

**2022-2023 Receivership School Final Report and 2023-2024 Continuation Plan**  
Report Period: April 29, 2023 to June 30, 2023 (Due July 21, 2023)

This document is to be completed by the Superintendent/School Receiver and/or their designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). Complete all sections by fully responding to each prompt. For Districts with State Monitors, to streamline reporting, related metrics, data, target status and applicable evidence should be drawn from the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor's Recommendations.

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 by 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 should directly align with, or be adaptations to, previously approved intervention plans and *require explicit engagement and input* from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
School 2	491700010002	Troy City School District		1	<a href="https://www.troycsd.org/school-2/receivership/">https://www.troycsd.org/school-2/receivership/</a>

Superintendent	School Principal (If appointed since the last reporting period, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Mr. Carmello	Amanda Klopott	August 2021	Dr. Donna Watson Juli Currey	PK-5	

### **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*. Applicable links 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 2023-2024 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
  - Family & Community Engagement

**Overview of School Demographic and Four-Year Trend Data**

Please provide the demographic and four-year trend data requested below. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum Included on page 4 of this template as a resource to determine related calculations.

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, the School Demographic and Four-Year Trend Data should be reported as 'point-in-time' for each reporting period.

Data Source: eSchool

Date of Capture: June 2023

SWD 22%

Total Current Enrollment/Registrant Counts: N= 62

SWD/ELL percentage total Less than 1%

ELL Less than 1%

Average Daily Attendance and Chronic Absenteeism Rate by Year				
	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
Average Daily Attendance Rate	87.9%	88.8 %	83.16%	86.1%
Chronic Absenteeism Rate	45.9%	47.6%	71.4%	51.88%

Suspension % Rate and Number by Category				
	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
Out-of-School Suspensions	16%/# 47	10.1%/# 30	10.3%/# 27	11.5 % /# 38
Duplicated Suspensions	14%/# 7	20%/# 6	18%/# 5	28.9 %/ # 11
Unduplicated Suspensions	85%/# 40	80%/# 24	81%/# 22	71 %/ # 27
ELL Suspensions	None	None	None	None
SWD Suspensions	27% # 13	26 %/# 8	22%/# 6	15.7 %/# 6

### **Suspension Tracking and Reporting Addendum**

#### **Out of School Suspensions #:**

Number of students who received at least one day of out of school suspension.

$$\text{Out of School Suspension \% Rate} = \frac{\text{Number of Students with at Least 1 Day Suspension}}{\text{Total Enrollment as of BEDS Day}} \times 100$$

#### **Duplicated Suspensions #:**

Number of the same student(s) suspended more than one time.

$$\text{Duplicated Suspension \% Rate} = \frac{\text{Number of Students Suspended More Than One Time}}{\text{Total Number of Suspensions}} \times 100$$

#### **Unduplicated Suspensions #:**

Number of students suspended out of school one time.

$$\text{Unduplicated Suspension \% Rate} = \frac{\text{Number of Students Suspended Out of School One Time}}{\text{Total Number of Suspensions}} \times 100$$

#### **English Language Learners (ELL) Suspensions #:**

Number of ELL students suspended at least one time.

$$\text{ELL Suspension \% Rate} = \frac{\text{Number of ELL Students Suspended at Least One Time}}{\text{Total Number of Suspensions}} \times 100$$

#### **Students with Disabilities (SWD) Suspensions #:**

Number of students with disabilities suspended at least one time.

$$\text{SWD Suspension \% Rate} = \frac{\text{Number of SWD Suspended at Least One Time}}{\text{Total Number of Suspensions}} \times 100$$

***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, as well as by identifying key strategies that will be included in the 2023-2024 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and ultimately, the school improvement process*. The report and continuation plan should include a clear focus on *how evidence guides decisions* and an articulation of explicit, equitable educational supports accessible to all students to ensure positive social-emotional well-being and active engagement in learning in an inclusively diverse, culturally relevant, safe learning space.

- 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 *2023-2024 School Year Continuation Plan*, include processes for assessing impact on student learning outcomes that will be implemented during the new school year.
- 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.
  - Claims should be evidentiary in nature.
  - Reported information and related data should be accessible and able to be reviewed upon request
- 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 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 29, 2023 – June 30, 2023		Lead Strategies that will Guide the 2023-2024 School Year Continuation Plan	
List the lead strategies that guided the school's improvement work during the 2022-2023 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 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 2023-2024 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. <b>Monthly DFS Cycles for K-5 (ELA, Math, Science)</b>	<ul style="list-style-type: none"> <li>This strategy was selected in order to build teacher capacity. Teachers needed support to gather, analyze and make data driven instructional decisions.</li> <li>S2 data indicated that our subgroups needed additional support to move from high risk to low risk.</li> <li>This strategy will continue to be a lead strategy for the 2023-2024 school year.</li> </ul>	<b>Monthly DFS Cycles for K-5 (ELA, Math, Science) &amp; Coaching cycles</b> <ul style="list-style-type: none"> <li>Monthly DFS cycles led by instructional coaches</li> <li>Weekly DFS cycles led by teachers</li> <li>Coaching cycles led by instructional coaches</li> </ul>	<ul style="list-style-type: none"> <li>Collecting and analyzing data with a quick turnaround for next instructional steps is an important skill for teachers to master. This strategy will continue to build teacher and use data to inform instruction</li> <li>Instructional coaches led the 2022-2023 monthly DFS cycles. The monthly DFS meetings will continue.</li> <li>Teachers will work together collaboratively to continue to collect data throughout instruction in order to analyze and plan next instructional steps.</li> </ul>

			<p>This will be crucial in order to continue to build teacher capacity and continue to grow teachers who are leaders in our school. The building principal will attend both the monthly and weekly meetings in order to support the process and decision making.</p>
<p><b>2. Release Time – TCSD and School 2: Efficacy Meetings, Early Release Days-ERD, Faculty Meetings, etc.</b></p>	<ul style="list-style-type: none"> <li>• This strategy was selected in order to provide targeted professional development based on teacher and administrator feedback.</li> <li>• S2 data indicated that our subgroups needed additional support to move from high risk to low risk.</li> <li>• This strategy will continue to be a lead strategy for the 2023-2024 school year.</li> </ul>	<p><b>Release Time – TCSD and School 2: Early Release Days-ERD, Faculty Meetings, etc.</b></p>	<ul style="list-style-type: none"> <li>• This lead strategy was selected in order to continue to build teacher capacity.</li> <li>• Early release days are used for the school and teachers to review, analyze and make instructional decisions, which is crucial to student growth and improvement.</li> <li>• Faculty meetings are targeted for teachers to share best practices or to bring in outside resources to share about options/opportunities for families.</li> </ul>
<p><b>3. Attendance Communication and Outreach</b></p>	<ul style="list-style-type: none"> <li>• This strategy was selected because we know that when students are not in school, they lose out on learning opportunities. Consistent attendance is crucial for student success.</li> <li>• 2022-2023 data showed that 71% of students at School 2 were chronically absent.</li> </ul>	<p><b>3. Attendance Communication, Outreach, and incentives</b></p>	<ul style="list-style-type: none"> <li>• This strategy was selected because we know that when students are not in school, they lose out on learning opportunities. Consistent attendance is crucial for student success.</li> <li>• One change with this strategy was the Attendance Fresh Start Challenge. As shown by the data,</li> </ul>



	<ul style="list-style-type: none"> <li>This strategy will continue to be a lead strategy for the 2023-2024 school year.</li> </ul>		<p>the chronic absenteeism rate decreased once the incentive was implemented.</p> <ul style="list-style-type: none"> <li>School 2 plans on implementing quarterly incentives for students who meet the attendance expectations. Students will continue to track their attendance data and this is shared with families monthly.</li> <li>Positive attendance will continue to support S2 goals since students will receive more instruction and learning time.</li> </ul>
<b>4. Principal Walk-throughs/Feedback</b>	<ul style="list-style-type: none"> <li>This strategy was selected in order to give real time feedback based on our priority "look-fors"</li> <li>This strategy will continue to be a lead strategy for the 2023-2024 school year with some modifications.</li> </ul>	<b>4. Principal Walk-throughs/Feedback</b>	<ul style="list-style-type: none"> <li>This strategy was selected in order to give real time feedback based on our priority "look-fors"</li> <li>The template for the walk-through has been adjusted to provide more specific feedback via a Google Form.</li> <li>Data will be collected weekly and shared with the team in order to analyze trends and needs for professional development.</li> <li>Teachers will receive grade and school-wide data bi-weekly.</li> </ul>
<b>5. Social Emotional Structure and Implementation</b>	<ul style="list-style-type: none"> <li>This strategy was selected in order to support students' social emotional skills. Due to the Pandemic and trauma that many</li> </ul>	<b>5. Social Emotional Structure and Implementation</b>	<p>5. This strategy was selected in order to support students' social emotional skills. Due to the Pandemic and trauma that many</p>



	<p>students experience, we provide ample supports to our students.</p> <ul style="list-style-type: none"> <li>• This strategy will continue to be a lead strategy for the 2023-2024 school year.</li> </ul>		<p>students experience, we provide ample supports to our students.</p> <ul style="list-style-type: none"> <li>• As shown by SAEBRS data, there was social emotional improvement with School 2 students.</li> <li>• By improving social emotional skills, students are more able to stay in the classroom and learn, which will improve School 2's progress towards the demonstrable indicators</li> </ul>
6. After school targeted tutoring	<ul style="list-style-type: none"> <li>• This strategy was added in the winter 2023. This strategy will continue to be a lead strategy for the 2023-2024 school year, which will increase student performance.</li> </ul>	6. After school targeted tutoring	<p>7. This strategy was selected in order to improve students' growth in ELA and math.</p> <ul style="list-style-type: none"> <li>• Students will work in groups of 5-with one teacher 2-3 times per week for one hour.</li> <li>• Each student will have a goal to focus on and teachers will track the progress with the student.</li> <li>• This program is focusing on test taking strategies and specific standards.</li> <li>• Pre and post assessments will be given and data will be tracked.</li> </ul>

		<b>6. Academic Parent Teacher Teams (APTT)</b>	<ul style="list-style-type: none"> <li>• This new strategy was selected in order to build stronger partnerships with our S2 families.</li> <li>• Through APTT, students/families will work with their child's teacher on an academic goal. Families will be shown the strategy and how to track their child's progress.</li> <li>• Additionally, students will be conducting student led conferences during parent-teacher conferences.</li> <li>• This strategy will help S2 meet our demonstrable indicators by partnering with families and including them in the educational process. Additionally, students will be empowered to lead and take ownership of their learning/education, which will help build intrinsic motivation.</li> </ul>
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**Part II – Demonstrable Improvement 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 informed the implementation of specific strategies, action steps, goals, and commitments to support progress toward the Demonstrable Improvement Indicator targets.*

<b>Final Report with Reflection on Lead Strategies Utilized during April 29, 2023 – June 30, 2023</b>	<b>2023-2024 School Year Continuation Plan for Meeting this Indicator</b>
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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"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
<p><b>ELA Level 1 &amp; 2 Indicators:</b>            #33:3-8 ELA All Students MGP            #100: 3-8 ELA All Students Core Subject PI</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• 5days of embedded professional development through Teacher's College.</li> <li>• DFS cycles</li> <li>• MTSS</li> <li>• Instructional coaching cycles</li> <li>• Targeted professional development</li> <li>• Sneak a peek for teachers</li> <li>• Principal walk-throughs</li> <li>• Targeted tutoring to focus on ELA skills (grades 3-5)</li> </ul> <p><b>Data/Evidence:</b> Please refer to the addendum.</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• 5 days of embedded professional development through Teacher's College (This is differentiated based on teacher needs).</li> <li>• We decreased the embedded professional development days from 10 to 5 because coaches have built their capacity to lead the professional development based on teachers' needs.</li> <li>• DFS cycles informal and formal</li> <li>• MTSS block for all students</li> <li>• Instructional coaching cycles</li> <li>• Targeted professional development</li> <li>• Sneak a peek for teachers</li> <li>• Principal walk-throughs</li> <li>• Targeted tutoring to focus on ELA skills (grades 3-5)</li> </ul>

**Data Trends:** The data on the addendum, specifically the reading Testlet data shows student growth. While looking at the district vs. building data, School 2 is closing the gap. In 4<sup>th</sup> grade, School 2 surpassed the District average for Testlet #3.

**Data Trends:** The data on the addendum, specifically the Reading Testlet data shows student growth in ELA skills. While looking at the district vs building data, School 2 is closing the gap by only being 3-5 percent behind in many grades. In 4<sup>th</sup> grade, School 2 surpassed the District average for Testlet #3. 2022-2023 aReading data showed a dip in the spring data for low-risk students. As a building, we will share the importance of this assessment with families and students. Traditionally, there has been a bigger focus on the Testlet by implementing NYS testing conditions. As a team, we will do better at creating these conditions for aReading in order to get more accurate data, which will reflect actual student learning and achievement.

**Adjustments:**

- **Principal walk-throughs-** The principal will conduct walk-throughs to focus on instruction, environment and or planning/preparation. Teachers will receive the Google Form once the visit is complete. Teachers will either receive 1, 2 or 3 visits per week based on their needs. The data will be maintained on the form and then analyzed with the instructional coaches/School Leadership Team. Names will be removed and shared with the S2 team each month during the faculty meeting. The goal of this strategy is to give quick, targeted feedback to teachers in order to positively impact learning. If there is a grade level/school trend, we will use the faculty meeting and release time to address it with targeted professional development.
- **Tiered instructional coaching cycles-** Teachers will be categorized in tier 1, 2, 3 based off of ELA skills and will receive differentiated coaching cycles.
- **Tutoring-** Tutoring will be offered to students beginning in October rather than winter. Students will be selected based on their summative and formative data. The goal of this program is the focus

		on specific learning objectives and goals that will lead to an increase in students' learning.
<b>Math Level 1 &amp; 2 Indicators:</b> #39: 3-8 Math All Students MGP #110: 3-8 Math All Students Core Subject PI	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Embedded professional development through Eureka Math Squared</li> <li>• DFS cycles</li> <li>• MTSS</li> <li>• Instructional coaching cycles</li> <li>• Targeted professional development</li> <li>• Sneak a peek for teachers</li> <li>• Principal walk-throughs</li> <li>• Targeted tutoring to focus on math skills (grades 3-5)</li> <li>• Reflex implementation (grades 2-5)</li> </ul> <p><b>Data/Evidence:</b> Please refer to the addendum.  <b>Data Trends:</b> School 2 has been showing growth in math skills. In particular, Math Testlet data shows the following:</p> <ul style="list-style-type: none"> <li>• Grade 2 surpassed the District average for grade for Testlet 1, however was 10% lower than the District average for Testlet 2 and 3. There were teacher changes, which could have impacted students' learning during this time.</li> <li>• Grade 3 met and then surpassed the District average for Testlet 1 and Testlet 2.</li> <li>• Grade 4 was at and then surpassed the District average for Testlet 1 and 3.</li> <li>• Grade 5 data showed that math was an area of weakness. It is also important to note that we had two brand new teachers in this level.</li> <li>• aMath showed inconsistent data across the grade levels. As a school, we will ensure consistent messaging and testing conditions in order to gather accurate data.</li> </ul>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• DFS cycles</li> <li>• MTSS</li> <li>• Instructional coaching cycles</li> <li>• Targeted professional development</li> <li>• Academic Parent Teacher Teams (APTT) continuation</li> <li>• Sneak a peek for teachers</li> <li>• Principal walk-throughs</li> <li>• Targeted tutoring to focus on math skills (grades 3-5)</li> <li>• Reflex implementation (grades 2-5)</li> </ul> <p><b>Adjustments:</b></p> <ul style="list-style-type: none"> <li>• <b>The Reflex challenge</b> will start in September. All students in grades 2-5 will participate and data will be shown weekly with students.</li> <li>• <b>Principal walk-throughs-</b> The principal will conduct walk-throughs to focus on instruction, environment and or planning/preparation. Teachers will receive the Google Form once the visit is complete. Teachers will either receive 1, 2 or 3 visits per week based on their needs. The data will be maintained on the form and then analyzed with the instructional coaches/School Leadership Team. Names will be removed and shared with the S2 team each month during the faculty meeting. The goal of this strategy is to give quick, targeted feedback to teachers in order to positively impact learning. If there is a grade level/school trend, we will use the faculty meeting and release time to address it with targeted professional development.</li> <li>• <b>Tiered instructional coaching cycles-</b> Teachers will be categorized in tier 1, 2, 3 based off of math skills and will receive differentiated coaching cycles.</li> <li>• <b>Tutoring-</b> Tutoring will be offered to students beginning in October rather than winter. Students will be selected based on their</li> </ul>

		<p>summative and formative data. The goal of this program is the focus on specific learning objectives and goals that will lead to an increase in students' learning.</p> <ul style="list-style-type: none"> <li>• <b>Academic Parent Teacher Teams (APTT) Continuation-</b></li> </ul>
<b>Grade 4 Science</b> <b>#150: Grades 4 and 8 Science All Students Core Subject PI</b>	<b>Strategies:</b> <ul style="list-style-type: none"> <li>• DFS cycles</li> <li>• Instructional coaching cycles</li> <li>• Targeted professional development</li> <li>• Sneak a peek for teachers</li> <li>• Principal walk-throughs</li> <li>• Grade 3 science enrichment connected to the Next Generation Standards through Sage College</li> </ul>	<b>Strategies:</b> <ul style="list-style-type: none"> <li>• DFS cycles</li> <li>• Instructional coaching cycles</li> <li>• Targeted professional development</li> <li>• Sneak a peek for teachers</li> <li>• Principal walk-throughs</li> </ul> <b>Adjustments:</b> <ul style="list-style-type: none"> <li>• <b>Interdisciplinary connections made with ELA-</b> Teachers will collaborate with their grade level and integrate authentic reading opportunities that will support growing students' background knowledge during the ELA block. This will ensure that students are having multiple opportunities to learn about science topics.</li> <li>• <b>Grade 4 science enrichment</b> connected to the Next Generation Standards through Sage College. This enrichment started in third grade and the professor will continue these sessions to support hands on science learning. Pre and post survey questions will be conducted to gauge the engagement of students. Additionally, pre/post assessments will be conducted in order to measure the impact of learning.</li> </ul>
<b>Student Safety</b>	<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Restorative practices</li> <li>• Proactive relationship building</li> </ul>	<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Restorative practices</li> <li>• Proactive relationship building</li> <li>• Affective statements</li> </ul>

<b>#5 School Safety</b>	<ul style="list-style-type: none"> <li>• Affective statements</li> <li>• Clear school procedures</li> <li>• Second Step Program/Consistent language</li> <li>• Zen Zone/projects/ reflections</li> </ul> <p><b>Data/Evidence:</b> Please refer to the School 2 data trends.  <b>Data Trends:</b> Overall, School 2 has been making positive strides by focusing on alternatives to suspensions. When reviewing the S2 data, most suspensions were due to fighting/aggressive behavior. From April to June, there was an increase in suspensions. School 2 is working with an outside consultant through SUNY Albany and has revised the PBIS for the 2023-2024 school year, which will include school-wide data tracking to identify the priority needs.</p>	<ul style="list-style-type: none"> <li>• Clear school procedures</li> <li>• Second Step Program/Consistent language</li> <li>• Zen Zone/projects/ reflections</li> </ul> <p><b>Adjustments:</b></p> <ul style="list-style-type: none"> <li>• <b>Targeted professional development-</b> Teacher survey data and principal walk-through data indicate that more support needs to be provided regarding school/classroom procedures. School 2 will be conducting a whole faculty book study on <i>The First Six Weeks of School</i> and <i>The Power of Words</i>. Both of these books will support the creation of positive relationships, routines and procedures, which will support positive behavior.</li> <li>• <b>Re-entry meetings-</b> If a student is suspended, we commit to having a formal re-entry meeting with the student(s), staff involved and family. This procedure was more informal last year, and we want to formalize the process/collect data in order to decrease suspensions/duplicated suspensions.</li> </ul> <p><b>Data/Evidence:</b> Please refer to the School 2 data trends.  <b>Data Trends:</b> Overall, School 2 has been making positive strides by focusing on alternatives to suspensions. When reviewing the S2 data, most suspensions were due to fighting/aggressive behavior. From April to June, there was an increase in suspensions. School 2 is working with an outside consultant through SUNY Albany and has revised the PBIS for the 2023-2024 school year, which will include school-wide data tracking to identify the priority needs.</p> <ul style="list-style-type: none"> <li>• Teacher and student survey data indicates that additional supports need to be put in place in order to decrease behavioral disruptions in class.</li> </ul>
<b>#160 EM Chronic</b>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• S2 Attendance Team</li> <li>• Fresh Start Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• S2 Attendance Team/ Expanded attendance liaison team</li> <li>• Academic Parent Teacher Teams (APTT) continuation</li> <li>• Fresh Start Challenge</li> </ul>





**Absenteeism -  
All Students**

- Dora- School 2 dog
- Attendance All Star recognition/incentives
- Attendance data tracker
- Expanded attendance liaison team
- Phone calls home
- Attendance Liaison (1x per week)
- Attendance messaging
- S2 van to pick up students
- Home visits
- STEAM and Career Days
- Positive role models/mentoring

**Data/Evidence:** Please refer to the School 2 data trends.

**Data Trends:** School 2 observed an improvement of chronic absenteeism compared to the 2021-2023 school year. Our attendance team will create quarterly attendance incentives to promote positive attendance. Timing is incredibly important, so we will be ready to go with the attendance challenges and rewards at the beginning of the year. Additionally, we observed that December-January have an increase in absences due to perceived illnesses. We will be consulting with our nurse to proactively problem solve for this obstacle.

- Dora- School 2 therapy dog
- Attendance All Star recognition/incentives
- Attendance data tracker for students
- Phone calls home
- Attendance messaging
- S2 van to pick up students
- Home visits
- STEAM and Career Days
- Positive role models/mentoring

**Adjustments:**

- School 2 will receive a full time attendance liaison for the 2023-2024 school year. This committed liaison will work directly with the attendance team and principal to identify tier 1, 2, 3 regarding student attendance. Together, we will work on the interventions to support positive attendance.
- School 2 also will begin the year with the School 2 van to support positive attendance. This will be used as a tool to support positive attendance.
- School 2 will reach out to organizations to receive outside incentives and prizes for positive attendance. School 2 plans on rewarding families through a raffle for pizza or something similar.
- School 2 is focusing on increasing PTO members and would like to work together on additional planning and incentives for families.
- School 2 Office Hours in the morning- Bring your child to school and get checked out by the nurse in the community room.

**Part III – Demonstrable Improvement 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, action steps, goals, and commitments to support progress toward the Demonstrable Improvement Indicator targets.*

Final Report with Reflection on Lead Strategies Utilized during April 29, 2023 – June 30, 2023	2023-2024 School Year Continuation Plan for Meeting this Indicator
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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"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
<p>#41 3-8 Math Black Students MGP</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Early release/faculty meetings (targeted professional development)</li> <li>• Embedded professional development through Eureka Math Squared</li> <li>• DFS cycles</li> <li>• MTSS</li> <li>• Instructional coaching cycles</li> <li>• Targeted professional development</li> <li>• Sneak a peek for teachers</li> <li>• Principal walk-throughs</li> <li>• Targeted tutoring to focus on ELA skills (grades 3-5)</li> </ul> <p><b>Data/Evidence:</b> Please refer to the addendum.  <b>Data Trends:</b> According to the aMath subgroup document, there have been increases and decreases for the low risk category. As a building, we will share the importance of this assessment with families and students. Traditionally, there has been a bigger focus on the Testlet by implementing NYS testing conditions. As a team, we will do better at creating these</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• 3 days of embedded Eureka Math Professional Development</li> <li>• Early release/faculty meetings (targeted professional development)</li> <li>• DFS cycles</li> <li>• MTSS block for all students</li> <li>• Instructional coaching cycles</li> <li>• Targeted professional development</li> <li>• Sneak a peek for teachers</li> <li>• Principal walk-throughs</li> <li>• Targeted tutoring to focus on ELA skills (grades 3-5)</li> <li>• Academic Parent teacher Teams (APTT) continuation</li> </ul> <p><b>Adjustments to Strategies:</b></p> <ul style="list-style-type: none"> <li>• Provide NYS testing conditions for aMath assessment and explain the reason and importance of the assessment to students/families.</li> <li>• Students will track their data and set goals regarding the aMath and testlets.</li> </ul>

	<p>conditions for aMath in order to get more accurate data, which will reflect actual student learning and achievement.</p>	<ul style="list-style-type: none"> <li>Once the aMath assessment is completed, we will look specifically at the subgroup data to identify students who need intensive acceleration. We will identify the skill and work with that student during small group instruction and intervention.</li> </ul>
<p>#36: 3-8 ELA Hispanic Students MGP</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>DFS cycles</li> <li>MTSS</li> <li>Instructional coaching cycles</li> <li>Targeted professional development</li> <li>Sneak a peek for teachers</li> <li>Principal walk-throughs</li> <li>Targeted tutoring to focus on ELA skills (grades 3-5) (added mid year)</li> <li>Reflex math (added mid-year)</li> </ul> <p><b>Data/Evidence:</b> Please refer to the addendum.  <b>Data Trends: According a aMath data, School 2 showed an overall improvement of low risk students from 24% to 27%.</b></p> <ul style="list-style-type: none"> <li>Grade 1- Fall: 7% low risk, Spring:50% low risk</li> <li>Grade 2-4- Showed inconsistent data</li> <li>Grade 5- Fall: 22% low risk, Spring 30% low risk</li> </ul> <p>Traditionally, there has been a bigger focus on the Testlet by implementing NYS testing conditions. As a team, we will do better at creating these conditions for aMath in order to get more accurate data, which will reflect actual student learning and achievement.</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>3 days of embedded Eureka Math Professional Development</li> <li>Early release/faculty meetings (targeted professional development)</li> <li>DFS cycles</li> <li>MTSS</li> <li>Instructional coaching cycles</li> <li>Targeted professional development</li> <li>Sneak a peek for teachers</li> <li>Principal walk-throughs</li> <li>Targeted tutoring to focus on ELA skills (grades 3-5)</li> <li>Academic Parent teacher Teams (APTT) continuation</li> <li>Reflex Math- continue in the summer and begin the first week of school (prizes and wall of fame)</li> </ul> <p><b>Adjustments to Strategies:</b></p> <ul style="list-style-type: none"> <li>Provide NYS testing conditions for aMath assessment and explain the reason and importance of the assessment to students/families.</li> <li>Once the aMath assessment is completed, we will look specifically at the subgroup data to identify students who need intensive support/ acceleration. We will identify the skill and work with that student during small group instruction and intervention.</li> <li>Students will track their data and set goals regarding the aMath and testlets.</li> </ul>

<p>#38: 3-8 ELA ED Students MGP</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• DFS cycles</li> <li>• MTSS</li> <li>• Instructional coaching cycles</li> <li>• Targeted professional development</li> <li>• Sneak a peek for teachers</li> <li>• Principal walk-throughs</li> <li>• Targeted tutoring to focus on ELA skills (grades 3-5)</li> </ul> <p><b>Data Trends:</b> Please see the addendum</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• 5 days of embedded professional development through Teacher's College (This is differentiated based on teacher needs).</li> <li>• DFS cycles informal and formal</li> <li>• MTSS block for all students</li> <li>• Instructional coaching cycles</li> <li>• Targeted professional development</li> <li>• Sneak a peek for teachers</li> <li>• Principal walk-throughs</li> <li>• Targeted tutoring to focus on ELA skills (grades 3-5)</li> </ul> <p><b>Data Trends:</b> The data on the addendum, specifically the ELA Testlet data shows student growth in ELA skills. While looking at the district vs building data, School 2 is closing the gap by only being 3-5 percent behind in many grades. In 4<sup>th</sup> grade, School 2 surpassed the District average for Testlet #3. 2022-2023 aReading data was inconsistent.</p> <p>Traditionally, there has been a bigger focus on the Testlet by implementing NYS testing conditions. As a team, we will do better at creating these conditions for aReading in order to get more accurate data, which will reflect actual student learning and achievement.</p> <p><b>Adjustments:</b></p> <ul style="list-style-type: none"> <li>• <b>Principal walk-throughs-</b> The principal will conduct walk-throughs to focus on instruction, environment and or planning/preparation. Teachers will receive the Google Form once the visit is complete. Teachers will either receive 1, 2 or 3 visits per week based on their</li> </ul>

		<p>needs. The data will be maintained on the form and then analyzed with the instructional coaches/School Leadership Team. Names will be removed and shared with the S2 team each month during the faculty meeting. The goal of this strategy is to give quick, targeted feedback to teachers in order to positively impact learning. If there is a grade level/school trend, we will use the faculty meeting and release time to address it with targeted professional development.</p> <ul style="list-style-type: none"> <li>• <b>Tiered Instructional coaching cycles-</b> Teachers will be categorized in tier 1, 2, 3 based off of ELA skills and will receive differentiated coaching cycles.</li> <li>• <b>Tutoring-</b> Tutoring will be offered to students beginning in October rather than starting in the winter. Students will be selected based on their summative and formative data. The goal of this program is the focus on specific learning objectives and goals that will lead to an increase in students' learning.</li> <li>• Students will track their data and set goals regarding the aReading and testlets.</li> <li>•</li> <li>• <b>Other-</b> We will work together as a school leadership team and with our data liaisons to compile, analyze and make instructional shifts based off of Fastbridge data. This is something that we are working together to improve and build the capacity of our team even more.</li> </ul>
#35 3-8 ELA Black Students MGP	<b>Strategies:</b> <ul style="list-style-type: none"> <li>• DFS cycles</li> <li>• MTSS</li> <li>• Instructional coaching cycles</li> <li>• Targeted professional development</li> <li>• Sneak a peek for teachers</li> <li>• Principal walk-throughs</li> <li>• Targeted tutoring to focus on ELA skills (grades 3-5)</li> </ul>	<b>Strategies:</b> <ul style="list-style-type: none"> <li>• 10 days of embedded professional development through Teacher's College (This is differentiated based on teacher needs).</li> <li>• DFS cycles informal and formal</li> <li>• MTSS block for all students</li> <li>• Instructional coaching cycles</li> <li>• Targeted professional development</li> <li>• Sneak a peek for teachers</li> <li>• Principal walk-throughs</li> </ul>

**Data/Evidence:** Please refer to the addendum.

Black Students(all) aReading low risk- Fall: 21% Spring: 23%

- Targeted tutoring to focus on ELA skills (grades 3-5)

**Data Trends:** The data on the addendum, specifically the reading Testlet data shows student growth in ELA skills. While looking at the district vs building data, School 2 is closing the gap by only being 3-5 percent behind in many grades. In 4<sup>th</sup> grade, School 2 surpassed the District average for Testlet #3. 2022-2023 aReading data showed an improvement in the spring data for low-risk students except for 3<sup>rd</sup> grade, which decreased in the percentage of low risk students. As a building, we will share the importance of this assessment with families and students. Traditionally, there has been a bigger focus on the Testlet by implementing NYS testing conditions. As a team, we will do better at creating these conditions for aReading in order to get more accurate data, which will reflect actual student learning and achievement.

**Adjustments:**

- **Principal walk-throughs-** The principal will conduct walk-throughs to focus on instruction, environment and or planning/preparation. Teachers will receive the Google Form once the visit is complete. Teachers will either receive 1, 2 or 3 visits per week based on their needs. The data will be maintained on the form and then analyzed with the instructional coaches/School Leadership Team. Names will be removed and shared with the S2 team each month during the faculty meeting. The goal of this strategy is to give quick, targeted feedback to teachers in order to positively impact learning. If there is a grade level/school trend, we will use the faculty meeting and release time to address it with targeted professional development.
- **Tiered instructional coaching cycles-** Teachers will be categorized in tier 1, 2, 3 based off of ELA skills and will receive differentiated coaching cycles.



		<ul style="list-style-type: none"> <li>• <b>Tutoring-</b> Tutoring will be offered to students beginning in October rather than winter. Students will be selected based on their summative and formative data. The goal of this program is the focus on specific learning objectives and goals that will lead to an increase in students' learning.</li> </ul>
<b>#42 3-8 Math Hispanic Students MGP</b>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• DFS cycles</li> <li>• MTSS</li> <li>• Instructional coaching cycles</li> <li>• Targeted professional development</li> <li>• Sneak a peek for teachers</li> <li>• Principal walk-throughs</li> <li>• Targeted tutoring to focus on ELA skills (grades 3-5)</li> </ul> <p><b>Data/Evidence:</b> Please refer to the addendum.</p> <p><b>aMath</b></p> <p>Male Hispanic- Fall: 32% low risk      Spring: 36% low risk          Female Hispanic- Fall: 23% low risk      Spring: 31%</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• 3 days of embedded Eureka Math Professional Development</li> <li>• Early release/faculty meetings (targeted professional development)</li> <li>• DFS cycles</li> <li>• MTSS</li> <li>• Instructional coaching cycles</li> <li>• Targeted professional development</li> <li>• Sneak a peek for teachers</li> <li>• Principal walk-throughs</li> <li>• Targeted tutoring to focus on ELA skills (grades 3-5)</li> <li>• Academic Parent teacher Teams (APTT) continuation</li> <li>• Reflex Math- continue in the summer and begin the first week of school (prizes and wall of fame)</li> </ul> <p><b>Adjustments to Strategies:</b></p> <ul style="list-style-type: none"> <li>• Provide NYS testing conditions for aMath assessment and explain the reason and importance of the assessment to students/families.</li> <li>• Once the aMath assessment is completed, we will look specifically at the subgroup data to identify students who need intensive acceleration. We will identify the skill and work with that student during small group instruction and intervention.</li> </ul>

<b>#44 3-8 Math ED Students MGP</b>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• DFS cycles</li> <li>• MTSS</li> <li>• Instructional coaching cycles</li> <li>• Targeted professional development</li> <li>• Sneak a peek for teachers</li> <li>• Principal walk-throughs</li> <li>• Targeted tutoring to focus on ELA skills (grades 3-5)</li> </ul> <p><b>Data/Evidence:</b> Please refer to the addendum.</p> <p><b>Data Trends:</b> There was minimal movement for ED students.</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• 3 days of embedded Eureka Math Professional Development</li> <li>• Early release/faculty meetings (targeted professional development)</li> <li>• DFS cycles</li> <li>• MTSS</li> <li>• Instructional coaching cycles</li> <li>• Targeted professional development</li> <li>• Sneak a peek for teachers</li> <li>• Principal walk-throughs</li> <li>• Targeted tutoring to focus on ELA skills (grades 3-5)</li> <li>• Academic Parent teacher Teams (APTT) continuation</li> <li>• Reflex Math- continue in the summer and begin the first week of school (prizes and wall of fame)</li> </ul> <p><b>Adjustments to Strategies:</b></p> <ul style="list-style-type: none"> <li>• Provide NYS testing conditions for aMath assessment and explain the reason and importance of the assessment to students/families.</li> <li>• Once the aMath assessment is completed, we will look specifically at the subgroup data to identify students who need intensive acceleration. We will identify the skill and work with that student during small group instruction and intervention.</li> </ul>
<b>#102 3-8 ELA Black Core Subject PI</b>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• DFS cycles</li> <li>• MTSS</li> <li>• Instructional coaching cycles</li> <li>• Targeted professional development</li> <li>• Sneak a peek for teachers</li> <li>• Principal walk-throughs</li> <li>• Targeted tutoring to focus on ELA skills (grades 3-5)</li> </ul>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• 10 days of embedded professional development through Teacher's College (This is differentiated based on teacher needs).</li> <li>• DFS cycles informal and formal</li> <li>• MTSS block for all students</li> <li>• Instructional coaching cycles</li> <li>• Targeted professional development</li> <li>• Sneak a peek for teachers</li> </ul>

	<p><b>Data/Evidence:</b> Please refer to the addendum.</p> <p>2<sup>nd</sup> grade low risk: Fall- 0%    Spring-25%          3<sup>rd</sup> grade low risk: 28%        Spring - 22%          4<sup>th</sup> grade low risk: 18%        Spring- 12%          5<sup>th</sup> grade low risk: 33%        Spring- 38%</p> <p>All grades Fall: 21%    Spring: 23%</p>	<ul style="list-style-type: none"> <li>• Principal walk-throughs</li> <li>• Targeted tutoring to focus on ELA skills (grades 3-5)</li> </ul> <p><b>Data Trends:</b> The data on the addendum, specifically the reading testlet data shows student growth in ELA skills. While looking at the district vs building data, School 2 is closing the gap by only being 3-5 percent behind in many grades. In 4<sup>th</sup> grade, School 2 surpassed the District average for Testlet #3. 2022-2023 aReading data showed an improvement in 2<sup>nd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade. As a building, we will share the importance of this assessment with families and students. Traditionally, there has been a bigger focus on the Testlet by implementing NYS testing conditions. As a team, we will do better at creating these conditions for aReading in order to get more accurate data, which will reflect actual student learning and achievement.</p>
#112 3-8 Math Black Core Subject PI	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Early release/faculty meetings (targeted professional development)</li> <li>• Embedded professional development through Eureka Math Squared</li> <li>• DFS cycles</li> <li>• MTSS</li> <li>• Instructional coaching cycles</li> <li>• Targeted professional development</li> <li>• Sneak a peek for teachers</li> <li>• Principal walk-throughs</li> <li>• Targeted tutoring to focus on ELA skills (grades 3-5)</li> </ul> <p><b>Data/Evidence:</b> Please refer to the addendum.</p> <p>1<sup>st</sup> grade low risk: Fall- 29%        Spring- 48%          2<sup>nd</sup> grade low risk: Fall-15%        Spring - 25%          3<sup>rd</sup> grade low risk: Fall-33%        Spring- 32%          4<sup>th</sup> grade low risk: Fall-23%        Spring- 12%</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• 3 days of embedded Eureka Math Professional Development</li> <li>• Early release/faculty meetings (targeted professional development)</li> <li>• DFS cycles</li> <li>• MTSS</li> <li>• Instructional coaching cycles</li> <li>• Targeted professional development</li> <li>• Sneak a peek for teachers</li> <li>• Principal walk-throughs</li> <li>• Targeted tutoring to focus on ELA skills (grades 3-5)</li> <li>• Academic Parent teacher Teams (APTT) continuation</li> </ul> <p><b>Adjustments to Strategies:</b></p> <ul style="list-style-type: none"> <li>• Provide NYS testing conditions for aMath assessment and explain the reason and importance of the assessment to students/families.</li> <li>• Once the aMath assessment is completed, we will look specifically at the subgroup data to identify students who need intensive</li> </ul>

	<p>5<sup>th</sup> grade low risk: Fall-20%      Spring- 24%</p> <p>All grades: Fall-25%      Spring: 27%</p> <p><b>Data Trends:</b> According to the aMath subgroup document, there have been increases and decreases for the low risk category. As a building, we will share the importance of this assessment with families and students. Traditionally, there has been a bigger focus on the Testlet by implementing NYS testing conditions. As a team, we will do better at creating these conditions for aMath in order to get more accurate data, which will reflect actual student learning and achievement.</p>	<p>acceleration. We will identify the skill and work with that student during small group instruction and intervention.</p>
#115 Math ED Core Subject PI	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• DFS cycles</li> <li>• MTSS</li> <li>• Instructional coaching cycles</li> <li>• Targeted professional development</li> <li>• Sneak a peek for teachers</li> <li>• Principal walk-throughs</li> <li>• Targeted tutoring to focus on ELA skills (grades 3-5)</li> </ul> <p><b>Data/Evidence:</b> Please refer to the addendum. <b>Data Trends:</b></p> <p><b>aReading ED:</b></p> <p><b>Fall: 28% Spring: 29%</b></p> <p><b>Subgroups by grade:</b></p> <p>1<sup>st</sup> grade low risk: Fall- 26%      Spring- 53% 2nd grade low risk: Fall-36%      Spring - 26%</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• 10 days of embedded professional development through Teacher's College (This is differentiated based on teacher needs).</li> <li>• DFS cycles informal and formal</li> <li>• MTSS block for all students</li> <li>• Instructional coaching cycles</li> <li>• Targeted professional development</li> <li>• Sneak a peek for teachers</li> <li>• Principal walk-throughs</li> <li>• Targeted tutoring to focus on ELA skills (grades 3-5)</li> </ul> <p><b>Data Trends:</b> The data on the addendum, specifically the reading testlet data shows student growth in ELA skills. While looking at the district vs building data, School 2 is closing the gap by only being 3-5 percent behind in many grades. In 4<sup>th</sup> grade, School 2 surpassed the District average for Testlet #3. 2022-2023 aReading data showed a dip in the spring data for low-risk students. As a building, we will share the importance of this assessment with families and students. Traditionally, there has been a bigger focus on the Testlet by implementing NYS testing conditions. As a</p>

	3 <sup>rd</sup> grade low risk: Fall-33% 4 <sup>th</sup> grade low risk: Fall-30% 5 <sup>th</sup> grade low risk: Fall-16%	Spring- 30% Spring- 18% Spring- 14%	team, we will do better at creating these conditions for aReading in order to get more accurate data, which will reflect actual student learning and achievement.
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#### Part IV – Community Engagement Team (CET)

*The role of the Community Engagement Team is to serve as an active thought partner in contributing to, and supporting the development of, recommendations for school improvement by the school and district 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. Such should be addressed in response to the prompts below.*

*\*Note: Administrative, teachers, and parent representative members of the CET must be selected through the process as established in Commissioner's Regulations 100.11(b)*

Report Out of 2022-2023 CET Plan Implementation	Plan for Use of CET Recommendations In 2023-2024
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<ul style="list-style-type: none"> <li>List the constituent categories of stakeholders that have participated as CET members during this reporting period.</li> <li>Include any changes made to the CET's membership during this reporting period. Include the role/title of any new members.</li> <li>Provide data and related evidence used to measure the impact and efficacy of the CET.</li> <li>Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school's improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>Outline the process by which new members of the CET will be identified and selected*.</li> <li>Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members.</li> <li>Provide and outline your plan for CET meeting agenda development, action items, follow through, and analysis.</li> <li>What methods will be used to provide the CET with the necessary information to assess and analyze the impact of lead strategies and/or department-approved intervention model that includes rigorous performance metrics and goals.</li> </ul>
<ul style="list-style-type: none"> <li>Stakeholder Categories <ul style="list-style-type: none"> <li>Food</li> <li>Housing</li> <li>Mental Health</li> <li>Physical Health</li> <li>Community Health</li> <li>Legal</li> <li>Substance Rehabilitation</li> <li>Education</li> <li>Neighborhood association</li> <li>Youth outreach and programming</li> <li>Faith-based organizations</li> <li>School and district staff</li> <li>Volunteer organizations</li> <li>Civic Engagement</li> <li>Community Leaders</li> </ul> </li> <li>The team will meet bimonthly.</li> </ul>	<ul style="list-style-type: none"> <li>The CET recommended after-school tutoring. The offering was implemented in February for 3rd-5th grade students. This will continue in the next school year.</li> <li>The CET recommended forming more partnerships with outside organizations. School 2 developed a partnership with Rensselaer Polytechnic Institute. College students came onsite to informally mentor students during lunch.</li> <li>CET members will continue to be invited to support the school in the following capacity: <ul style="list-style-type: none"> <li>Literacy support via tutoring and "reading buddies"</li> <li>Increased opportunities and exposure to diverse experiences and careers</li> <li>Social-emotional support and mentoring for students</li> <li>Sponsoring/donating incentives to support our attendance improvement goals</li> </ul> </li> <li>Changes made to the membership: <ul style="list-style-type: none"> <li>A formal MOU is in process for Rensselaer Mental Health in order to offer onsite counseling</li> <li>We are continuing our STEAM enrichment partnership with Sage College in order to engage students and show them science careers and offer hands on exploration.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>o Meetings will be held in person with a virtual option</li> <li>o The meeting agenda items will include:             <ul style="list-style-type: none"> <li>▪ School 2's vision and mission.</li> <li>▪ The school and district's goals and Initiatives</li> <li>▪ Time for members to ask critical questions, share insights, suggestions and feedback as well as program and community updates.</li> </ul> </li> <li>o The team will continue brainstorming ways to work more collaboratively for school and community initiatives and programs.</li> </ul>	<ul style="list-style-type: none"> <li>• We are also forming a new relationship with Troy Music Hall in order to bring additional music opportunities to our scholars.</li> <li>• The quarterly report and demonstrable Improvement indicators will continue to be shared at the start of each meeting in order to inform members and properly frame the discussion.</li> </ul>
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<b>Part V – Powers of the Receiver</b> <i>Provide a summary of the use of the School Receiver's powers during 2022-2023 school year.</i>	<i>Describe the anticipated use of the School Receiver's powers during the 2023-2024 school year (pursuant to those identified in Commissioners Regulation §100.19).</i>
<p>As the Receiver, the superintendent continues to carefully monitor progress toward each of the demonstrable indicators, relying on both school-based walk-throughs and the district's multiple measures indexing system to do so. Additionally, the Receiver continues to allocate resources to best support the priority needs of School #2. We continue to focus our collective Improvement efforts on student outcomes across a variety of measures. We remain very encouraged by the positive feedback we consistently receive from the OISR team from the New York State Education Department during their site visits throughout the year.</p>	<p>The Receiver will continue to carefully monitor progress toward each of the demonstrable indicators, and provide support on the school turnaround efforts. The Receiver will collaborate with School 2 to implement strategies and activities in order to meet the building goals.</p>



**Part VI – Assurance and Attestation**

By signing below, I attest to the fact that the information in this Final Report and Continuation Plan is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and Community Engagement Team criteria have been met as necessary and required per Commissioners Regulation §100.19.

Name of Receiver (Print):

Signature of Receiver:

Date:

JOHN CARMELO  
  
7/12/23


By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Final Report and Continuation Plan, and has had the opportunity to review and update, as necessary, its 2022-2023 Community Engagement Team Plan and membership.

Name of CET Representative (Print):

Signature of CET Representative\*:

Title of CET Representative:

Date:

Candace Duggs Miller  
  
Community & Student Advocate  
6/29/23

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

**Addendum:**  
**The 2022-2023 Data for School #2**  
**Submitted by Principal Amanda Klopott & TCS District Office**

- All student achievement data is analyzed by teachers during Data Feedback Strategy Cycles, Early Release Days, Faculty Meetings or during Coaching meetings.

**June 2023 Data- Race**

<b>NYSIR Race</b>	<b>CountOfStudentId</b>
<b>Asian</b>	<b>4</b>
<b>Black/African American</b>	<b>157</b>
<b>Hispanic</b>	<b>86</b>
<b>Multiracial</b>	<b>49</b>
<b>White</b>	<b>47</b>

**June 2023 General Education/Special Education Students**

<b>SpecialEd</b>	<b>CountOfStudentId</b>
<b>General Education</b>	<b>281</b>
<b>Special Education</b>	<b>62</b>

<b>Month</b>	<b>Chronic Absenteeism Attendance Data 2021- 2022</b>	<b>Chronic Absenteeism Attendance Data 2022-2023</b>
<b>September</b>	31.82%	42.98%
<b>October</b>	55.45%	40.79%
<b>November</b>	55.75%	38.3%
<b>December</b> (flu season)	66.67%	63.68%
<b>January</b> (COVID/flu season)	66.52%	55.41%
<b>February</b> (February challenge)	68.3%	55.13% (Decrease)
<b>March</b>	67.11%	57.56% (Increase from February)
<b>April</b>	65.93%	54.24% (Decrease)
<b>May</b>	65.47%	50.83%
<b>June</b>	65.18% *not end of the year	51.88% (6/13)
<b>Final State reported EOY</b>	71.40%	58.1%

## S2 Chronic Absenteeism as of June 29, 2023

	<b>NYSIR Race</b>	<b>CountOfStudentId</b>
	Asian	1
	Black/African American	69
	Hispanic	32
	Multiracial	18
	White	30
CA	Asian	3
CA	Black/African American	88
CA	Hispanic	54
CA	Multiracial	31
CA	White	17

	<b>SpecialEd</b>	<b>CountOfStudentId</b>
	General Education	130
	Special Education	20
CA	General Education	151
CA	Special Education	42

<b>School Safety Data</b>	
<b>School Year</b>	<b>Total Suspensions</b>
June 2023	38
June 2022	29
June 2021	33
June 2020	47
June 2019	35

<b>Reading Testlet Data</b> <b>2021- 2022</b>			
	<b>Fall Avg.</b> (Testlet 1)	<b>Winter Avg.</b> (Testlet 2)	<b>Spring Avg.</b> (Testlet 3)
<b>G2</b>	53%	42%	52%
<b>G3</b>	24%	21%	32%
<b>G4</b>	32%	43%	54%
<b>G5</b>	38%	39%	40%

<b>Reading Testlet Data</b> <b>2022- 2023</b>						
	<b>Fall Avg.</b> (Testlet 1)		<b>Winter Avg.</b> (Testlet 2)		<b>Spring Avg.</b> (Testlet 3)	
	<b>School 2</b>	<b>District</b>	<b>School 2</b>	<b>District</b>	<b>School 2</b>	<b>District</b>
<b>G2</b>	N/A	N/A	58%	67%	60%	65%
<b>G3</b>	30%	41%	37%	40%	39%	45%
<b>G4</b>	31%	36%	40%	44%	53%	46%
<b>G5</b>	45%	52%	52%	56%	47%	50%

<b>Math Testlet Data</b> <b>2021- 2022</b>			
	<b>Fall Avg.</b> (Testlet 1)	<b>Winter Avg.</b> (Testlet 2)	<b>Spring Avg.</b> (Testlet 3)
<b>G2</b>	41%	57%	77%
<b>G3</b>	42%	33%	31%
<b>G4</b>	33%	30%	53%
<b>G5</b>	30%	41%	43%

<b>Math Testlet Data</b> <b>2022- 2023</b>						
	<b>Fall Avg.</b> (Testlet 1)		<b>Winter Avg.</b> (Testlet 2)		<b>Spring Avg.</b> (Testlet 3)	
	<b>School 2</b>	<b>District</b>	<b>School 2</b>	<b>District</b>	<b>School 2</b>	<b>District</b>
<b>G2</b>	63%	62%	56%	67%	54%	66%
<b>G3</b>	57%	56%	47%	47%	46%	49%
<b>G4</b>	46%	47%	39%	45%	54%	53%
<b>G5</b>	29%	49%	36%	46%	36%	44%



Fastbridge: aReading 2021- 2022				
Students on Track: Met LOW RISK Benchmark <i>Fastbridge Reports; Screening to Intervention [G2-G5]</i>				
	Fall aReading (October)		Winter aReading (January)	
	# of Students	% at Low Risk	# of Students	% at Low Risk
K	N/A	N/A	N/A	N/A
1	6/23	19%	10/39	26%
2	8/45	18%	10/49	20%
3	8/34	24%	8/37	22%
4	15/34	44%	14/38	37%
5	9/35	26%	5/40	13%

Fastbridge: aReading 2022- 2023						
Students on Track: Met LOW RISK Benchmark <i>Fastbridge Reports; Screening to Intervention [G2-G5]</i>						
	Fall aReading (October)		Winter aReading (January)		Spring aReading (June)	
	# of Students	% at Low Risk	# of Students	% at Low Risk	# of Students	% at Low Risk
K	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A
2	12/41	29%	14/41	34%	16/43	37%
3	12/42	29%	12/46	26%	11/41	27%
4	10/39	26%	8/39	21%	8/43	19%
5	11/36	31%	14/38	37%	10/35	29%

Fastbridge: aMath 2021- 2022				
Students on Track: Met LOW RISK Benchmark <i>Fastbridge Reports; Group Screening [G1], Screening to Intervention [G2-G5]</i>				
	Fall aMath (October)		Winter aMath (January)	
	# of Students	% at Low Risk	# of Students	% at Low Risk
K	N/A	N/A	N/A	N/A
1	10/30	33%	7/37	19%
2	8/44	18%	10/48	21%
3	12/36	33%	12/36	33%
4	7/35	20%	8/37	22%
5	7/40	18%	5/38	13%

Fastbridge: aMath 2022- 2023						
Students on Track: Met LOW-RISK Benchmark <i>Fastbridge Reports; Group Screening [G1], Screening to Intervention [G2-G5]</i>						
	Fall aMath (October)		Winter aMath (January)		Spring aMath (June)	
	# of Students	% at Low-Risk	# of Students	% at Low-Risk	# of Students	% at Low-Risk
K	N/A	N/A	N/A	N/A	N/A	N/A
1	11/44	25%	20/44	20%	28/47	60%
2	14/42	33%	19/40	48%	11/42	26%
3	14/41	34%	17/45	38%	14/42	33%
4	12/39	31%	7/39	18%	9/42	21%
5	7/33	21%	6/38	16%	7/37	19%

[Please see the breakdown of subgroups for aMath/aReading here.](#)

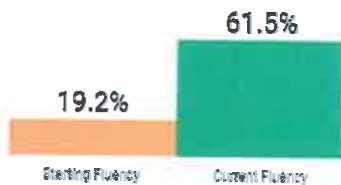
	F&P # of Students On or Above Grade level 2021- 2022		
	Fall	Winter	Spring
K	N/A	26/43 60% (B or above)	26/43 60% (D or above)
G1	8/38 21% (D or above)	8/40 20% (H or above)	17/36 47% (J or above)
G2	9/48 19% (J or above)	11/48 23% (L or above)	17/46 37% (M or above)
G3	10/39 26% (M or above)	8/36 22% (O or above)	9/38 24% (P or above)
G4	10/37 27% (Q or above)	16/37 42% (R or above)	14/32 44% (S or above)
G5	9/39 23% (S or above)	6/37 16% (U or above)	6/39 15% (V or above)

	F&P # of Students On or Above Grade level 2022- 2023		
	Fall	Winter	Spring
K	N/A	26/46 57% (B or above)	27/48 56% (D or above)
G1	23/43 53% (D or above)	27/44 61% (H or above)	21/47 45% (J or above)
G2	21/42 53% (J or above)	20/40 50% (L or above)	17/31 55% (M or above)
G3	16/42 38% (M or above)	14/44 32% (O or above)	17/41 41% (P or above)
G4	8/41 20% (Q or above)	14/40 35% (R or above)	14/39 36% (S or above)
G5	18/41 44% (S or above)	19/38 50% (U or above)	20/37 54% (V or above)

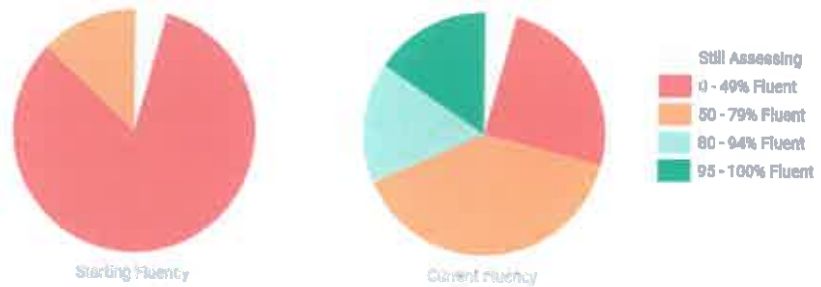
## Reflex Data (Math Fluency) June 21, 2023 Grades 2-5

Current Assignment →  

Group Fluency Average



Group Fluency Distribution



### 2021- 2022 Student, Staff and Family Survey Data- Behavior

- 28.2% of students believed that students use appropriate behavior throughout class
- 40.9% of teachers believe that students use appropriate behavior throughout class.
- 84% of families believe that student behavior interferes with learning.

### Fall 2022- 2023 Student, Staff and Family Survey Data- Behavior

- 31.3% of students believed that students use appropriate behavior throughout class.
- 22.7% of teachers believed that students use appropriate behavior throughout class.
- 82% of families believe that students use appropriate behavior throughout class.

### Spring 2022-2023

- 19.6% of students believed that students use appropriate behavior throughout class.
- 93.2% of families believed that students use appropriate behavior throughout class.

**Analysis:** Appropriate student behavior continues to be an area in need of growth at S2. We will partner with students, families and teachers to revise our plan at School 2.

# mySAEBRS

## Percentage Of Students By Benchmark:



Group of students	Benchmark	Fall %	Fall Students	Winter %	Winter Students	Spring %	Spring Students	Change %	Change Students
District	LOW_RISK	71	1058	69	1086	70	888	+1%	213
	SOME_RISK	29	424	31	388	29	399	-1%	84
	HIGH_RISK	0	0	0	81	0	66	0%	7
School 2	LOW_RISK	57	90	52	80	60	83	+3%	-3
	SOME_RISK	42	50	39	39	32	40	0%	-9
	HIGH_RISK	11	16	9	14	8	13	3%	-3

**Analysis:** The SAEBRS data showed a decrease of 7 students from high risk to low risk. The Second Step curriculum and embedded strategies that School 2 are implementing is creating a positive impact for students.