handwritten Signature]
Date: 1/21/20