

2023-2024 Receivership School Quarterly Report #3
Report Period: *February 1, 2024, to April 30, 2024 (Due April 30, 2024)*

This document is to be completed by the Superintendent Receiver and/or their designee and submitted electronically to 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, accessible location on the district website. All responses should directly align with or be adaptations to previously approved improvement 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:
PS 2	491700010002	Troy CSD		1	https://www.troycsd.org/school-2/receivership/
Superintendent	School Principal <i>(If appointed since the last reporting period, attach resume)</i>	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Mr. Carmello			Dr. Donna Watson Juli Currey	PK-5	

Procedural Checklist for Quarterly Report Completion Review

As the report is completed and reviewed, use the checklist below to confirm completion of each part by placing your initials in the related box.

Title Page

All boxes are fully completed with accurate and point-in-time information.

Executive Summary

The Executive Summary is completed per the related outline.

Data Trend Tables

All tables have been completed with the most recent point-in-time data.

***Suspension Tracking and Reporting Addendum**

*The *Suspension Tracking and Reporting Addendum* is a process outline only. No data is entered on this page.

Building- and District-based Commitments and SMART Goal Strategies

The *SMART Goal Strategies and Actions Towards Attaining Commitments* have been completed by the building and district leaders, including, but not limited to:

- Incremental goals towards meeting targets.
- Strategies, actions, and resources towards meeting targets.
- How all goals and strategies will be measured/assessed.

Part I - Lead Strategies for School Improvement

Each Lead Strategy is outlined, including how the strategy supported meeting achievement-based progress towards this year's DII targets.

Demonstrable Improvement Level 1 Indicators

Each Level 1 Indicator that has been assigned for the current school year is identified. For each indicator, each bullet point has been fully addressed.

Part III – Demonstrable Improvement Level 2 Indicators

Each Level 2 Indicator that has been assigned for the current school year is identified. For each indicator, each bullet point has been fully addressed.

Part IV – Community Engagement Team (CET)

Prompts in each column are completed with the understanding that CET implementation is guided by *Commissioner's Regulations §100.11(b)*.

Part V- Powers of the Receiver & Part VI – Assurance and Attestation

A clear summary of the application of the Powers of the Receiver is provided.

Required signatures have been obtained from regulatory approved CET members who are **not** school administrators.

Executive Summary

Please provide a plain-language summary of this Quarterly Report #3 to both reflect the changes and progress made since the last reporting period. Describe the systems and processes utilized to implement lead strategies, engage the community, and actions taken to enact the Powers of the Receiver during the past quarter have framed 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 is 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

Use the following template to provide demographic and four-year trend data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 6 of this Reporting Document to determine related calculations .

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as ‘point-in-time.’

Data Source: eSchool

Date of Capture: April 16, 2024

Total Current Enrollment/Registrant Counts: N = 306

SWD 18%

ELL 0%

SWDs who are also ELLs:

N = 0

Average Daily Attendance and Chronic Absenteeism Rate by Year

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	89%	83%	86%	89%
Chronic Absenteeism Rate	48%	71%	58%	44%

Suspension % Rate and Number by Category

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Out-of-School Suspensions	10%/#30	10%/#27	15%/#38	7%/#24
Duplicated Suspensions	20 %/#6	18%/#5	29%/#11	12.5%/#3
Unduplicated Suspensions	80%/#24	81%/#22	71%/#27	88%/#21
SWD Suspensions	26%/#8	22%/#6	16%/#6	21%/#5

Overview of School Demographic and Four-Year Trend Data
 Use the template below to provide four-year graduation, drop-out rate, and 3-8 ELA and Math proficiency rates trend data, as applicable.

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, Year-to-Date Data should be reported as ‘point-in-time.’

Graduation Percentage Rates

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Grad. Rate	___%	___%	___%	___%
ELL Grad. Rate	___%	___%	___%	___%
SWD Grad. Rate	___%	___%	___%	___%
NYSAA Grad. Rate	___%	___%	___%	___%

Drop Out Percentage Rates

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Drop Out Rate	___%	___%	___%	___%
ELL Drop Out Rate	___%	___%	___%	___%
SWD Drop Out Rate	___%	___%	___%	___%
NYSAA Drop Out Rate	___%	___%	___%	___%

3-8 ELA Proficiency Rates

	2021-2022	2022-2023
Percentage of Students Scoring Level 3 and Above	___%	___%

3-8 Math Proficiency Rates

	2021-2022	2022-2023
Percentage of Students Scoring Level 3 and Above	___%	___%

Suspension Tracking and Reporting Addendum *The definitions and formulas below are to assist in completing the data tables on page 4. No data should be entered here.*

Out of School Suspensions #:

Number of students who received at least one day of out of school suspension. $Out\ of\ School\ Suspension\ \% \ Rate = \frac{Number\ of\ Students\ with\ at\ Least\ 1\ Day\ Suspension}{Total\ Enrollment\ as\ of\ BEDS\ Day} \times 100$

Duplicated Suspensions #:

Number of the same student(s) suspended more than one time. $Duplicated\ Suspension\ \% \ Rate = \frac{Number\ of\ Students\ Suspended\ More\ Than\ One\ Time}{Total\ Number\ of\ Suspensions} \times 100$

Unduplicated Suspensions #:

Number of students suspended out of school one time. $Unduplicated\ Suspension\ \% \ Rate = \frac{Number\ of\ Students\ Suspended\ Out\ of\ School\ One\ Time}{Total\ Number\ of\ Suspensions} \times 100$

English Language Learners (ELL) Suspensions #:

Number of ELL students suspended at least one time. $ELL\ Suspension\ \% \ Rate = \frac{Number\ of\ ELL\ Students\ Suspended\ at\ Least\ One\ Time}{Total\ Number\ of\ Suspensions} \times 100$

Students with Disabilities (SWD) Suspensions #:

Number of students with disabilities suspended at least one time. $SWD\ Suspension\ \% \ Rate = \frac{Number\ of\ SWD\ Suspended\ at\ Least\ One\ Time}{Total\ Number\ of\ Suspensions} \times 100$

Directions for Parts I, II, and III - District and school leadership should analyze and frame a summary of the steps taken to implement lead strategies aligned with Building- and District-based Commitments outlined during the most recent touchpoint with OISR for the third quarter, as well as by identifying key strategies that were included in the 2023-2024 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and school improvement*. The report should include a clear focus on *how evidence guides decisions* and an outline 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. Applicable resources and related guidance can be accessed via the *Department's Diversity, Equity, and Inclusion and Culturally Responsive-Sustaining (CR-S) Education Frameworks*, (@ [DEI Framework and Policy Statement | New York State Education Department \(nysed.gov\)](#)), [Culturally Responsive-Sustaining Education | New York State Education Department \(nysed.gov\)](#), and in support of the NY Social Emotional Learning Benchmarks @ [NYS SEL Benchmarks \(nysed.gov\)](#).

- When responding to prompts pertaining to the *Quarterly Report #3*, identify processes:
 - Applied throughout Quarter 3 to assess the impact of *strategies implemented* to improve student learning outcomes, as aligned to *Building- and District-based Commitments*.
 - Utilized to assess the impact on student learning outcomes that will be newly implemented during the pending new school year.
- Frame how 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.
- To ensure sustained application of key data where strategy implementation results in *long-term sustainable growth*, District and School Leadership should *assess the impact* of identified lead strategies on student learning, *as aligned to Building- and District-based Commitments* and Technical Assistance and Support sessions and diagnostic review feedback.

Building- and District-based Commitments and SMART Goal Strategies: Specific/Measurable/Achievable/Relevant/Time-bound

At the close of the last touch point, the following commitments were identified by school and district leaders as priorities for ongoing school improvement. The strategies section is to be completed by school and district leadership and should include specific, measurable, achievable, relevant, and time-bound (SMART) goals aligned with Lead Strategies and DII targets. Strategies should include incremental assessment of measurable progress and actions toward meeting each commitment and SMART Goal, while also assessing the status of how these commitments and SMART Goals have been aligned with and support meeting DII target attainment.

- For example, “ELA proficiency of SWDs will increase 2% by January 2024 and 5% overall by June 2024.”

Building-based Commitments

- Provide feedback to teachers in a supportive manner
- Collaborate with all partners
- Provide a strong social and emotional foundation for all students

SMART Goal Strategies and Actions Towards Attaining Commitments

- Winter data meetings to discuss students and their academic growth. Worked together to identify solutions for barriers. Will hold spring and June meetings.
- SEL supports continue to be in place for all students. SEL professionals meet and mentor new(er) teachers to support tier 1 practices in class.
- Collaboration with community partners continuing to happen via community meetings and events.

SMART Goal Strategies, Actions and Resources Towards

District-based Commitments

- Provide strong support for professional development
- Ensure walkthrough procedures are strong
- Professional development for SEL
- Expand mental health team
- Support the principal
- Use data to determine what students and families need.
- Ensure explicit instruction is built into the instructional model
- Cultural responsive teaching.

Supporting Commitment Attainment

- S2 and the District office collaborates and plans for S2 professional development in order to support all teachers/staff.
- Principal Klopott has developed a walkthrough tool to track observations.
- S2 has developed a strong relationship with Rensselaer Mental Health. One day per week there is a social worker who provides services/intake in order to support students and families.
- Ms. Klopott has regular meetings with district staff in order to support her development and School 2.
- Targeted professional development is provided to teachers and staff at School 2 in order to support explicit and culturally responsive teaching.

Part I – Lead Strategies for School Improvement

Include 3-4 core lead strategies that are central to the school’s improvement plan. Such strategies 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 to serve as overarching approaches for strategically implementing targeted action plans leading to demonstrable improvement.

**Quarterly Report #3 - Reflection on Lead Strategies Utilized during
February 1, 2024 – April 30, 2024**

Identify the lead strategies that guided the school’s improvement strategy during the reporting period, including any that were discontinued and rationale for doing so.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year’s demonstrable improvement targets.
Monthly DFS Cycles for K-5 (ELA, Math, Science)	G	<ul style="list-style-type: none"> 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. Instructional coaches lead the 2023-2024 monthly DFS cycles. The monthly DFS meetings will continue. Teachers will work together collaboratively to continue to collect data throughout instruction in order to analyze and plan next instructional steps. 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.
Release Time – TCSD and School 2: Efficacy Meetings, Early Release Days-ERD, Faculty Meetings, etc.	G	<ul style="list-style-type: none"> This lead strategy was selected in order to continue to build teacher capacity in order to provide research-based and effective instructional practices. This will increase students’ academic proficiency. 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. Faculty meetings are targeted for teachers to share best practices or to bring in outside resources to share about options/opportunities for families.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and rationale for doing so.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
Attendance Communication and Outreach	G	<ul style="list-style-type: none"> • Hired a full time attendance specialist for S2 • Consistent use of the S2 van to pick-up students • Quarterly attendance challenges implemented. • School wide review of attendance data with students • Attendance trackers used with all students • Attendance awareness campaign • Home visits • STEAM and Career Days • Positive role models/mentoring • Dora- School 2 dog <p>These strategies have positively impacted students' attendance. The variety and combination of strategies support many families and the feedback has been very positive from staff and families.</p>
Principal Walk-throughs/Feedback	Y	<ul style="list-style-type: none"> • Principal and District team conducts walk-throughs to give specific feedback to teachers and staff • During September/October, there has been a large focus on procedures and routines in order to have a successful learning environment • Feedback is shared with teachers and coaches in order to support the building of teacher capacity and efficacy. This will lead to improvements in teaching and learning, which will increase academic performance • A new form to track observations has been developed and will support identifying building trends with instruction

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and rationale for doing so.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
Social Emotional Structure and Implementation	G	<ul style="list-style-type: none"> • Second Step Curriculum K-5 • Morning Meeting K-5 • Zones of Regulation K-5 • Calm Down Corner K-5 • 2 SEL Specialists • 1 school counselor & 2 social workers • Individual counseling & group counseling • Partnership with Rensselaer Mental Health Clinic • Dora, S2 dog for emotional support • These strategies support students so that they can learn in the classroom. It helps students learn how to resolve conflicts and regulate their emotions.

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 meeting Demonstrable Improvement Indicator targets.

**Quarterly Report #3 with Reflection on Lead Strategies Utilized during
February 1, 2024 – April 30, 2024**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
3-8 ELA All Students MGP	G	<p>Strategies:</p> <ul style="list-style-type: none"> • 5 days of embedded professional development through Teacher’s College (This is differentiated based on teacher needs). • DFS cycles informal and formal • MTSS block for all students • Academic Parent Teacher Teams • Differentiated Instructional coaching cycles • Targeted professional development 	<p>Please see the addendum</p> <ul style="list-style-type: none"> • Data meetings were held with all teachers to review the growth of students in reading. Obstacles were identified and supports were provided. For example, if a student has missed many days of school, we worked together to make an attendance plan. • After school tutoring support in grades 3-5 has been running smoothly. • Instructional support is being given to teachers in grades 3-5. In 5th grade, we identified that there is a group of students who need support with phonics and phonemic awareness. Therefore, the

		<ul style="list-style-type: none"> • Sneak a peek for teachers • Principal walk-throughs • Targeted tutoring to focus on ELA skills (grades 3-5) • School Leadership Team and Data Liaison Collaboration in order to make instructional shifts. 	<p>instructional coaches are working with the 5th grade teacher to develop this pedagogy.</p> <ul style="list-style-type: none"> • During the principal walk-throughs, I will be looking for teachers to provide support with decoding, comprehension and fluency strategies for the students who are below grade level. • aReading data shows a slight increase in our low-risk students. In third grade, there is a slight increase in high risk students, which has been the trend for the past few years. • A new strategy that S2 is implementing is iReady. Assessments have been completed and we will use this data as an additional data point to support individualized instruction.
<p>3-8 ELA All Students Core Subject PI</p>	<p>G</p>	<ul style="list-style-type: none"> • 5 days of embedded professional development through Teacher’s College (This is differentiated based on teacher needs). • DFS cycles informal and formal • MTSS block for all students • Academic Parent Teacher Teams • Differentiated Instructional coaching cycles • Targeted professional development • Sneak a peek for teachers • Principal walk-throughs • Targeted tutoring to focus on ELA skills (grades 3-5) • School Leadership Team and Data Liaison Collaboration in order to make instructional shifts. 	<p>Please see the addendum</p> <ul style="list-style-type: none"> • Data meetings were held with all teachers to review the growth of students in reading. Obstacles were identified and supports were provided. For example, if a student has missed many days of school, we worked together to make an attendance plan. • ELA after school tutoring sessions were held to support students’ areas of need. • Instructional support is being given to teachers in grades 3-5. In 5th grade, we identified that there is a group of students who need support with phonics and phonemic awareness. Therefore, the instructional coaches are working with the 5th grade teacher to develop this pedagogy. • During the principal walk-throughs, I will be looking for teachers to provide support with decoding, comprehension and fluency strategies for the students who are below grade level. • aReading data shows a slight increase in our low-risk students. In third grade, there is a slight increase in high risk students, which has been the trend for the past few years.

			<ul style="list-style-type: none"> A new strategy that S2 is implementing is iReady. Assessments are being completed and we will use this data as an additional data point to support individualized instruction
3-8 Math All Students Core Subject PI	Y	<p>Strategies:</p> <ul style="list-style-type: none"> 5 days of embedded professional development through Eureka Math Squared (This is differentiated based on teacher needs). DFS cycles informal and formal MTSS block for all students Academic Parent Teacher Teams Differentiated Instructional coaching cycles Targeted professional development Sneak a peek for teachers Principal walk-throughs Targeted tutoring to focus on math skills (grades 3-5) School Leadership Team and Data Liaison Collaboration in order to make instructional shifts. 	<ul style="list-style-type: none"> Please see addendum aMath scores show growth of Black students in grades 3-5. Both grades 3 and 4 showed growth of Black students into the low risk category. 5th grade showed a slight increase in high risk students. S2 has shifted additional support into the 5th grade math class to support their academic growth. The Reflex math program is used for all students in grades 2-5 in order to improve fluency. Students earn rewards for their progress. Additional professional development is being offered for all teachers in order to grow teachers' math expertise and skills. After school tutoring will begin in February for grades 3-5. A new strategy that S2 is implementing is iReady. Assessments have been completed and we will use this data as an additional data point to support individualized instruction.
EM Chronic Absenteeism - All Students	G	<p>Strategies:</p> <ul style="list-style-type: none"> Hired a full time attendance specialist for S2. Purchased an attendance van. Consistent use of the S2 van to pick-up students. Quarterly attendance challenges implemented. 	<p>Please see the addendum.</p> <ul style="list-style-type: none"> School 2 regularly compiles and reviews attendance data each day and week. The next steps, based off of individual data is to create tier 2 intervention groups for attendance. Additionally, we are scheduling family meetings for those at risk of being chronically absent so that we can identify the root cause and provide solutions.

	<ul style="list-style-type: none"> • School wide review of attendance data with students. • Attendance trackers used with all students. • Attendance awareness campaign • Home visits • STEAM and Career Days • Positive role models/mentoring • Dora- School 2 dog <p>These strategies have positively impacted students' attendance. The variety and combination of strategies support many families and the feedback has been very positive from staff and families.</p>	<ul style="list-style-type: none"> • S2 Chronic absenteeism has decreased since 2022-2023\ We will continue the same strategies that we have been using. • One area of growth is to develop tier 3 interventions and strategies. The attendance team created a tier 3 intervention for students at risk for being chronically absent. This tool will be used during tier 2/3 attendance group meetings with students. This is facilitated by our attendance improvement specialist.
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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 actions and activities that support goal attainment, and ultimately target sustainable commitments that support progress toward Demonstrable Improvement Indicator targets attainment.

**Quarterly Report #3 with Reflection on Lead Strategies Utilized during
 February 1, 2024 – April 30, 2024**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
3-8 ELA Black Level 2 and above Gap with non-Black Students	G	<p>Strategies:</p> <ul style="list-style-type: none"> • 5 days of embedded professional development through Teacher’s College (This is differentiated based on teacher needs). • DFS cycles informal and formal • MTSS block for all students • Academic Parent Teacher Teams • Differentiated Instructional coaching cycles • Targeted professional development • Sneak a peek for teachers • Principal walk-throughs • Targeted tutoring to focus on ELA skills (grades 3-5) • School Leadership Team and Data Liaison Collaboration in order to make instructional shifts. 	<p>Please see addendum.</p> <ul style="list-style-type: none"> • According to aReading data, there is gap between Black and non-black students, however Black students are showing improvement in both categories. Additionally, the majority of the S2 population consists of Black students, so looking at the data deeply, it shows that the total number of White, Asian, Hispanic, Multiracial students are much fewer when compared to the total number of Black students. • We will continue to support students by providing differentiated, small group support. • Targeted tutoring is beginning for grades 3-5 in February to grow students’ skills. • Thirty minutes of MTSS will continue to be provided 5x per week for designated students in order to support students’ learning. • Additionally, we will continue to partner with families to support students by identifying outside obstacles such as homelessness, food insecurity, child care etc.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
			A new strategy that S2 is implementing is iReady. Assessments have been completed and we will use this data as an additional data point to support individualized instruction
3-8 ELA ED Core Subject PI	G	Strategies: <ul style="list-style-type: none"> • 5 days of embedded professional development through Teacher’s College (This is differentiated based on teacher needs). • DFS cycles informal and formal • MTSS block for all students • Academic Parent Teacher Teams • Differentiated Instructional coaching cycles • Targeted professional development • Sneak a peek for teachers • Principal walk-throughs • Targeted tutoring to focus on ELA skills (grades 3-5) 	Strategies: <ul style="list-style-type: none"> • 5 days of embedded professional development through Teacher’s College (This is differentiated based on teacher needs). • DFS cycles informal and formal • MTSS block for all students • Academic Parent Teacher Teams • Differentiated Instructional coaching cycles • Targeted professional development • Sneak a peek for teachers • Principal walk-throughs • Targeted tutoring to focus on ELA skills (grades 3-5)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		<ul style="list-style-type: none"> • School Leadership Team and Data Liaison Collaboration in order to make instructional shifts. 	
3-8 Math Black Core Subject PI	Y	<p>Strategies:</p> <ul style="list-style-type: none"> • 5 days of embedded professional development through Eureka Math Squared (This is differentiated based on teacher needs). • DFS cycles informal and formal • MTSS block for all students • Academic Parent Teacher Teams • Differentiated Instructional coaching cycles • Targeted professional development • Sneak a peek for teachers • Principal walk-throughs 	<ul style="list-style-type: none"> • Please see addendum • aMath scores show growth of Black students in grades 3-5. Both grades 3 and 4 showed growth of Black students into the low risk category. 5th grade showed a slight increase in high risk students. • S2 has shifted additional support into the 5th grade math class to support their academic growth. • The Reflex math program is used for all students in grades 2-5 in order to improve fluency. Students earn rewards for their progress. • Additional professional development is being offered for all teachers in order to grow teachers' math expertise and skills.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		<ul style="list-style-type: none"> • Targeted tutoring to focus on math skills (grades 3-5) 	
Student Attendance	G	<ul style="list-style-type: none"> • Hired a full time attendance specialist for S2. • Consistent use of the S2 van to pick-up students. • Quarterly attendance challenges implemented. • School wide review of attendance data with students. • Attendance trackers used with all students. • Attendance awareness campaign • Home visits • STEAM and Career Days • Positive role models/mentoring • Dora- School 2 dog 	<ul style="list-style-type: none"> • S2 promotes positive attendance each and every day. We have made an improvement with our daily attendance. • These strategies have positively impacted students' attendance. The variety and combination of strategies support many families and the feedback has been very positive from staff and families. • One area of growth is to develop tier 3 interventions and strategies. The attendance team created a tier 3 intervention for students at risk for being chronically absent. This tool will be used during tier 2/3 attendance group meetings with students. This is facilitated by our attendance improvement specialist.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		These strategies have positively impacted students' attendance. The variety and combination of strategies support many families and the feedback has been very positive from staff and families.	

Part IV – Community Engagement Team (CET)

[The Community Engagement Team](#) is a representative body designed to foster and support public engagement. The CET serves as an active thought partner contributing to and supporting the development of recommendations for school improvement as outlined by the school and district.

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 membership for the 2023-2024 SY should be included and detailed below.

**Note: Administrative, teacher, 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 2023-2024 CET Plan Implementation

<ul style="list-style-type: none"> List the constituent categories of stakeholders that have participated as CET members during this reporting period. Include any changes made to the CET’s membership during this reporting period. Include the role/title of any new members. Provide data and related evidence used to measure the impact and efficacy of the CET. Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school’s improvement plan. 	<ul style="list-style-type: none"> Outline the process by which new members of the CET will be identified and selected*, including action steps to increase participation of parents/family members and students. Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members. An outline of the school’s plan for CET meeting agenda development, the identification of action items, the role of stakeholders, and how progress will be monitored, and goal attainment measured and reported. Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner.
<ul style="list-style-type: none"> Stakeholder Categories <ul style="list-style-type: none"> Food Housing Mental Health Physical Health Community Health Legal Substance Rehabilitation Education Neighborhood association Youth outreach and programming Faith-based organizations School and district staff Volunteer organizations Civic Engagement Community Leaders The CET recommended the S2 PTO to engage in fundraising and the selling of S2 gear to positively market S2. The CET collaborated on future community events. 	<ul style="list-style-type: none"> CET members have been consistent for many years at S2. CET members are selected based off of our community needs and interest in collaboration in order to improve S2. The CET agenda is developed in collaboration with the CET members. School 2 provides data updates, event updates, strengths, areas of improvement and asks for feedback. CET receives the S2 BOE presentation, Receivership Reports and additional addendum data.

- The CET discussed the possibility of creating an enrichment STEAM program after school in partnership with Russell Sage College.

Part V – Powers of the Receiver

[NYS Education Law 211-f](#) and [Commissioners Regulation §100.19](#) grant certain powers to the School Receiver to be used to manage and operate a school in areas that include, but are not limited to, curriculum, programming, staffing and scheduling. Provide a summary of the use of the School Receiver’s powers during this reporting period.

The Receiver continued to work with School 2 on the implementation of the improvement plan. School Turnaround continues to be the focus.

Part VI – Assurance and Attestation

By signing below, I attest that the information in this Quarterly Report 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: _____

By signing below, I attest that the Community Engagement Team has had the opportunity to provide direct and explicit input into this Quarterly Report and has had the opportunity to review and update, as necessary, its 2023-2024 Community Engagement Team Plan and membership for the current academic year.

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.***