

2021-2022 Receivership School Final Report and 2022-23 Continuation Plan

Final Report: *April 15, 2022, to June 30, 2022*

Continuation Plan for the 2022-23 School Year

This document is to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. **All sections of the report must be completed by fully responding to each prompt.**

The reporting portion of this document is a self-assessment of the **implementation and outcomes of key strategies** related to Receivership, and as such, is not considered a formal evaluation via the New York State Education Department. Once finalized and accepted, this document in its entirety **must be posted in a conspicuous place** on the district website. All responses submitted under the “2022-2023 School Year Continuation Plan” heading should directly align with, or be adaptations to, the previously approved intervention plans and **require explicit engagement and input from community engagement teams (CET)**.

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	% ELL	% SWD	% Students designated as both ELL & SWD
John Carmello	Principal Klopott	Dr. Donna Watson Juli Currey	PK-5		328	0%	18.9%	
	Appointment Date: Aug 23, 2021							

Executive Summary

Please provide a plain-language summary of this combined report and continuation plan to both reflect the changes and progress made since the last reporting period and to describe how actions taken to implement lead strategies, engage the community, and enact Receivership powers during the past quarter will provide a basis for developing a data-informed continuation plan for the next school year. 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. **Any links included must be made publicly available prior to submitting the report.**

School 2 has been focused on increasing student achievement by focusing on the following key strategies:

- Professional development focused on implementing a rigorous math curriculum (Eureka Math Squared).
- Professional development focused on creating readers, writers and critical thinkers (Units of Study/Lucy Calkins).
- Ongoing feedback through Principal Walkthroughs and Data Feedback Strategies (DFS).
- Surveys to gather input and data from the community (families, students, and staff).
- Providing social emotional support and interventions (in the classroom) to students in order to support learning.
- Relationship building through community circles.
- Providing a rigorous, consistent, challenging and supportive learning environment.
 - Consistent curriculum across the grade levels
 - Decodable books
 - Engaging lessons
 - High interest books
 - Heggerty
- Continual communication and support of families regarding attendance.

Moving into the 2022-2023 school year, School 2 will be focusing on sustaining our key instructional strategies above while continuously building the capacity of teachers and the team through our School Leadership Team and our three instructional coaches. Specifically, we will be focusing on the following key strategies:

- Implementing consistent coaching cycles to build reflective practitioners.
- Creating a sustainable School Leadership Team (SLT) that focuses on the following areas:
 - Teaching & Learning
 - Restorative Practices

- Climate & Culture
 - Family & Community Engagement
- Community members and families have been invited to join these teams as well to get authentic feedback and collaboration.
- All teachers and teaching assistants will have a membership on our School Leadership Team in order to build our school capacity and to create a strong, cohesive team that values each practitioner.

Directions for Parts I, II, and III - District and school staff should respond to these sections of the document by both analyzing and summarizing the steps taken to implement lead strategies since the third quarter and to identify the key strategies that will be addressed in the 2022-2023 Continuation Plan.

- When responding to prompts pertaining to the *Final Report and Reflection*, include processes that were used in Quarter 4 **to assess the impact** of strategies implemented on student learning outcomes.
- When responding to prompts pertaining to the *2022-23 School Year Continuation Plan*, include processes for **assessing impact** on student learning outcomes that will be implemented during the new school year.

The 2022-2023 Continuation Plan is an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year and 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*. This should include a clear **focus on how evidence** guides decisions and an articulation of explicit supports for student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

- The District should ensure that the implementation of lead strategies addresses the needs of *all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
- District and school staff should **assess the impact** of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve *long-term sustainable growth*.

Part I –Lead Strategies for Improvement

Lead Strategies for School Improvement

Include 3-4 core lead strategies that are central to the school’s improvement plan. The lead strategies included should be a continuation or extension of lead strategies implemented in the prior school year and serve as key levers for improvement based on trends in student performance data to serve as overarching approaches for implementing strategically focused action plans for achieving demonstrable improvement.

Final Report and Reflection on Lead Strategies Applied during April 15, 2021 - June 30, 2022		Lead Strategies that will Guide the 2022-23 School Year Continuation Plan	
List the lead strategies that guided the school’s improvement work during the 2021-22 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 2022-23 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. Monthly DFS Cycles for K-5 (ELA, Math, Science)	<ul style="list-style-type: none"> Monthly DFS Cycles for K-5 were chosen in order to support engaging and effective instruction in the classroom to meet the needs of all students. During DFS cycles, teachers review student data, achievement and trends. Together, as a grade level they collaborate on next steps and instruction. <p>Demonstrable Indicators:</p> <ul style="list-style-type: none"> 3-8 ELA All Students MGP 3-8 ELA All Students Core Subject PI 3-8 ELA Black Students MGP 3-8 ELA Hispanic Students MGP 3-8 ELA ED Students MGP 3-8 ELA Black Core Subject PI 3-8 ELA ED Core Subject PI 	1. Monthly DFS Cycles for K-5 (ELA, Math, Science) & Coaching Cycles	<ul style="list-style-type: none"> Our survey and math/ELA data have shown improvement targeting the implementation of rigorous and engaging instruction, however, we still have growth to show in this area. Please refer to the addendum. <p>Survey data shows the following from 2021- 2022:</p> <ul style="list-style-type: none"> More than half of students (51.3%) report that “Our school curriculum (work) is challenging.” 47.5% of 5th graders agree that “Classes are

	<p>Survey data shows the following from 2020- 2021:</p> <ul style="list-style-type: none"> a. Less than half of students (37.5%) report that “Our school curriculum (work) is challenging.” b. 45.7% of students report “Classes are interesting and keep my attention.” c. 44.1% of teachers agree that “Classes in this school can be characterized as ‘students involved in higher-level thinking.’” <p>Survey data shows the following from 2021- 2022:</p> <ul style="list-style-type: none"> d. 47.5% of 5th graders agree that “ Classes are interesting and keep their attention.” e. 47.6% teachers agree that “Classes in this school can be characterized as ‘students involved in higher-level thinking.’” <ul style="list-style-type: none"> ● This strategy will continue next year. 		<p>interesting and keep their attention.”</p> <ul style="list-style-type: none"> ● 47.6% teachers agree that “Classes in this school can be characterized as ‘students involved in higher-level thinking.’” ● More than half of students (51.3%) agree that “most students in our school follow the school rules.” ● 40.9% of teachers report that students use appropriate behavior throughout classroom instruction. ● This strategy will continue in order to provide rigorous and engaging instruction. Teachers will continue to build their craft and expertise at gathering, analyzing and making cohesive plans based on data. ● Coaching cycles will provide teachers with the expertise of a master teacher. Teachers will have the opportunity to collaborate and learn best instructional practices from our coaches. Regular
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			<p>feedback for teaching will be provided by the coaches.</p> <ul style="list-style-type: none"> Both the DFS cycles and coaching will continue to build a culture of growth mindset and feedback in order to support and grow all of our learners. Please refer to our addendum with additional data tables to review. This data has shown great improvement in math and English, but we have more growth to obtain in order to ensure all students receive rigorous and engaging learning opportunities
<p>2. Release Time - TCSD and School 2: Efficacy Meetings, Early Release Days-ERD, Faculty Meetings, etc.</p>	<ul style="list-style-type: none"> This lead strategy was chosen in order to support teachers by giving them dedicated chunks of time to develop their craft and skills. Coaches, teachers and outside trainers were brought into School 2 to develop teachers' instructional capacity This strategy will continue next year 	<p>2. Release Time - TCSD: Efficacy Meetings, Early Release Days-ERD, Faculty Meetings, etc.</p>	<ul style="list-style-type: none"> Please refer to the addendum to see the data charts. Teachers will need differentiated professional development to support their instructional methods. Again, by building the capacity within our learning community, we will positively impact students and see additional growth. All teachers completed surveys after professional development and 100% of teachers found the

			<p>professional development extremely beneficial. By asking for feedback from teachers, we are able to provide more targeted professional development in order to benefit our students’ learning and achievement.</p>
<p>3. Attendance Communication and Outreach</p>	<ul style="list-style-type: none"> • During the 2020-2021 school year, the chronic absenteeism rate was 56.8%. • If students do not attend school regularly, they lose out on educational opportunities and learning. • Positive communication outreach was selected in order to support the attendance of our students. School 2 focused on regularly contacting families through phone calls, emails and home visits to support positive attendance. • This strategy will continue next year with the addition of the new structure of the school leadership team (SLT). 	<p>3. School Leadership Team & Attendance Team</p>	<ul style="list-style-type: none"> • During the 2021-2022 school year the chronic absenteeism rate was 71%. This chronic absenteeism rate was negatively impacted by the mandated quarantines. Many families chose to keep their child home for ten days rather than getting them tested. This quickly increased our chronic absenteeism rate. • School 2 will continue to create positive relationships with students and families. By creating positive relationships and partnering with families, we have more opportunities to positively impact the child’s life by sharing resources and strategies with guardians. Additionally, students will feel more connected with our learning community and will want to go to school. Ultimately, this will positively impact student achievement.

			<ul style="list-style-type: none"> School 2 has a shared attendance liaison who completes home visits and phone calls. School 2 administrators are conducting home visits and meeting with families to start the school year off positively. School 2 will continue to hold weekly raffles for positive attendance and publish the attendance all-star list. Additionally, School 2 is planning on piloting a walking school bus. In order for the walking school bus to be successful, we need to partner with the mayor, police department, community and families. The walking school bus will positively impact student learning in ELA, Math & Science by increasing student attendance. For the 2022-2023 school year, the School Leadership Team format has been adjusted and modified to make a larger impact. All teachers will sit on a committee and will meet a minimum of 1x per week. Yearly SMART goals for each committee will be created this summer and then tracked and monitored throughout the year. The progress on the goals will be
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			<p>shared with the CET and in the progress updates.</p> <ul style="list-style-type: none"> SLT will impact students’ instruction, learning and social emotional growth, which will positively impact the ELA, Math and Science student achievement data.
<p>4. Principal Walk-throughs/Feedback</p>	<ul style="list-style-type: none"> This strategy was chosen in order to positively impact instruction through direct, timely and specific feedback to teachers. Specifically, ELA, math and science instruction needed support according to the NYS ELA, math, and science assessment scores. Additionally, Testlet data, F&P, and aReading/aMath data indicated that teachers needed additional support with their instruction. This strategy also builds relationships with students and teachers. This will also positively impact other areas such as attendance, culture/climate and school safety. This strategy will continue next year. 	<p>4. Principal Walk-throughs/Feedback</p>	<ul style="list-style-type: none"> The School Leadership team selected the model for principal feedback, which was a card that listed “glows” and “grows” for the teacher. The principal listed two glows and one grow. Anecdotally, teachers appreciated the feedback and would ask for more visits and feedback. Next year, School 2 will track the visits based on certain criteria such as engagement, differentiation, small group instruction etc. Additionally, the principal will maintain data of best practices/areas of improvement. Each visit will be classified as effective, developing or ineffective in order to analyze trends. Teachers will not be given a rating. This data will be only reviewed by the principal, District Office and will be shared in the receivership updates.

			<ul style="list-style-type: none"> Principal Klopott reviewed lesson plans during the year and provided feedback to teachers. Moving into the 2022 school year, grade levels will be selected each week to receive consistent, targeted feedback one week before the lesson will be implemented. Trends will be shared with all staff in the weekly update. Coaches will receive this information to support planning and instruction, which will increase student achievement in math and ELA. Please refer to the addendum for additional academic data. Principal Klopott will provide direct feedback in order to build the instructional capacity of the teachers, which will benefit student learning.
5. Social Emotional Structure and Implementation	<ul style="list-style-type: none"> Students needed additional emotional support due to the Pandemic and ACES. Many students endured traumatic experiences during this time. SABERS assessments were given to students and counseling groups were based on students' needs and data. The Student Support Team also analyzed discipline data and referral trends for social emotional support. This strategy will continue next year. 	5. Social Emotional Structure and Implementation	<ul style="list-style-type: none"> This strategy was selected based on the discipline referrals that often stemmed from social emotional needs. Additionally, the Student Support Team (SST) received "purple referral slips" from teachers that identified social emotional needs with the data that teachers collected in class.

			<ul style="list-style-type: none"> School 2 formed a new partnership with Rensselaer Mental Health. We provide this mental health organization a space to provide individual and family counseling. Students were referred for counseling by teachers and families. This partnership will continue next year as well. The social emotional support of counseling groups, morning meetings, restorative circles, Second Step and targeted intervention will help support students’ learning in various ways. <ul style="list-style-type: none"> Students will learn strategies to positively resolve conflict and communicate. By building positive relationships, students will want to spend more time in school and their classroom. This will positively impact their learning and achievement in math, ELA and science. Lastly, School 2 is creating a fourth floor support room where students who need a targeted intervention or restorative practices will be supported.
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			<ul style="list-style-type: none">• Specific details and schedule will be based on student needs and data.• All data will be tracked in order to gauge the effectiveness of the fourth floor program. Adjustments will be made based on student data and needs.• The fourth floor will also serve as an alternative to suspensions.<ul style="list-style-type: none">○ Some students may have the opportunity to complete a project related to their mistake. These projects will hold students accountable and will repair harm.
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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 April 15, 2021- June 30, 2022	2022-2023 School Year Continuation Plan for Meeting this Indicator
ELA Level 1 & 2 Indicators: #33:3-8 ELA All Students MGP #100: 3-8 ELA All Students Core Subject PI	<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 2022-2023 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.
	<ul style="list-style-type: none"> ● Please refer to the addendum and review the F&P data, Testlet data, and aReading data. All assessments are given three times per year. ● F&P results showed growth for grades K-4. ● Testlet results showed that grade 4 outperformed the district average for Testlet 2 & 3. ● aReading showed an increase in the % of low risk students in grades 2 & 5th. Grades 1,3, and 5 showed a slight decrease. Please refer to the addendum for specific data charts. ● Testlet results for grade 3 & 5 indicate that they need more instructional support and professional development. ● The data trends indicate that 1st-5th grade will need additional support. This data will inform how School 2 will structure professional development, DFS cycles and coaching cycles. ● Coaches will provide targeted coaching cycles for all grades in order to increase student achievement. 	<ul style="list-style-type: none"> ● Grades K-5 implement a consistent curriculum (Units of Study, Heggerty,Bridge the Gap, Eureka Math Squared) ● Implement coaching cycles for targeted grades based on 2021-2022 data. ● District and building professional development ● Implement DFS cycles for all teachers. ● Implement principal walk-throughs. ● Consistently implement “Sneak a Peek” opportunities for teachers. <ul style="list-style-type: none"> ○ Teachers will sign up for opportunities to observe strong instructional practices in S2 and the District. ● Provide School 2 quarterly surveys to students, teachers and guardians regarding instruction and learning. ● Continue to provide differentiated and embedded professional development for ELA. <ul style="list-style-type: none"> ○ Units of Study professional development ○ Heggerty ○ Sound Walls K-1 (new strategy) - Please refer to addendum (F&P data) ○ Restorative practices and consistent SEL supports

		<ul style="list-style-type: none"> ○ MTSS professional development ○ All grades have a 40 minute MTSS block. ● All of these strategies will support students’ learning by focusing on research based educational practices.
Math Level 1 & 2 Indicators: #39: 3-8 Math All Students MGP #110: 3-8 Math All Students Core Subject PI	<ul style="list-style-type: none"> ● Please refer to the addendum for specific math data. Math testlets and aMath are given three times per year. ● The math testlet shows that grades 2, 4, & 5 were at the district average or above. ● Grade 3 Testlet average decreased by Testlet 3. Additionally, grade 3 testlet average was at 31% and the District was at 42%. ● aMath data indicates an increase in % of low risk students in first grade and 2nd grade <ul style="list-style-type: none"> ○ The data trends indicate that grades 1-5 will need additional support. This data will inform how School 2 will structure professional development, DFS cycles and coaching cycles. 	<ul style="list-style-type: none"> ● Implement coaching cycles for targeted grades based on current data. ● Implement DFS cycles for all teachers. ● District and building professional development ● Implement principal walk-throughs ● Consistently implement “Sneak a Peek” opportunities for teachers. <ul style="list-style-type: none"> ○ Teachers will sign up for opportunities to observe strong instructional practices in S2 and the District. ● Continue to provide differentiated and embedded professional development for Eureka Math Squared. ● Restorative practices and consistent SEL supports ● MTSS professional development ● All grades have a 40 minute MTSS block. ● All of these strategies will support students’ learning by focusing on research-based educational practices.
Grade 4 Science #150: Grades 4 and 8 Science All Students Core Subject PI	<ul style="list-style-type: none"> ● The NYS Science Performance exam was administered, but we do not have the data for this assessment yet. ● School 2 implemented Smithsonian Kits to support students’ learning. 	<ul style="list-style-type: none"> ● Grades 3-5 will complete assessments after each science unit is completed. <ul style="list-style-type: none"> ○ The data will be collected and analyzed during DFS cycles and TEAM meetings. ● Smithsonian Kits will be used consistently in K-5. ● Additional professional development to effectively instruct with the Smithsonian Kits will be provided this summer and during the school year.
Student Safety #5 School Safety	<ul style="list-style-type: none"> ● The total number of suspensions for 2022 was 27. <ul style="list-style-type: none"> ○ 13 students made up the 27 suspensions. ● The total number of referrals for 2022 was 76. <ul style="list-style-type: none"> ○ There was a decrease in the number of suspensions and referrals compared to 2021-2022, 	<ul style="list-style-type: none"> ● Morning meeting for all grades. ● RISE Programming/RISE tickets <ul style="list-style-type: none"> ○ Positive incentives for positive choices ○ Keep track of students’ earning tickets ○ Monthly recognition celebrations ○ Positive calls home

	<ul style="list-style-type: none"> ○ The data (decrease in referrals and suspensions) indicates that the positive behavior supports students' learning by having them resolve conflicts and harm in a peaceful manner. ○ School 2 will continue to implement proactive measures to support students and continue to expand our toolbox of strategies. <ul style="list-style-type: none"> ■ RISE tickets/programming ■ Assemblies ■ Shout outs on the loudspeaker ■ Restorative conferences (informal/formal) 	<ul style="list-style-type: none"> ● Restorative practices committee to grow skills and new ideas in order to support students' learning. <ul style="list-style-type: none"> ○ Affective statements ○ Informal restorative questioning ○ Think sheets ● Formal restorative conferences facilitated on the fourth floor. ● Project based learning option in many instances instead of suspension. ● Consistent SEL support inside the classroom. ● Consistent SEL support for students on 4th floor (mindfulness, yoga, breathing, reflection support) ● Police Reading Program to build positive relationships with K-1 Students. ● The administrators compiled a list of students who received the suspensions and referrals. Summer meetings will be set up with families and goals/expectations will be set. This proactive strategy will support students' learning and encourage a safe learning environment for all students. ● All of these practices promote a safe learning environment for students where they are able to learn from their mistakes. Consistent routines and procedures provide safety to students and allow them to grow. School 2 had a good start with implementing restorative questioning and conflict resolution. We look forward to continuing to learn and grow our restorative practices.
#160 EM Chronic Absenteeism - All Students	<ul style="list-style-type: none"> ● During the 2021-2022 school year the chronic absenteeism rate was 71%. This chronic absenteeism rate was negatively impacted by the mandated quarantines. Many families chose to keep their child home for ten days rather than getting them tested. This quickly increased our chronic absenteeism rate. ● The increase in chronic absenteeism was impacted severely by the Pandemic and requires immediate attention and creative solutions driven by SLT and the community. 	<ul style="list-style-type: none"> ● School 2 will continue to create positive relationships with students and families. By creating positive relationships and partnering with families, we have more opportunities to positively impact the child's life by sharing resources and strategies with guardians. Additionally, students will feel more connected with our learning community and will want to go to school. Ultimately, this will positively impact student achievement. ● School 2 has a shared attendance liaison who completes home visits and phone calls. ● School 2 administrators are conducting home visits and meeting with families to start the school year off positively.

		<ul style="list-style-type: none"> • School 2 will continue to hold weekly raffles for positive attendance and publish the attendance all-star list. • School 2 SLT will also be doing a book study and will share our findings and additional strategies with the team, which will build capacity. • Additionally, School 2 is planning on piloting a walking school bus. • In order for the walking school bus to be successful, we need to partner with the mayor, police department, community and families. The walking school bus will positively impact student learning in ELA, Math & Science by increasing student attendance.
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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 April 15, 2021 - June 30, 2022	2022-23 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 2022-2023 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.
#35 3-8 ELA Black Students MGP	<ul style="list-style-type: none"> • 17.07% of black females are considered low risk according to the aReading assessment. • 7.32% of black males are considered low risk according to the aReading assessment. 	<ul style="list-style-type: none"> • Grades K-5 implement a consistent curriculum (Units of Study, Heggerty.Bridge the Gap). • Implement coaching cycles for targeted grades based on 2021-2022 data. • Implement DFS cycles for all teachers. • Implement principal walk-throughs • Implement Academic Parent Teacher Teams

	<ul style="list-style-type: none"> 13% of 3rd- 5 grade black students in grades 3-5 are proficient in ELA according to the F&P data (There was a high percentage of the students who did not test). This data indicates that our black female and male students need more effective instruction and support in their classroom. Based on the low percentage of black students at low risk, future actions will be focused on supporting effective and engaging instruction. 	<ul style="list-style-type: none"> Student led conferences Data meetings/strategy meetings with guardians Home visits before school begins Asset based mindset Consistently implement “Sneak a Peek” opportunities for teachers. Work with the CET to obtain more mentors and volunteers to support our students, specifically, our black males. Provide School 2 quarterly surveys to students, teachers and guardians regarding instruction and learning. Continue to provide differentiated and embedded professional development for ELA. <ul style="list-style-type: none"> Units of Study professional development Heggerty Sound Walls K-1 (new strategy) - Please refer to addendum (F&P data) Restorative practices and consistent SEL supports MTSS professional development All grades have a 40 minute MTSS block. All of these strategies will support students’ learning by focusing on research based educational practices. Additionally, School 2 will engage families in their child’s education in a meaningful and student-led manner.
#36: 3-8 ELA Hispanic Students MGP	<p>According to aReading, 19% of Hispanic females are at low risk. According to aReading, 9% of Hispanic males are at low risk. According to F&P, 30% of Hispanic students grades 3-5 are proficient in ELA.</p> <ul style="list-style-type: none"> This data indicates that our Hispanic female and male students need more effective instruction and support in their classroom. Based on the low percentage of Hispanic students at low risk, future actions will be focused on supporting effective and engaging instruction. 	<ul style="list-style-type: none"> Grades K-5 implement a consistent curriculum (Units of Study, Heggerty.Bridge the Gap) Implement coaching cycles for targeted grades based on 2021-2022 data. Implement DFS cycles for all teachers. Implement principal walk-throughs Implement Academic Parent Teacher Teams (APPT) <ul style="list-style-type: none"> Student led conferences Data meetings/strategy meetings with guardians Home visits before school begins Asset based mindset Provide bilingual material for parents during APTT and conferences targeting specific strategies to support their learning at home. Consistently implement “Sneak a Peek” opportunities for teachers.

		<ul style="list-style-type: none"> ● Provide School 2 quarterly surveys to students, teachers and guardians regarding instruction and learning. ● Continue to provide differentiated and embedded professional development for ELA. <ul style="list-style-type: none"> ○ Units of Study professional development ○ Heggerty ○ Sound Walls K-1 (new strategy) - Please refer to addendum (F&P data) ○ Restorative practices and consistent SEL supports ○ MTSS professional development ○ All grades have a 40 minute MTSS block. ● All of these strategies will support students' learning by focusing on research based educational practices. Additionally, School 2 will engage families in their child's education in a meaningful and student-led manner.
#38: 3-8 ELA ED Students MGP	<p>According to aReading, 13% of economically disadvantaged students are classified as low risk.</p> <p>This data indicates that we need to provide additional instructional support to improve our students' achievement.</p>	<ul style="list-style-type: none"> ● Grades K-5 implement a consistent curriculum (Units of Study, Heggerty, Bridge the Gap) ● Implement coaching cycles for targeted grades based on 2021-2022 data. ● Implement DFS cycles for all teachers. ● Implement principal walk-throughs ● Implement Academic Parent Teacher Teams (APPT) <ul style="list-style-type: none"> ○ Student led conferences ○ Data meetings/strategy meetings with guardians ○ Home visits before school begins ○ Asset based mindset ● Consistently implement "Sneak a Peek" opportunities for teachers. ● Provide School 2 quarterly surveys to students, teachers and guardians regarding instruction and learning. ● Continue to provide differentiated and embedded professional development for ELA. <ul style="list-style-type: none"> ○ Units of Study professional development ○ Heggerty ○ Sound Walls K-1 (new strategy) - Please refer to addendum (F&P data) ○ Restorative practices and consistent SEL supports

		<ul style="list-style-type: none"> ○ MTSS professional development ○ All grades have a 40 minute MTSS block. ● Additionally, our parent advocate and student advocate will reach out to families to identify obstacles and barriers for the family to support their child’s learning at home. We will support families to find solutions to their challenges. <ul style="list-style-type: none"> ○ Food insecurity ○ Medical care ○ Clothing ○ Homelessness ○ Lack of child care. ● All of these strategies will support students’ learning by focusing on research based educational practices. Additionally, School 2 will engage families in their child’s education in a meaningful and student-led manner.
#41 3-8 Math Black Students MGP	<ul style="list-style-type: none"> ● 10% of black females are considered low risk according to the aMath assessment. ● 7.32% of black males are considered low risk according to the aMath assessment. ● This data indicates that our black female and male students need more effective instruction and support in their classroom. ● Based on the low percentage of black students at low risk, future actions will be focused on supporting effective and engaging instruction. 	<ul style="list-style-type: none"> ● Grades K-5 implement a new, consistent curriculum (Eureka Math Squared) ● Implement coaching cycles for targeted grades based on 2021-2022 data. ● Implement DFS cycles for all teachers. ● Implement principal walk-throughs ● Implement Academic Parent Teacher Teams (APPT) <ul style="list-style-type: none"> ○ Student led conferences ○ Data meetings/strategy meetings with guardians ○ Home visits before school begins ○ Asset based mindset ● Consistently implement “Sneak a Peek” opportunities for teachers. ● Provide School 2 quarterly surveys to students, teachers and guardians regarding instruction and learning. <ul style="list-style-type: none"> ○ Units of Study professional development ○ Restorative practices and consistent SEL supports ○ MTSS professional development ○ All grades have a 40 minute MTSS block. ● All of these strategies will support students’ learning by focusing on research based educational practices. Additionally, School 2 will engage families in their child’s education in a meaningful and student-led manner.

<p>#42 3-8 Math Hispanic Students MGP</p>	<p>According to aMath, 17% Hispanic students are at low risk.</p> <ul style="list-style-type: none"> • This data indicates that our Hispanic students need more effective instruction and support in their classroom. • Based on the low percentage of Hispanic students at low risk, future actions will be focused on supporting effective and engaging instruction. 	<ul style="list-style-type: none"> • Grades K-5 implement a new, consistent curriculum (Eureka Math Squared) • Implement coaching cycles for targeted grades based on 2021-2022 data. • Implement DFS cycles for all teachers. • Implement principal walk-throughs • Implement Academic Parent Teacher Teams (APPT) <ul style="list-style-type: none"> ○ Student led conferences ○ Data meetings/strategy meetings with guardians ○ Home visits before school begins ○ Asset based mindset ○ Provide bilingual material for parents during APTT and conferences targeting specific strategies to support their learning at home. • Consistently implement “Sneak a Peek” opportunities for teachers. • Provide School 2 quarterly surveys to students, teachers and guardians regarding instruction and learning. <ul style="list-style-type: none"> ○ Restorative practices and consistent SEL supports ○ MTSS professional development ○ All grades have a 40 minute MTSS block. • All of these strategies will support students’ learning by focusing on research based educational practices. Additionally, School 2 will engage families in their child’s education in a meaningful and student-led manner.
<p>#44 3-8 Math ED Students MGP</p>	<p>According to aMath, 11% of economically disadvantaged students are at low risk.</p> <p>This data indicates that we need to provide additional instructional support to improve our students’ achievement.</p>	<ul style="list-style-type: none"> • Grades K-5 implement a new, consistent curriculum (Eureka Math Squared) • Implement coaching cycles for targeted grades based on 2021-2022 data. • Implement DFS cycles for all teachers. • Implement principal walk-throughs • Implement Academic Parent Teacher Teams (APPT) <ul style="list-style-type: none"> ○ Student led conferences ○ Data meetings/strategy meetings with guardians ○ Home visits before school begins ○ Asset based mindset • Consistently implement “Sneak a Peek” opportunities for teachers. • Provide School 2 quarterly surveys to students, teachers and guardians regarding instruction and learning.

		<ul style="list-style-type: none"> ○ Units of Study professional development ○ Restorative practices and consistent SEL supports ○ MTSS professional development ○ All grades have a 40 minute MTSS block. ● Additionally, our parent advocate and student advocate will reach out to families to identify obstacles and barriers for the family to support their child's learning at home. We will support families to find solutions to their challenges. <ul style="list-style-type: none"> ○ Food insecurity ○ Medical care ○ Clothing ○ Homelessness ○ Lack of child care. ● All of these strategies will support students' learning by focusing on research based educational practices. Additionally, School 2 will engage families in their child's education in a meaningful and student-led manner.
#102 3-8 ELA Black Core Subject PI	<ul style="list-style-type: none"> ● 17.07% of black females are considered low risk according to the aReading assessment. ● 7.32% of black males are considered low risk according to the aReading assessment. ● 13% of 3rd- 5 grade black students in grades 3-5 are proficient in ELA according to the F&P data (There was a high percentage of the students who did not test). ● This data indicates that our black female and male students need more effective instruction and support in their classroom. ● Based on the low percentage of black students at low risk, future actions will be focused on supporting effective and engaging instruction. 	<ul style="list-style-type: none"> ● Grades K-5 implement a consistent curriculum (Units of Study, Heggerty, Bridge the Gap) ● Implement coaching cycles for targeted grades based on 2021-2022 data. ● Implement DFS cycles for all teachers. ● Implement principal walk-throughs ● Implement Academic Parent Teacher Teams (APPT) <ul style="list-style-type: none"> ○ Student led conferences ○ Data meetings/strategy meetings with guardians ○ Home visits before school begins ○ Asset based mindset ● Consistently implement "Sneak a Peek" opportunities for teachers. ● Provide School 2 quarterly surveys to students, teachers and guardians regarding instruction and learning. ● Continue to provide differentiated and embedded professional development for ELA. <ul style="list-style-type: none"> ○ Units of Study professional development ○ Heggerty ○ Sound Walls K-1 (new strategy) - Please refer to addendum (F&P data)

		<ul style="list-style-type: none"> ○ Restorative practices and consistent SEL supports ○ MTSS professional development ○ All grades have a 40 minute MTSS block.
#105 3-8 ELA ED Core Subject PI	<p>According to aReading, 13% of economically disadvantaged students are at low risk.</p> <p>While progress has been made, we will continue to support students' academic achievement through strong instructional practices and teacher professional development</p>	<ul style="list-style-type: none"> ● Grades K-5 implement a consistent curriculum (Units of Study, Heggerty, Bridge the Gap) ● Implement coaching cycles for targeted grades based on 2021-2022 data. ● Implement DFS cycles for all teachers. ● Implement principal walk-throughs ● Implement Academic Parent Teacher Teams (APPT) <ul style="list-style-type: none"> ○ Student led conferences ○ Data meetings/strategy meetings with guardians ○ Home visits before school begins ○ Asset based mindset ● Consistently implement “Sneak a Peek” opportunities for teachers. ● Provide School 2 quarterly surveys to students, teachers and guardians regarding instruction and learning. ● Continue to provide differentiated and embedded professional development for ELA. <ul style="list-style-type: none"> ○ Units of Study professional development ○ Heggerty ○ Sound Walls K-1 (new strategy) - Please refer to addendum (F&P data) ○ Restorative practices and consistent SEL supports ○ MTSS professional development ○ All grades have a 40 minute MTSS block. ● Additionally, our parent advocate and student advocate will reach out to families to identify obstacles and barriers for the family to support their child's learning at home. We will support families to find solutions to their challenges. <ul style="list-style-type: none"> ○ Food insecurity ○ Medical care ○ Clothing ○ Homelessness ○ Lack of child care.

<p>#112 3-8 Math Black Core Subject PI</p>	<ul style="list-style-type: none"> 10% of black females are considered low risk according to the aMath assessment. 7.32% of black males are considered low risk according to the aMath assessment. This data indicates that our black female and male students need more effective instruction and support in their classroom. Based on the low percentage of black students at low risk, future actions will be focused on supporting effective and engaging instruction. 	<ul style="list-style-type: none"> Grades K-5 implement a new, consistent curriculum (Eureka Math Squared) Implement coaching cycles for targeted grades based on 2021-2022 data. Implement DFS cycles for all teachers. Implement principal walk-throughs Implement Academic Parent Teacher Teams (APPT) <ul style="list-style-type: none"> Student led conferences Data meetings/strategy meetings with guardians Home visits before school begins Asset based mindset Consistently implement “Sneak a Peek” opportunities for teachers. Provide School 2 quarterly surveys to students, teachers and guardians regarding instruction and learning. <ul style="list-style-type: none"> Restorative practices and consistent SEL supports MTSS professional development All grades have a 40 minute MTSS block. All of these strategies will support students’ learning by focusing on research based educational practices. Additionally, School 2 will engage families in their child’s education in a meaningful and student-led manner.
<p>#115 Math ED Core Subject PI</p>	<p>According to aMath, 11% of economically disadvantaged students are at low risk.</p> <p>While progress has been made, we will continue to support students’ academic achievement through strong instructional practices and teacher professional development</p>	<ul style="list-style-type: none"> Grades K-5 implement a new, consistent curriculum (Eureka Math Squared) Implement coaching cycles for targeted grades based on 2021-2022 data. Implement DFS cycles for all teachers. Implement principal walk-throughs Implement Academic Parent Teacher Teams (APPT) <ul style="list-style-type: none"> Student led conferences Data meetings/strategy meetings with guardians Home visits before school begins Asset based mindset Consistently implement “Sneak a Peek” opportunities for teachers. Provide School 2 quarterly surveys to students, teachers and guardians regarding instruction and learning. <ul style="list-style-type: none"> Restorative practices and consistent SEL supports

		<ul style="list-style-type: none"> ○ MTSS professional development ○ All grades have a 40 minute MTSS block. ● All of these strategies will support students’ learning by focusing on research based educational practices. Additionally, School 2 will engage families in their child’s education in a meaningful and student-led manner.
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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 **and community at-large** were engaged to (1) provide input into the school’s Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team plan and membership, should be addressed in response to the prompts below.

Report Out of 2021-2022 CET Plan Implementation	Plan for Use of CET Recommendations in 2022-2023
<p>Describe how recommendations made by the CET during 2021-2022 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. ● Include links, or embed, real time artifacts such as meeting agendas, membership lists, signed attendance lists, etc. 	<p>Describe how recommendations made by the CET during 2022-23 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 2022-23 school year. Include the role/title of any new members.
<ul style="list-style-type: none"> ● Categories <ul style="list-style-type: none"> ○ Food ○ Housing ○ Mental Health ○ Physical Health ○ Legal ○ Substance Rehabilitation ○ Education 	<ul style="list-style-type: none"> ● The CET will continue to be strong proponents of the School 2 community. ● The CET made recommendations regarding the implementation of the walking school bus. ● The CET also provided feedback and guidance regarding the creation of the School 2 vision statement.

<ul style="list-style-type: none"> ○ Neighborhood association ○ Youth outreach ● Any changes made to the membership: <ul style="list-style-type: none"> ○ No new organizations have been added as of yet. Specific representatives may rotate, but representation from the community organizations has remained consistent. 	<ul style="list-style-type: none"> ● The CET was involved with the creation of a school wide outside mural. This aligns along with our vision and unites our school and community ● The CET helped facilitate a partnership with Capital Roots. ● The CET is working within our community to obtain more volunteers and role models for our students. This will be worked on more in the fall. ● New organization: Should Never Use Guns (SNUG) will be added.
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Part V - Receivership Powers

<div> Powers of the Receiver </div> <div> Provide a summary of the use of the School Receiver’s powers during 2021-2022 school year. </div>	<div> Describe the anticipated use of the School Receiver’s powers during the 2022-2023 school year (pursuant to those identified in Commissioners Regulation §100.19). </div>
<div> The Receiver continued to work with School 2 on the implementation of the improvement plan. School Turnaround continues to be the focus. </div>	<div> The Receiver will continue to support School 2 on the school turnaround efforts. The Receiver will work with School 2 to implement the continuation plan </div>

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 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 to review and update, if necessary, its 2022-2023 Community Engagement Team plan and membership.*

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Title of CET Representative: _____

Date: _____

****The CET Attestation must be signed by a CET member other than a school administrator.***

Revised June 1, 2022