

2020-21 Receivership School Final Report and Continuation Plan

Final Report: *January 16, 2021 to June 30, 2021*

Continuation Plan for the 2021-22 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	491700010002	Troy City School District		https://www.troycsd.org/school-2/receivership/				
Superintendent	School Principal (If new, please attach resume)	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	Remote-Only Student Enrollment	% ELL	% SWD
Mr. John Carmello	Nate'lege' Turner-Hassell Appointment Date: June 2015	Dr. Donna Watson Juli Currey	PK-5		318	129=40.57%	0	19.8%

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 enacting 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*.

Most, if not all, key strategies will be continued during the 2020-21 school year. Due to the pandemic and the percentage of students receiving remote instruction, accurately gauging the impact of specific key strategies was difficult. Similar to previous reports, we continue to focus on **instructional equity, data inquiry & analysis, professional learning, and social-emotional health/wellness**. Professional development, principal walkthroughs & feedback, planning, and reflection are a few ways we have and will continue to grow instructional practice so that all learners have access to rigorous, rich learning experiences. Analysis and inquiry of all data will continue to be at the forefront of all initiatives. Data serves as the blueprint for all we do. Professional development will continue to be an invaluable key strategy as it provides critical learning to maximize teacher capacity and enhance practice. Before the pandemic, School 2 was deeply committed to the social-emotional well-being of all stakeholders. We have implemented SEL curriculum as well as other supplemental resources. We anticipate varied emotional resilience and deficiencies this upcoming school year; therefore, we have diligently reviewed all SEL supports and ways to improve our processes. Especially for those students and staff members who are, for the first time in a year and a half, returning to in-person instruction. Additionally, our efforts to partner with students and families will continue to be intentional and responsive. We value our relationships with our community as they are the heart of what we do.

Attention – This document is intended to be completed by the School Receiver and/or their 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 in its entirety **must be posted** on the district website.

Please note - All responses submitted under the “2021-22 School Year Continuation Plan” heading should directly align with or be adaptations to the previously approved intervention plans and **must** have input from community engagement teams.

Directions for Parts I, II, and III - 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 the 2021-2022 Continuation Plan to include anticipated processes for implementation and measuring impact on student learning outcomes.

The 2021-2022 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 a *framework* by which the school transitions from the current year to the upcoming school year in a manner that represents *continuous and comprehensive planning*, with a clear focus on supporting student well-being, equity, and engagement. 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 –Lead Strategies for Improvement

Lead Strategies for School Improvement			
<i>Identify up to 4 lead strategies that are central to the school's improvement plan. Lead strategies are key levers for improvement that are identified based on trends in student performance data to serve as overarching approaches for implementing strategically focused action plans for achieving demonstrable improvement.</i>			
Final Report and Reflection on Lead Strategies Applied during January 16, 2021 - June 30, 2021		Lead Strategies that will Guide the 2021-22 School Year Continuation Plan	
List the lead strategies that guided the school's improvement work during the 2020-21 school year, including any that were discontinued.	For each lead strategy, provide context for why the strategy was selected as a key lever for improvement based on data trends, as well as whether or not the lead strategy will be maintained during the next school year.	List the lead strategies that will guide the school's improvement plan during the 2021-22 school year.	Explain why the lead strategy listed was selected based on current data trends, and how the lead strategy will help to achieve progress toward this year's demonstrable improvement targets.
1. Weekly DFS Cycles for K-5 (ELA, Math, Science)	A system of trend analysis was already in place to review large district benchmarks in reading and math. These were done 3x a year, and scoring and analysis occurred immediately after administration of the assessments. This grander Data, Feedback, & Strategy (DFS) system was informative, but not enough. We needed to adjust practice more quickly. We implemented the <i>Weekly DFS Cycles</i> with grade level teams to provide a standards-based visual analysis system to immediately track progress. This was necessary to make data based adjustments to daily instruction.	1a. Administration and coaches will share documentation and protocols for <i>Weekly DFS Cycles</i> as established in the spring of 2021. (AUG 2021) 1b. ELA and math data from 2020-2021 School 2 MMI, and 2020-2021 <i>Weekly DFS cycles</i> will be reviewed by a team of teachers, coaches, and administration. A grade level standard will be targeted, and rubrics/assessments will be established. (AUG 2021) 1c. Teachers and coaches will provide PD to all GL and SpEd teachers: reviewing data, instructional plans and protocols for <i>Weekly DFS Cycles</i> (SEP 2021) 1d. Grade level <i>Weekly DFS Cycles</i> will begin (SEP 27) 1e. Grade level <i>Weekly DFS Cycle</i> practices and data will be reviewed weekly during K-5 Efficacy meetings and/or planning sessions that include	Rationale: Student learning/achievement or lack thereof is an indication of the practice, materials, curriculum, etc. disseminated. Therefore, as a community of professional learners, we are constantly looking to informal and formal measures to inform our practices (i.e., instructional, environmental, etc.). As a result we have developed a system of accountability. Reviewing data will provide insight on deficiencies and strengths, and inform all decision making.

		<p>grade level and special education teachers, instructional coaches and administration (SEP 27-MAY 27)</p> <p>1f. District benchmarks will continue to be analyzed alongside the <i>Weekly DFS Cycle</i> documentation (3x/year as established by TCSD)</p>	
<p>2. Release Time - TCSD and School 2: Efficacy Meetings, Early Release Days-ERD, Faculty Meetings, etc.</p>	<p>Weekly and monthly professional development was provided to all staff at School 2. District personnel and the School 2 Leadership team designed and implemented all sessions. These regular professional development sessions were essential in providing a venue for teacher agency and growth to improve instruction</p>	<p>2a. TCSD will continue to provide both district and school-based early release days, and faculty meetings monthly during the 2021-2022 school year</p> <p>2b. The School 2 Master Schedule for 2021-2022 provides for weekly K-5 Efficacy meetings with each grade level team</p>	<p>Rationale: Faculty and staff are provided with ample, uninterrupted, professional learning time. This time serves as an opportunity for teachers to collaborate, learn, and plan with colleagues and/or professional consultants.</p>
<p>3. Cyclical PD with Teachers College (ELA) & Bank Street (math)</p>	<p>Cyclical PD was provided by two main outside agencies: Teachers College (ELA) and Bank Street (math). PD with Teachers College Professional Developers for K-2, Beth Hickey and intermediate, Meghann McDonald and Bank Street Math Consultant for K-5, David Krulwich was strategically designed with the School 2 administration and instructional coaches to ensure consistent instructional threads and data feedback systems from the first session to the last. Teachers College provided 5 full day sessions for K-2, and 5 full day sessions for grade 3. Bank Street provided 10 daily sessions for K-5.</p>	<p>3a. TCSD and School 2 will secure contracts with both Teachers College and Bank Street.</p> <p>3b. School 2 administration and instructional coaches will meet with outside providers and establish a year-long PD plan that will include initial meetings before each PD session to ensure a desired grade level and/or building focus, a thoughtful design that includes instruction from the consultants, modeling, data analysis, turn-key or reflective practices, reflection and next steps for the next phase of the cycle</p>	<p>Rationale: Sustained, tiered professional support is a critical factor in student achievement. Data-driven, responsive support will undoubtedly enhance teacher pedagogy and impact student learning. As a result of this work, teachers have expressed an improved sense of self-efficacy, which they believe has impacted their planning, methodology, which has improved student achievement outcomes.</p>
<p>4. Social Emotional Structure and Implementation</p>	<p>The Second Step Social Emotional Learning curriculum was already in place as a core curriculum with weekly lessons for all students, along with yoga and mindfulness as supporting initiatives, both for the whole school and as targeted interventions. What was added this year was an additional focus on community rebuilding among students in the form of classroom and schoolwide activities, and explicit lessons on hope, resilience and self-care as skills to support achieving success. In addition, an effort was made to create a culture and mindset shift from student to scholar with</p>	<p>4a. Second Step Social Emotional Learning Core Curriculum; Bullying Prevention and supplement with Zones of Regulation/ RULER system for social/emotional check in in classrooms</p> <p>4b. Yoga and Mindfulness- Schoolwide and targeted intervention</p> <p>4c. Group Counseling in areas of emotion management, social skills and executive function skills and attendance improvement/empowerment</p> <p>4d. Community Rebuilding initiatives- Focus on community both in classrooms and schoolwide.</p>	<p>Rationale: The work here at School 2 is complex and emotionally fulfilling, but often taxing. Therefore we established a culture and climate that fully embraces social emotional well-being and health. As a result we continue to implement an intentional array of support for both students and adults (faculty and staff & families).</p>

	<p>an incentive and recognition system for students to achieve reframed academic expectations.</p>	<p>Format was classroom lessons and circles to forge connections and increase the sense of community among students and faculty; “Community Member of the Week” highlighted students and staff members who demonstrated RISE criteria. End of the year Community Challenge- classes participated in community themed activities. Addition of summer outreach/orientation for students who had high absences/low engagement to build strong relationships.</p> <p>4e. Hope, Resilience and Self-Care- Classroom presentations and activities focusing on the importance of hope and resilience as skills to achieving goals and how self-care and healthy habits support both academic success and social emotional health.</p> <p>4f. RISE Incentives- Activities to support and increase culture and mindset shift from student to scholar; reframing academic expectations for students. New individual positive incentive based on demonstrating RISE criteria- individual recognition for achievement via morning announcements and earning of RISE tickets.</p> <p>4g. LCSW- We have a Clinical Social Worker who supports adults within and beyond our school walls. She provides group or individual counseling, yoga strategies, mindfulness work, opportunities to exercise, etc.</p>	
<p>5. Attendance Communication and Outreach</p>	<p>Daily communication was in place for both in-person and remote families, including the focus on outreach for technology support. This year’s addition to the system was student reengagement (district initiative) efforts to connect with high absences and/or low academic participation.</p>	<p>5a. Communication and outreach to families- daily phone calls for tardies and absences; outreach for technology support; reengagement of students with high absences and/or low academic participation</p> <p>5b. Community Rebuilding initiatives- Addition of summer outreach/orientation for students who had high absences/low engagement to build strong relationships.</p>	<p>Rationale: Relationships are key to improving attendance outcomes. As a team, we look for opportunities to connect w/ families, assess their needs and collaboratively develop responsive plans. We engage families and students in the process through sharing data and creating platforms or ways for them to self-monitor. We use Community School resources to help mitigate any barrier to attending school.</p>

<p>6. Data analysis & transparency</p>	<p>Weekly reviews of data were continued, as well as use of data to establish targeted students for interventions. Additions were increased review of attendance data by individual, classroom, and grade level; increase to monthly data reporting to stakeholders, and student self-monitoring to increase agency.</p>	<p>6a. Data Analysis- increased review of attendance data; weekly and daily monitoring of attendance for individual students, classrooms and schoolwide 6b. Data Transparency- Monthly sharing of attendance data with stakeholders (students, families and teachers) via letters, class reports and student trackers 6c. Student Attendance Tracker drawing- Students complete a personal graph showing their days present/absent and enter their signed tracker for a prize drawing. Purpose is monthly attendance updates for families and student self-monitoring of their attendance data.</p>	<p>Rationale: What you monitor and evaluate, you maintain and/or improve. Therefore we will continue to hone our system of collecting, analyzing, evaluating, and responding to attendance data trends.. Additionally we will continue to empower students and families to reflect on their own growth or lack thereof. We will celebrate successes and support deficiencies.</p>
<p>7. Tier 1 Character/Attendance Engagement</p>	<p>RISE initiative is an extension of “School 2 Scholar” criteria shared in September.. It’s purpose was to help foster a School 2 identity with clear academic, attendance, and behavioral expectations. RISE positive incentive components were added to increase student engagement and resulting understanding of the “School 2 Scholar” concepts.</p>	<p>7a. RISE Incentives- Positive incentives and activities to support and increase culture and mindset shift from student to scholar; reframing academic, behavioral, and attendance expectations for students.</p> <ol style="list-style-type: none"> 1. RISE tickets- daily individual recognition for achievement via earning of RISE tickets redeemed for incentives 2. Monthly RISE theme- Classroom competition with focus on students being present, on time and demonstrating school expectations to promote daily attendance and classroom community. 	<p>Rationale: Habits of mind foster a disposition, typically, toward learning and problem solving. School 2 will continue to support students with their development of their learning disposition. It is our hope, through RISE and other character ed. initiatives, we will continue to cultivate and enhance students’ sense of self and/or self-perception (especially as a scholar and member of society). We realize that how students’ perceive themselves impacts their sense of agency.</p>

<p>8. School 2 Extended Year Summer Program</p>	<p>The School 2 summer program (3 days per week for 4 weeks) provided students identified for acceleration with a full day of academic instruction and structured social activity. The full days were divided into two parts, morning academic work with a STEAM emphasis, and social learning opportunities through My Brother's Keeper in the afternoon. Students were engaged in standards-based hands-on science labs that focused their learning on informative practices for listening, reading, writing and speaking. Group work was designed to develop collaborative skills, problem solving, and social skills.</p>	<p>8a. Fastbridge running records are currently being administered to all students in the School 2 summer school program to determine improvement in reading comprehension and decoding. This district supported progress monitoring tool will hold the information so that it is accessible to grade level and special education staff prior to the start of the 2020-2021 school year. This will allow a jump start to pinpoint instruction in the fall.</p> <p>8b. Portfolios provided a more subjective view to capture understanding in skills such as listening, speaking, group work, and as well as writing and creative learning. Portfolios will be provided to staff for a jumpstart to grouping and instruction in the fall.</p>	<p>Forty students were identified(based on our MMI*) to participate in our 12-day summer program. Students were selected based on the following criteria: strong attendance, Level 2-academic performance, and motivation. This program was designed to bolster students' skills through intentional academic instruction (TC* and EL*) and structured social interactions (clubs). Students were engaged in standards-based hands-on ela/science labs that focused their learning on informative practices for listening, reading, writing and speaking. Group work was designed to develop collaborative skills, problem solving, and social skills.</p> <p>*Multiple Measure Index * Teacher's College * Expeditionary Learning</p>
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Part II – 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 how lead strategies will inform the implementation of specific strategies and action steps that will support progress toward the Demonstrable Improvement Indicators.																												
Identify Indicator	Final Report and Reflection on Activities Completed during January 16, 2021 - June 30, 2021			2021-22 School Year Continuation Plan for Meeting this Indicator																								
	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? <ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this period will inform future action steps. 			Drawing from the information provided in the Final Report and Reflection on Activities , what specific strategies, and action steps will be implemented during the 2021-22 school year to support progress for this Demonstrable Improvement Indicator? <ul style="list-style-type: none"> Provide a data-informed rationale for the strategies and action steps indicated. Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 																								
ELA Level 1 & 2 Indicators: #33:3-8 ELA All Students MGP #100: 3-8 ELA All Students Core Subject PI	Key Strategies/Action Steps: Professional Learning: <u>Using Data to Assess and Grow our Impact (DFS Cycle as listed above)</u> Input Data <ul style="list-style-type: none"> aReading (Fastbridge Benchmarking System, Fall, Winter, Spring), data will be used for fall groupings <table border="1"> <thead> <tr> <th>Subgroup and Category</th> <th>Fall aRdg %</th> <th>Winter aRdg %</th> <th>Spring aRdg %</th> </tr> </thead> <tbody> <tr> <td colspan="4" style="text-align: center;"><i>All Students</i></td> </tr> <tr> <td>High Risk</td> <td>37</td> <td>41</td> <td>44</td> </tr> <tr> <td>Some Risk</td> <td>32</td> <td>31</td> <td>32</td> </tr> <tr> <td>Low Risk</td> <td>22</td> <td>19</td> <td>15</td> </tr> <tr> <td>College Pathway</td> <td>10</td> <td>9</td> <td>9</td> </tr> </tbody> </table> <ul style="list-style-type: none"> TCS D ELA Testlets #1 & #2 #3 (March-by Grade Level): PD scoring with teams to determine trends around NYS ELA Standards <div style="text-align: center; border: 1px solid black; padding: 5px;"> School 2 Grade 3 ELA Testlet Scores </div>			Subgroup and Category	Fall aRdg %	Winter aRdg %	Spring aRdg %	<i>All Students</i>				High Risk	37	41	44	Some Risk	32	31	32	Low Risk	22	19	15	College Pathway	10	9	9	Action Step: <ul style="list-style-type: none"> Using Data to Assess and Grow our Impact (DFS Cycle) Data Informed Rationale: The data continues to provide insight on our level of impact. As a result we have been able to make in the moment pivots as well as future adjustments to practice, groupings, materials, pacing, etc. The School 2 data feedback system for professional development will continue to be the center of our work. We have adjusted our process to facilitate a more systematic approach to <u>staff</u> agency, and efficacy that will in turn have a significant impact on <u>student</u> learning/achievement, agency, and self-efficacy. Action Steps: <ul style="list-style-type: none"> Teachers College Professional Development- Small Group Literacy Instruction & Conferring Feedback Data Informed Rationale: As we continue to look for ways to increase intellectual engagement we will continue professional learning on small group reading instruction and conferring/feedback. Both areas allow for targeted, tier 2 & 3 support. Improving practice in both areas, we believe, will undoubtedly increase intellectual engagement and metacognition.
Subgroup and Category	Fall aRdg %	Winter aRdg %	Spring aRdg %																									
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Low Risk	22	19	15																									
College Pathway	10	9	9																									

	Testlet #1 OCT	Testlet #2 DEC	Testlet #3 MAR
In-Person	27	29	39 (+10)
Remote	36	30	52 (+22)
School 2 Grade 3 Class Avg.	32	30	45 (+15)
Current Troy District Average for Grade 3 Testlet #3			46

School 2 Grade 4 ELA Testlet Scores			
	Testlet #1 OCT	Testlet #2 DEC	Testlet #3 MAR
In-Person	28	29	45 (+16)
Remote	36	42	27 (-15)
School 2 Grade 4 Class Avg.	32	36	36 (no change)
Current Troy District Average for Grade 4 Testlet #3			47

School 2 Grade 5 ELA Testlet Scores			
	Testlet #1 OCT	Testlet #2 DEC	Testlet #3 MAR
In-Person	46	51	53 (+2)
Remote	22	32	40 (+8)
School 2 Grade 5 Class Avg.	34	42	46 (+4)
Current Troy District Average for Grade 5 Testlet #3			44

Sustained, tiered professional support is a critical factor in student achievement. Data-driven, responsive support will undoubtedly enhance teacher pedagogy and impact student learning. As a result of this work, teachers have expressed an improved sense of self-efficacy, which they believe has impacted their planning, delivery, or methodology.

Action Step:

- **Hiring Additional SPED Teachers to Provide Multi-Tiered Responsive Supports**

Data Informed Rationale:
 By trade, SPED professionals are more readily apt to deliver specially designed instruction. *IDEA regulations define “specially designed instruction” as “adapting, as appropriate to the needs of an eligible child under this part, the content, methodology or delivery of instruction (i) to address the unique needs of the child that result from the child’s disability; and (ii) ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.” (34 CFR Sec. 300.39(b)(3).* Here at School 2 we realize the benefits of having this specific skill-set when serving marginalized (poor, black and brown, ELL’s, immigrant, SPED, etc.)communities. Therefore we have opted to hire more SPED rather than General Ed. practitioners.

Action Step:

- **Additional Settings- Pre-First & Pre-Second w/ a “Twist”**

Data Informed Rationale:
 In an effort to support students that have yet to demonstrate competency/proficiency in certain foundational skills, we will be implementing a Pre-First and Pre-Second program. Many of the identified students attending the program were remote learners during the 2020-21 school year. We believe that with small class sizes and skilled instructional practice, we will be able to decrease achievement gaps and accelerate learning growth.

Action Step:

- **Resources, Materials & Time**

Data Informed Rationale:

● **ELA Testlet #1, #2, #3 Risk Category for ALL Students**

Subgroup and Category	Reading Testlet 1 Percentage	Reading Testlet 2 Percentage	Reading Testlet 3 Percentage
<i>All Students</i>			
Intensive	61	54	55
Strategic	30	43	37
Extension	9	3	8

- **DFS Cycles for Writing, Efficacy meetings and monthly *Early Release Days***
 - PD was designed to review DFS Cycles to determine effectiveness of specific standard-based weekly instructional practices in writing
 - The initial DFS Cycles will be set up during the summer PD based on the DFS cycles from the spring. Initial cycles will begin at the end of Sep/early Oct. They will be documented and reflected on during efficacy meetings throughout the year
- **Teachers College Professional Developers**
 - Cyclical PD was provided by Teachers College Professional Developers for K-2, Beth Hickey and intermediate, Meghann McDonald. PD was strategically designed with the School 2 administration and instructional coaches to ensure consistent instructional threads and data feedback systems from the first session to the last. Teachers College provided 5 full day sessions for K-2, and 5 full day sessions for grade 3.
 - TCSD will secure a contract in the summer with Bank Street and PD will be set up early in the fall to ensure alignment with DFS cycles and standards-based work
- **Principal’s Professional Development - Standards-Based Instruction Curriculum Writing:**
 In May/June, using NYS ELA & Math Standards were aligned with the curricula and assessment schedule from the 21-22 school year. This information will be used to complete flow and brace maps that will further detail the work ahead. Exit tickets for ELA and Math will start to be developed over the summer to set up weekly DFS Cycles. Science and Social Studies standards will be integrated into the flow maps during the Summer PD session and used for reference throughout the 21-22 school year
- **School 2 Summer Extension Program-** 4 week program focusing on an integrated science and social studies curriculum for grades K-5. Immediately following the end of the school year 60 selected students attend three full days weekly. The morning is focused on academics of ELA

Responsive materials and resources not only enhance the learners experience, it can potentially bolster student achievement as well as inform teacher practice. Therefore we will continue to support student achievement and professional through investing (i.e., purchasing, selecting, creating, etc.) the appropriate materials. In addition to providing free resources, time is the next best “tool.” Allowing faculty and staff the **time** to prepare, think, collaborate, during the work day is invaluable. We have realized that providing opportunities as such eliminates stress and increases productivity.

Please see the list below:

- ❖ **A Teacher’s Guide to Standards-Based Learning**
 Tammy Heflebower, Jan K. Hoegh, Philip B. Warrick, Jeff Flygare
- ❖ **School 2 Instructional Outline Plan-**Grade-level weekly planning tool. Reflects critical planning and learning elements relative to School 2’s vision and mission.
- ❖ **School 2 Transformational Document-** A document that outlines our philosophy/ethos. It notes research, norms, data, must-haves, etc.
- ❖ **School 2 Must-Haves-** Checklists that identify criteria for major (ELA & Math) content instruction, and the classroom environment.
- ❖ **Master-Schedule-** A schedule that prioritizes instructional minutes and uninterrupted teacher planning and collaboration time.
- ❖ **School 2 Principal Walkthrough Form-** Electronic document that provides immediate feedback to teachers regarding planning/preparation, intellectual engagement, and assessment.
- ❖ **Efficacy Meetings/PLC’s-** 70 minutes of interrupted meeting (grade-level) once a week.
- ❖ **School 2 Early Release PD Days-** 4 days of Professional Development

	<p>and Math integrated with Science and Social Studies. The small group work with the teachers and peer collaboration is strongly visible. The afternoon students are working on STEAM and social emotional lessons with My Brothers Keeper. The K-5 students are creating portfolios of evidence of their work. Teachers in 2-5 used Fastbridge for progress monitoring and math running records.</p>																																									
<p>Math Level 1 & 2 Indicators: #39: 3-8 Math All Students MGP #110: 3-8 Math All Students Core Subject PI</p>	<p>Key Strategies/Action Steps: Professional Learning: <u>Using Data to Assess and Grow our Impact</u> (DFS Cycle as listed above)</p> <p>Input D</p> <ul style="list-style-type: none"> aMath (Fastbridge Benchmarking System, Fall, Winter, Spring), data will be used for fall groupings <table border="1" data-bbox="397 548 1553 966"> <thead> <tr> <th>Subgroup and Category</th> <th>Fall aMath %</th> <th>Winter aMath %</th> <th>Spring aMath %</th> </tr> </thead> <tbody> <tr> <td colspan="4" style="text-align: center;"><i>All Students</i></td> </tr> <tr> <td>High Risk</td> <td>30</td> <td>33</td> <td>38</td> </tr> <tr> <td>Some Risk</td> <td>46</td> <td>48</td> <td>41</td> </tr> <tr> <td>Low Risk</td> <td>21</td> <td>18</td> <td>16</td> </tr> <tr> <td>College Pathway</td> <td>4</td> <td>1</td> <td>5</td> </tr> </tbody> </table> <ul style="list-style-type: none"> TCS D Math Testlets #1 & #2 #3 (March-by Grade Level): <ul style="list-style-type: none"> PD scoring with teams to determine trends around NYS Math Standards Continuation of determining the <i>Priority Standards in Math Crosswalk</i> for Instruction and DFS Cycles Data will be used for fall groupings <table border="1" data-bbox="397 1177 1553 1445"> <thead> <tr> <th colspan="4" style="text-align: center;">School 2 Grade 3 Math Testlet Scores</th> </tr> <tr> <th></th> <th>Testlet #1 OCT</th> <th>Testlet #2 DEC</th> <th>Testlet #3 MAR</th> </tr> </thead> <tbody> <tr> <td>In-Person</td> <td>50</td> <td>27</td> <td>39 (+12)</td> </tr> <tr> <td>Remote</td> <td>56</td> <td>26</td> <td>52 (+26)</td> </tr> </tbody> </table>	Subgroup and Category	Fall aMath %	Winter aMath %	Spring aMath %	<i>All Students</i>				High Risk	30	33	38	Some Risk	46	48	41	Low Risk	21	18	16	College Pathway	4	1	5	School 2 Grade 3 Math Testlet Scores					Testlet #1 OCT	Testlet #2 DEC	Testlet #3 MAR	In-Person	50	27	39 (+12)	Remote	56	26	52 (+26)	<p>Action Step:</p> <ul style="list-style-type: none"> NEW Math Curriculum (District-Wide) <p>Data Informed Rationale: To increase rigor, critical thinking and problem solving skills, the district has purchased the Eureka Squared Math program.</p> <p>Action Step:</p> <ul style="list-style-type: none"> Bank Street Professional Consultant (Math) <p>Data Informed Rationale: Cyclical PD was provided by Professional Consultant, David Krulwich in kindergarten through grade 5. PD was strategically designed with the School 2 administration and instructional coaches to ensure consistent instructional threads and data feedback systems from the first session to the last. Mr. Krulwich planned with GL teams, reviewed instructional practices and student data to determine effectiveness of the plan.</p> <p>Action Step:</p> <ul style="list-style-type: none"> School 2 Math & Science Interventionist <p>Data Informed Rationale: This full-time probationary teacher will solely focus on math and science. As Math Interventionist, she will collaborate w/ colleagues and complete assessments to isolate strengths and areas for growth. Some [of her responsibilities are as follows:</p> <ul style="list-style-type: none"> ❖ Interventionist provides math lessons in grades 3-5 ❖ Interventionist plans, weekly with grade-level teams in grades 3-5 ❖ Interventionist co-teaches and provides feedback to students and grade level teachers to improve instruction and student proficiency
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School 2 Grade 3 Math Testlet Scores																																										
	Testlet #1 OCT	Testlet #2 DEC	Testlet #3 MAR																																							
In-Person	50	27	39 (+12)																																							
Remote	56	26	52 (+26)																																							

School 2 Grade 3 Class Avg.	53	27	45 (+18)
Current Troy District Average for Grade 3 Testlet #3			44
School 2 Grade 4 Math Testlet Scores			
	Testlet #1 OCT	Testlet #2 DEC	Testlet #3 MAR
In-Person	28	28	45 (+17)
Remote	36	29	28 (-1)
School 2 Grade 4 Class Avg.	32	29	36 (+7)
Current Troy District Average for Grade 4 Testlet #3			49
School 2 Grade 5 Math Testlet Scores			
	Testlet #1 OCT	Testlet #2 DEC	Testlet #3 MAR
In-Person	26	17	56 (+39)
Remote	24	11	23 (+12)
School 2 Grade 5 Class Avg.	25	13	39 (+26)
Current Troy District Average for Grade 5 Testlet #3			35
<ul style="list-style-type: none"> Math Testlet #1, #2, #3 Risk Category for ALL Students 			
Subgroup and Category	Math Testlet 1 Percentage	Math Testlet 2 Percentage	Math Testlet 3 Percentage
All Students			

Intensive	66	88	64
Strategic	24	12	29
Extension	10	0	7

- **Math Interviews**
 - The interventionist and GL staff carried out formal math interviews for students in grades K-1
 - Kindergarten: Fall 13% - Spring 29%
 - Grade 1: Fall 6% - Spring 11%
 - Individual data will be used for fall groupings
- **DFS Cycles for math, Math Efficacy and monthly *Early Release Days***
 - PD was designed to review DFS Cycles to determine effectiveness of specific standard-based weekly instructional practices in math
 - The initial DFS Cycles will be set up during the summer PD based on the DFS cycles from the spring. Initial cycles will begin at the end of Sep/early Oct. They will be documented and reflected on during efficacy meetings throughout the year
- **Bank Street Professional Consultant**
 - Cyclical PD was provided by Professional Consultant, David Krulwich in kindergarten through grade 5. PD was strategically designed with the School 2 administration and instructional coaches to ensure consistent instructional threads and data feedback systems from the first session to the last. Mr. Krulwich planned with GL teams, reviewed instructional practices and student data to determine effectiveness of the plan
 - TCSD will secure a contract in the summer with Bank Street and PD will be set up early in the fall to ensure alignment with DFS cycles and standards-based work
- **Principal’s Professional Development - Standards-Based Instruction Curriculum Writing:** In May/June, using NYS ELA & Math Standards were aligned with the curricula and assessment schedule from the 21-22 school year. This information will be used to complete flow and brace maps that will further detail the work ahead. Exit tickets for ELA and Math will start to be developed over the summer to set up weekly DFS Cycles. Science and Social Studies standards will be integrated into the flow maps during the Summer PD session and used for reference throughout the 21-22 school year
- **School 2 Summer Extension Program** - 4 week program focusing on an integrated science and social studies curriculum for grades K-5. Immediately following the end of the school year 60

	<p>selected students attend three full days weekly. The morning is focused on academics of ELA and Math integrated with Science and Social Studies. The small group work with the teachers and peer collaboration is strongly visible. The afternoon students are working on STEAM and social emotional lessons with My Brothers Keeper. The K-5 students are creating portfolios of evidence of their work. Teachers in 2-5 used Fastbridge for progress monitoring and math running records.</p> <ul style="list-style-type: none"> ● MMI Math documents <ul style="list-style-type: none"> ○ Final data was collected and year-long data will be aligned with class lists for the 2021-2022 school year 	
<p>Grade 4 Science #150: Grades 4 and 8 Science All Students Core Subject PI</p>	<p>Key Strategies/Action Steps:</p> <p>Professional Learning: <u>Using Data to Assess and Grow our Impact (DFS Cycle as listed above)</u></p> <ul style="list-style-type: none"> ● Principal’s Professional Development - Standards-Based Instruction Curriculum Writing: In May/June, using NYS ELA & Math Standards were aligned with the curricula and assessment schedule from the 21-22 school year. This information will be used to complete flow and brace maps that will further detail the work ahead. Exit tickets for ELA and Math will start to be developed over the summer to set up weekly DFS Cycles. Science and Social Studies standards will be integrated into the flow maps during the Summer PD session and used for reference throughout the 21-22 school year ● School 2 Summer Extension Program - 4 week program focusing on an integrated science and social studies curriculum for grades K-5. Immediately following the end of the school year 60 selected students attend three full days weekly. The morning is focused on academics of ELA and Math integrated with Science and Social Studies. The small group work with the teachers and peer collaboration is strongly visible. The afternoon students are working on STEAM and social emotional lessons with My Brothers Keeper. The K-5 students are creating portfolios of evidence of their work. Teachers in 2-5 used Fastbridge for progress monitoring and math running records. ● Math/Science Interventionist and Instructional Coaches carried out lessons/labs in the grade 4 classroom, weekly during the month of May; students self-assessed with on-line quizzes to determine the effectiveness of the instruction. Data Collection: <ul style="list-style-type: none"> ○ Baseline full science test completed in May 2021 (NYS Science 2017); class average - 57% ○ Daily quizzes via Google Classroom - Immediate feedback and conferencing to determine effectiveness of instruction ○ Follow up full science test completed in June 2021 (NYS Science 2019); class average - 68% 	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Math/Science Interventionist carries out lessons/labs in the grade 4 classroom, weekly ● Science Integration - Science is fully integrated in the EL Curriculum, shared reading, writing and comprehension throughout daily lessons Integration ● Shared Reading with science topics - shared reading is carried out in all classrooms, daily. Students are asked to carry out a close read on the topic, answer comprehension questions and reflect/discuss on the topic) <p>Data Informed Rationale: Through targeted intervention and curriculum we will continue to support science in an integrated, cross curricular manner.</p> <p>Action Step:</p> <ul style="list-style-type: none"> ● School 2 Summer Extension Program-4 week program focusing on an integrated science and social studies curriculum for grades K-5. Immediately following the end of the school year 60 selected students attend three full days weekly. The morning is focused on academics of ELA and Math integrated with <u>Science</u> and Social Studies. The small group work with the teachers and peer collaboration is strongly visible. <p>Data Informed Rationale:</p>

		<p>Forty students were identified (based on our MMI*) to participate in our 12-day summer program. Students were selected based on the following criteria: strong attendance, Level 2-academic performance, and motivation. This program was designed to bolster students' skills through intentional academic instruction (TC* and EL*) and structured social interactions (clubs). Students were engaged in standards-based hands-on ela/science labs that focused their learning on informative practices for listening, reading, writing and speaking. Group work was designed to develop collaborative skills, problem solving, and social skills.</p> <p>*Multiple Measure Index * Teacher's College</p>
<p>Student Safety #5 School Safety</p>	<p>Key Strategies/Action Steps: Character Education, Emotional Intelligence/SEL, & School-wide Behavioral/Learning Expectations (R.I.S.E. & CHAMPS)</p> <p>Measures:</p> <ul style="list-style-type: none"> ● Discipline Referrals: Jan 2021- 12; June 2021- 34 ● Out of School Suspensions: Jan 2021- 12 students; June 2021- 12 students ● Remote OSS: Jan 2021- 2; June 2021- 2 ● In Person OSS: Jan 2021- 10; June 2021- 20 <p>Description of Data Trends: The impact that the additional interventions during the spring had on behavior data is that the number of students who were suspended remained the same. No new students were suspended during that time.</p> <p>Impact on Future Steps: We are considering the fact that 45% of students (in addition to incoming transfer students) will not have been in the building last year and will be focusing on engagement and community rebuilding activities including orientation or reorientation for students and families.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Community Rebuilding initiatives- Focus on community both in classrooms and schoolwide. Format was classroom lessons and circles to forge connections and increase the sense of community among students and faculty; "Community Member of the Week" highlighted students and staff members who demonstrated RISE criteria. End of the year Community Challenge- classes participated in community themed activities. Addition of summer outreach/orientation for students who had high absences/low engagement to build strong relationships. ● Hope, Resilience and Self-Care- Classroom presentations and activities focusing on the importance of hope and resilience as skills to achieving goals and how self-care and healthy habits support both academic success and social emotional health. ● RISE Incentives- Activities to support and increase culture and mindset shift from student to scholar; reframing academic expectations for students. New individual positive incentive based on demonstrating RISE criteria- individual recognition for achievement via morning announcements and earning of RISE tickets ● CHAMPS- Interactive classroom lessons included student expectations/consequences, CHAMPION growth mindset information, and student instructional videos; introduced classroom incentive program based on CHAMPION growth mindset ● Group Counseling in areas of emotion management, social skills and executive function skills and attendance improvement/empowerment ● Code of Conduct Presentation

		<p>Data Informed Rationale: We are considering the fact that 45% of students (in addition to incoming transfer students) will not have been in the building last year and will be focusing on engagement and community rebuilding activities including orientation or reorientation for students and families. We will continue with the RISE challenges and incentives, CHAMPS for classroom expectations, SEL curriculum and yoga and mindfulness.</p>
<p>Chronic Absenteeism #160: 3-8 Chronic Absenteeism - All Students</p>	<p>Key Strategies/Action Steps: Attendance Team, Character Education, Emotional Intelligence/SEL, & School-wide Behavioral/Learning Expectations (R.I.S.E. & CHAMPS)</p> <p>Measures:</p> <ul style="list-style-type: none"> • Students who improved 5% or more: Jan 2021- 68 students; June 2021- 81 students • Chronically Absent students: Jan 2021- 50.7%; June 2021- 55% • Chronically Absent In person: Jan 2021- 52.3%; June 2021- 53.1% • Chronically Absent Remote Students: Jan 2021- 49.4%; June 2021- 60.4% <p>Description of Data Trends: The impact that the additional interventions and engagement strategies had on in-person student attendance is that the rate of chronic absenteeism for in-person students was slowed during the second half of the year.</p> <p>Impact on future steps: Considering the increase in the number of chronically absent students by June 2021, we will be focusing on re-engagement and school/classroom community rebuilding activities. We will also be continuing the process of data transparency among stakeholders and providing opportunities for student agency in regards to attendance monitoring.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Communication and outreach to families- daily phone calls and focus on outreach for supporting technology needs and reengagement of students with high absences and/or low academic participation; summer outreach to at-risk families; beginning of year testing of contact information for families; orientation/reorientation for students entering and reentering after remote learning • Community Rebuilding initiatives- Focus on community both in classrooms and schoolwide. Format included classroom lessons and circles to forge connections and increase the sense of community among students and faculty; “Community Member of the Week” highlighted students and staff members who demonstrated RISE criteria. End of the year Community Challenge- classes participated in community themed activities. Addition of summer outreach/orientation for students who had high absences/low engagement to build strong relationships. • Data Analysis- increased review of attendance data; weekly and daily monitoring of attendance for individual students, classrooms and schoolwide • RISE Incentives- Activities to support and increase culture and mindset shift from student to scholar; reframing academic expectations for students. New individual positive incentive based on demonstrating RISE criteria- individual recognition for achievement via morning announcements and earning of RISE tickets redeemed for incentives • Monthly RISE theme- Classroom competition with focus on students being present, on time and demonstrating additional school expectation to increase attendance and promote classroom community. • Student Attendance Tracker drawing- Students complete a personal graph showing their days present/absent and enter their signed tracker for a prize-



		<p>purpose is communication with families and student self-monitoring of their attendance data</p> <ul style="list-style-type: none">● Data Transparency- Monthly sharing of attendance data with stakeholders (students, families and teachers) via letters, class reports and student trackers● Group Counseling in areas of attendance improvement/empowerment, emotion management, social skills and executive function skills <p>Data Informed Rationale: All initiatives are aimed at reducing the overall rate of chronically absent students, which fell at 55% at the end of the year. We are also considering the fact that 45% of students (in addition to incoming transfer students) will not have been in the building last year and will be focusing on engagement and community rebuilding activities including orientation or reorientation for students and families. We will continue with the RISE challenges and Student data tracker as those were introduced later in the year and we expect to see an impact on student attendance. Data will continue to be shared with all stakeholders.</p>
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Part III – 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 how lead strategies will inform the implementation of specific strategies and actions that will support progress toward the Demonstrable Improvement Indicators.		
Identify Indicator	Final Report and Reflection on Activities Completed during January 16, 2021 - June 30, 2021	2021-22 School Year Continuation Plan for Meeting this Indicator
	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2021-22 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> Provide a data-informed rationale for the strategies and action steps indicated. Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment.
<p>#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 PI I#105: 3-8 ELA ED Core Subject PI ----- #41: 3-8 Math Black Students MGP #42: 3-8 Math Hispanic Students MGP</p>	<p>Please See Level 1 Academic Data(ELA & Math)</p> <p>Key Strategies/Action Steps:</p> <p>Culturally and Linguistically Responsive Practice</p> <ul style="list-style-type: none"> Equity Challenge - Data was collected in January to support teachers with reflective thinking. Growth was determined by reflecting on practices first in October and then again on those same practices (this time with showing evidence of the practice), in January. Specific daily instructional practices were high expectations, rigor, and student agency and self-efficacy. Equity in the Classroom - Conversations and reflective activities continued with <i>Claudia Lingertat- Putnam, The College of St. Rose</i>, to move School 2 staff toward a better understanding of personal and professional responsibility and how that impacts School 2 student proficiency. Engagement and Empowerment Team (EET)-This team is designed to understand and strengthen <u>our</u> partnership, via action research, with our students, families and North Central Community. The team's goal is to leverage our partnerships so we can empower those we serve. This team has worked to develop a plan, using civic & culturally responsive topics/themes , to engage the entire school-community, especially students, in empowerment and engagement work. Thinking Maps-Tools that make thinking visible. These maps (not to be confused w/ graphic organizers) are based on brain research. David Hyerle (2004) refers to 	<p>Action Steps:</p> <ul style="list-style-type: none"> Equity challenge Equity in the Classroom Engagement and Empowerment Team Thinking Maps World Problem of the Day <p>Data Informed Rationale: School 2 serves a beautifully, resilient, and rich (in tradition and culture) community of students and families. This community has been challenged with varied inequities (i.e., race and class) for years; therefore it is our duty, as educators and human beings, to provide learners (children and adults) with a rigorous, relevant and responsive education. The action steps listed are some ways in which we learn, reflect on, and demonstrate cultural competence and the urgency for educational equity.</p> <p>Action Step:</p> <ul style="list-style-type: none"> Materials and Resources <p>Data Informed Rationale: With Targeted Support Funds, we have purchased a number of texts to support and sustain culturally responsive pedagogy. These texts range from professional resources to picture books. These tools will support professional learning, instructional practice, and affirm children's understanding of themselves and the world surrounding them.</p>

#44: 3-8 Math
 ED Students
 MGP
 #112: 3-8 Math
 Black Core
 Subject PI
 #115: 3-8 Math
 ED COre
 Subject PI

- thinking maps as "... equity of access to-and explicit teaching of-higher order thinking tools for every child and every adult on the journey of lifelong learning."
- **Word Problem of the Day using UPSR-TCSD Math Curriculum Leader (and Math Interventionist)** provide professional development with grade-level teams in grades 3-5, implementing the UPSR (Understand, Plan, Solve, Reflect (& Independent Practice).
 - ❖ The UPSR process serves as a metacognitive scaffold for solving a math problem. This process encourages students to visualize, illustrate, sequence, and evaluate their thinking.
 - ❖ In an effort to engage/hook learners, word problems often reflect students' names and/or areas of interest.
 - ❖ The process (UPSR) allows students to chunk information.
 - ❖ Having a consistent, familiar process, reduces the amount of language needed to explain, therefore not exacerbating any underlying language difficulties.

● **aRdg Risk Category for Level 2**

Subgroup and Category	Fall Percentage	Winter Percentage	Spring Percentage
<i>Black/African American</i>			
High Risk	38	32	46
Some Risk	29	32	28
Low Risk	18	16	9
College Pathway	16	19	17
<i>Hispanic</i>			
High Risk	26	52	46
Some Risk	35	30	36
Low Risk	30	13	14
College Pathway	9	4	4

<i>Multiracial</i>			
High Risk	38	21	25
Some Risk	38	43	44
Low Risk	19	36	31
College Pathway	6	0	0

• **ELA Testlet Risk Category for Level 2**

Subgroup and Category	Reading Testlet 1 Percentage	Reading Testlet 2 Percentage	Reading Testlet 3 Percentage
<i>Black/African American</i>			
Intensive	60	62	48
Strategic	30	36	45
Extension	9	2	8
<i>Hispanic</i>			
Intensive	55	61	70
Strategic	36	39	26
Extension	9	0	4
<i>Multiracial</i>			
Intensive	75	29	42
Strategic	19	64	50
Extension	6	7	8

<ul style="list-style-type: none"> aMath Risk Category for Level 2 			
Subgroup and Category	Fall Percentage	Winter Percentage	Spring Percentage
<i>Black/African American</i>			
High Risk	27	34	33
Some Risk	39	42	42
Low Risk	27	24	16
College Pathway	7	0	9
<i>Hispanic</i>			
High Risk	32	27	33
Some Risk	50	68	59
Low Risk	14	5	7
College Pathway	5	0	0
<i>Multiracial</i>			
High Risk	27	23	40
Some Risk	60	54	33
Low Risk	13	23	20
College Pathway	0	0	7
<ul style="list-style-type: none"> Math Testlet Risk Category for Level 2 			
Subgroup and Category	Math Testlet 1 Percentage	Math Testlet 2 Percentage	Math Testlet 3 Percentage

<i>Black/African American</i>				
Intensive	64	96	67	
Strategic	15	4	28	
Extension	21	0	6	
<i>Hispanic</i>				
Intensive	83	92	65	
Strategic	13	8	23	
Extension	4	0	12	
<i>Multiracial</i>				
Intensive	63	87	67	
Strategic	31	13	33	
Extension	6	0	0	

Part IV – Community Engagement Team (CET)

Community Engagement Team (CET)
 The role of the Community Engagement Team is to develop recommendations for school improvement by soliciting input through public engagement. Recommendations made by the CET, including how the school community was engaged to seek input/feedback to guide development of the school's improvement plan, should be addressed in response to the prompts below.

Report Out of 2020-21 CET Plan Implementation

Plan for Use of CET Recommendations in 2021-22

<p>Describe how recommendations made by the CET during 2020-21 were used to inform implementation of the school’s improvement plan.</p> <ul style="list-style-type: none"> List the categories of stakeholders that have participated as members over the past school year. Note any changes made to the CET’s membership since the last reporting period. 	<p>Describe how recommendations made by the CET during 2021-22 will be used to inform implementation of the school’s improvement plan.</p> <ul style="list-style-type: none"> Include any changes that will be made to CET membership for the 2021-22 school year. Include the role/title of any new members.
<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 typically meets once a month. <ul style="list-style-type: none"> Meetings are held virtually to adhere to COVID-19 safety protocols 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 School Initiatives are also discussed with this team. Members ask critical questions, share insights,suggestions and feedback. They also share program and community updates. The team continues to brainstorm ways to work more collaboratively for school and community initiatives and programs. 	<p>The CET continues to be strong proponents of the School 2 community. No recommendations or suggestions have been shared.</p>

Part V - Receivership Powers

<p>Powers of the Receiver <i>Provide a summary of the use of the School Receiver’s powers during 2020-21 school year.</i></p>	<p><i>Describe the anticipated use of the School Receiver’s powers during the 2021-2022 school year (pursuant to those identified in Commissioners Regulation §100.19).</i></p>
<p>The Receiver supported School 2 leadership, faculty and staff in implementing the Recieverhip plan throughout the school year.</p>	<p>The Receiver will continue to work with School 2 and implement the School 2 plan. The singular most important focus of the 2021-22 school year will be to improve instruction.</p>

Part VI – Assurance and Attestation

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

Name of Receiver (Print): _____
Signature of Receiver: _____
Date: _____

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 2021-2022 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____
Signature of CET Representative: _____
Title of CET Representative: _____

Date: _____

Revised May 19, 2021