

Receivership Schools ONLY

Continuation Plan for 2019-20 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this plan will be posted on the district website:				
Dr. Walter Cooper Academy	261600010010	Rochester City School District	EL Education	Check which plan below applies:				
				SIG			SCEP	
				Cohort: Innovation and reform Framework: College/Career			Model: SIG7	
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Terry Dade	Camaron Clyburn Appointment Date: July 2009	Dr. Shirley JA Green, Ed.D. - Chief of Schools Michele Alberti-White, Executive Director of School Innovation Brennen Colwell, School Ambassador, Office of School Innovation		PreK - 6	N/A	5%	21.3%	301 ***SPA data as of 7/5/19

Executive Summary

Please provide a *plain-language summary* of this continuation plans in terms of implementing key strategies, engaging the community, enacting Receivership, and choosing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*.

Introduction

Dr. Walter Cooper Academy is focused on the development of an instructional program that is conducive to the academic growth as well as the social emotional support of students. As such this plan has been developed in collaboration with the School No. 10 Community Engagement Team and Instructional Leadership Team with support from district leadership with a focus on:

- Improving instructional focus and outcomes through collaboration and support from Expeditionary Learning (EL) and the implementation of the school’s EL Workplan.
- Improving efforts to respond to and support the social emotion & developmental needs of students through restorative practices.
- Increasing efforts to maximize student time spent in class through the development of a Cool Down Room with support from a Center For Youth provided Intervention/Prevention Specialist.
- Increasing the opportunity for students to receive Good First Instruction through the reorganization of a master schedule to increase math to 90 minutes and ELA to 180 minutes per day
- Develop an Instructional Leadership Team who will monitor and evaluate the plan

Dr Walter Cooper Academy will demonstrate improvement across all indicators. School No. 10’s professional learning plan will support teachers in planning standards based expeditions and launching components of instruction that support differentiated core. The school will prioritize the use of modules into their expeditionary learning practices to further ensure that state standards are well represented within lesson and unit design. DWCA will work to strengthen the initiatives developed with International Institute for Restorative Practice’s SaferSanerSchool team.

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to OISR@NYSED.gov. It is a plan for the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document serves as the continuation plan for Receivership schools receiving School Improvement Grant (SIG) funds. Additionally, this document serves as the planning instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The continuation plan in its entirety must be posted on the district web-site.

Please note - All prompts submitted under the “2019-20 School Year Continuation Plan” heading should directly align with or be adaptations to the previously approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.

Directions for Part I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies that will be addressed in their 2019-2020 Continuation Plan in light of their anticipated level of implementation and their anticipated impact on student learning outcomes. The 2019-2020 Continuation Plan is an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

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Part I - Demonstrable Improvement Indicators (Level 1)

LEVEL 1 Indicators						
Please list the school's Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.						
Identify Indicator	Baseline	2019-20 Progress Target	Anticipated Status (R/Y/G)	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What will be the formative data points that will be utilized to assess progress towards the target for this demonstrable improvement indicator?	2019-20 School Year Continuation Plan for Meeting this Indicator
5 - School Safety	.4	.2		<p>Restorative Practice: Dr. Walter Cooper Academy will improve and monitor school climate through the school-wide system of The Cooper Code, bringing character and leadership to life, by launching a school-wide focus on restorative practices.</p> <p>Cool Down Room: The addition of a cool down room will be developed and implemented in an effort to provide alternative suspensions for students. This service will also maximize the time students are in the classroom by providing</p>	<ul style="list-style-type: none"> • Suspension • Discipline Referrals • Cool Down Room data • Restorative Practice Circles • Attendance (Chronic absences and average daily attendance) 	<p>Restorative Practice: School No. 10 will utilize students trained by the Roc Restorative Team to serve as Student Ambassadors. Student ambassadors and teachers will lift student voice and foster improved relationships through peer led mediations and integration of restorative practices.</p> <p>Cool Down Room: The Instructional Leadership Team will work to develop a system for collection, analyzing and disseminating data. Dr. Walter Cooper Academy (DWCA) Staff will collect the number of students being serviced, type of intervention received, and the follow up procedure. The Crisis Intervention Specialist will work with small groups and serve as a conduit between the student, staff, and families.</p>

				differentiated social-emotional supports to students in crisis. This room will be staffed by an Intervention Specialist from the Center for Youth.		
33 - 3-8 ELA All Students MGP	44.1	46.1		<p>Master Schedule: To date, and through summer 2019, the school has worked and will strategically work with the registrar to ensure that grade levels have uninterrupted blocks of ELA for 180 minutes of instruction every day and common planning time built in for all grade levels. The purpose of this work is to minimize interruptions to instruction.</p> <p>EL Education Curriculum: DWCA will implement K-2 Skills Block and modules created by EL Education. In grades 3-6, implementation of All Block will integrate into instructional practices. All Block is a supplement to the NYS modules that supports writing and literacy. These components are provided for focused instruction on foundational skills as well as Response to Intervention.</p> <p>Multi-Tiered Systems of Support (MTSS): The listed staff members will provide supports to classroom teachers to close gaps in students' academic performances.</p> <ul style="list-style-type: none"> • Reading Teachers • Intervention Teachers • (EL) Instructional Coach <p>Professional Development:</p>	<ul style="list-style-type: none"> • NYS Assessments • NWEA • Common Formative Assessments (CFA) • Running Reading Records • ILT Observational Data 	<p>Master Schedule: The ILT will monitor the Master Schedule throughout the school year to ensure that the instructional blocks remain effective. Walk-throughs will be performed by the Instructional Leadership Team (ILT - henceforth Cooper Council) to collect observational data and calibrate/level set practices throughout the school. The School's ILT, Cooper Council, will provide on-going feedback to staff regarding the integrity of the instructional block using the 4 T's protocol* as well as the Classroom Visit Protocol**. Data gathered by the ILT will be used to progress monitor using Data Wise protocols.</p> <p>*The school will be developing the implementation of the 4 T's protocol with the School 10 Expeditionary Learning coach as part of their EL workplan. DWCA intends to use the protocol throughout the school year with the School 10 ILT. This protocol focuses the ILT to observe Target, Topic, Task, and Text in each classroom visit.</p> <p>**DWCA Classroom Visit Protocol/Feedback Cycle</p> <ul style="list-style-type: none"> • Celebrate - honor successful things happening in the classroom. • Clarify - Ask the teacher to share their decision making process. • Consider Possibilities - Provide suggestions to the teacher to lift instruction. <p>EL Education Curriculum: The Instructional Leadership Team, in concert with the EL coach will progress monitor the implementation of the EL curriculum. Summer 2019 professional development will be scheduled to ensure delivery of instruction with fidelity.</p> <p>Multi-Tiered Systems of Support (MTSS):</p>

				<p>The ILT will plan and deliver professional development to improve good first teaching.</p>		<p>Services will provide support to students by the Reading teacher, Intervention teachers, and classroom teachers. Students are assessed either weekly using Data Wise Protocols. The ILT will analyze data to adjust small group and individual instruction.</p> <p>Professional Development: The Instructional Leadership Team will support the provision of professional development. Staff will meet once a month for 2 hours to receive professional development. On a weekly basis, grade level meetings will meet twice to support ongoing professional learning. Instructional Leadership Teams and staff will be trained on DataWise protocols.</p>
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<p>39 - 3-8 Math All Students MGP</p>	<p>46.6</p>	<p>48.6</p>	<p><u>Master Schedule:</u> As previously stated in indicator 33: To date, and through summer 2019, the school has worked and will strategically work with the registrar to ensure that grade levels have uninterrupted blocks of mathematics for 90 minutes of instruction every day and common planning time built in for all grade levels. The purpose of this work is to minimize interruptions to instruction.</p> <p><u>Zearn Curriculum:</u> School 10 will implement mathematics instruction supported by Zearn. Instruction will be delivered within a 90 minute block where two teachers provide direct instruction and intervention.</p> <p><u>Multi-Tiered Systems of Support (MTSS):</u> The listed staff members will provide supports to classroom teachers to close gaps in students’ academic performances.</p> <ul style="list-style-type: none"> ● Reading Teachers ● Intervention Teachers ● (EL) Instructional Coach <p><u>Professional Development:</u> Administration, EL Instructional Coach, and Instructional Leadership Team members will provide professional development to improve first good teaching.</p>	<ul style="list-style-type: none"> ● NYS Assessments ● NWEA ● Common Formative Assessments (CFA) ● Zearn 	<p><u>Master Schedule:</u> See above discussions in Indicator 33 regarding master scheduling.</p> <p><u>Zearn Curriculum:</u> The school will align Zearn with the modules to support the mathematics curriculum. DWCA staff will receive professional development on Zearn and students will be provided material and resources to support mathematical instruction. The (ILT) will monitor through daily walk-throughs and reviewing Zearn reports. DWCA’s ILT will use the data to effectively progress monitor the mathematics instructional program. Zearn program/model will provide direct instruction and intervention as part of the 90 minute mathematics block.</p> <p><u>Multi-Tiered Systems of Support (MTSS):</u> Services will provide support to targeted students in need of additional support(s) by the Reaching teacher, Intervention teachers, and classroom teachers. Students are assessed either weekly or bi-weekly, according to the ELA curriculum. Listed staff will analyze data with administration and EL Instructional coach to plan for reorganization of small groups and instruction.</p> <p><u>Professional Development:</u> The Instructional Leadership Team will support the provision of professional development. Staff will meet once a month for 2 hours to receive professional development. On a weekly basis, grade level meetings will meet twice to support ongoing professional learning. Instructional Leadership Teams and staff will be trained on DataWise protocols.</p>
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100 - 3-8 ELA All Students Core Subject Performance Index	49.2	59.2		See Indicator #33	-NWEA -RCSD Common Assessments -Report Card Grades -5 week Progress Reports -NYS Assessment Data	See Indicator #33
110 - 3-8 Math All Students Core Subject Performance Index	41.7	51.7		See indicator #39	-NWEA -RCSD Common Assessments -Report Card Grades -5 Week Progress Reports -Unit Pre/Post Assessments -Zearn data reports	See Indicator #39
150 - Grades 4 Science All Students Core Subject Performance Index	162.2	170.2		<p>Master Schedule: See discussions in indicator 33 and 39.</p> <p>EL Expeditions: For the 2018-2019SY, staff worked on delivering the modules with integrity. To ensure that the curriculum was priority, SBPT decided that expeditions would not occur this school year.</p>	-Teacher Made Assessments -Report Card Grades -EL Expeditions - science -NWEA Science	<p>Master Schedule: The schedule will be monitored throughout the school year to ensure that the instructional blocks are maintained. Walk-throughs by administration and Cooper Council will provide on-going feedback to staff regarding the integrity of the instructional block. Adjust blocks as agreed upon by the teacher, principal and registrar.</p> <p>EL Expeditions: Each grade level will deliver four module units for the year. Two of the modules will be expanded into full expeditions that include; case studies, field studies, experts, final products, and service learning. Weekly planning with the EL Instructional Coach will support teachers with aligning expeditions to science standards.</p>
160 - 3-8 Chronic Absenteeism - All Students	21%	19%		<p>Social Emotional Team (SET): The Social-Emotional Team (SET) will meet weekly to discuss students' attendance and social well-being. DWCA SET team examines attendance reports weekly to discuss, absences and issues and trends related to tardiness.</p>	-SPA Report	<p>Social Emotional Team (SET): The team will meet weekly to analyze students' attendance data. The focus will be on chronic absences. The ILT will support grade level teams with the expectation for staff School incentives and celebrations will include:</p> <ul style="list-style-type: none"> ○ Recognition of grade levels with the highest average daily attendance weekly. ○ Classes with perfect attendance. <p>The Instructional Leadership Team will work with the SET team as well as the Culture and Character Committee on how to continue promoting good attendance.</p>

180 - 3-8 ELP Success Ratio - All Students	.5	.7		ILT will utilize Date Wise with the ENL teachers to discuss the progress of ENL students	-Report Card grades -5 Week Progress Report -NYSESLAT	The Instructional Leadership Team will meet on a monthly basis with the ENL teachers to review data from NWEA and classroom assessments using the Data Wise Protocol.	
Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.

Part II - Demonstrable Improvement Indicators (Level 2)

<u>LEVEL 2 Indicators</u>						
Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.						
Identify Indicator	Baseline	2019-20 Progress Target	Anticipated Status (R/Y/G)	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What will be the formative data points that will be utilized to assess progress towards the target for this demonstrable improvement indicator?	2019-20 School Year Continuation Plan for Meeting this Indicator
2 - Plan for and implement Community School Model	n/a	See the Community School Implementation Rubric		<p>Dr. Walter Cooper Academy is working with the RCSD to engage community partners to work with the school community to ensure the provision of support to the whole child, this includes the support of the family of each student. The schools long term goal of their work with community partners and families is for School No. 10 to become a hub for the community it serves.</p> <p>To date, School No. 10 is continuing to build on their existing community partnership as well as work towards developing new ones. This is work that will begin when CET meetings resume.</p>	Survey Data Community School Rubric	In August 2019, School No. 10 will attend its first forum on Implementing Community schools. In the 2019-20 school year, the instructional leadership team will determine what components can be implemented in a short term manner and what needs to be planned as a long term goal for implementation.

6 - Family and Community Engagement (DTSDE Tenet 6)	N/A	50% of the Tenet 6 Phase 2 indicators At least four Tenet 6 Phase 3 indicators **In addition, the school must have 90% of the Phase 1 common across the district.		DWCA's parent liaison will actively engage with families, staff, and community members to find out what they need and what support we can offer in the school through: <ul style="list-style-type: none"> • Parent survey • PTO meetings • Phone Calls • Home Visits • Professional Development workshops 	-Survey Data -State Rubric for Implementation guidelines and expected outcomes -PTO minutes -PTO Attendance sheets -Phases of Implementation Document	<ul style="list-style-type: none"> • DWCA's Parent Liaison will work with on improving parental participation by creating a plan that focuses on the Kindergarten families and maintaining their involvement for their child's tenure. • DWCA's Parent Liaison will develop Parent surveys to be given out several times a year. The first one will be around October and then another around April/May. The survey will focus on parents' perceptions of DWCA's school culture and climate, as well as their children. The results will be recorded, analyzed, and shared. Based on the results, adjustments can be made in the areas where the school has shown needs for improvement. • A written plan will be provided at the beginning of the year for PTO meetings to improve parental engagement, meeting productivity, and parental interest. • DWCA's parent liaison will facilitate and organize parent workshops based around the school's mission and vision.
94 - Providing 200 Hours of Extended Day Learning Time	n/a	See the ELT Implementation rubric		DWCA has created the Cooper After School Program (CAP) and will hold after school and recess programming. All programming is available to all students and 100% of DWCA students will be invited.	<ul style="list-style-type: none"> • Attendance data • Pre/Posttest assessment 	The school is working to redesign the current ELT program/plan.
105 - Ela (3-8) ELA ED Core Subject Performance index	44.4	54.2		See indicator #33	See indicator #33	See indicator #33
115 - Math (3-8) ED Core Subject Performance Index	39	49		See indicator #39	See indicator #39	See indicator #39

Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.
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Part III - Additional Key Strategies - (As applicable)

(This section should only be completed as needed, for strategies not already listed in Parts I and II.)

<u>Key Strategies</u>		
Identify any key strategies that will be implemented during the 2019-2020 school year that are <u>not described in Part I or II above but</u> will be embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that will support your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention plan. Responses should be directly aligned with their previously approved intervention plans (SIG or SCEP) and should include evidence and/or data that will be used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.		
List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	2019-20 School Year Continuation Plan
1. High Quality Instruction through EL Education		1. High Quality Instruction through EL Education <ul style="list-style-type: none"> • This school year will focus on re-integrating two expeditions for each grade level. The EL Education curriculum that we follow has 4 Modules for each grade level. DWCA will identify two of the four modules to expand into expeditions that consist of: guiding questions, learning targets, case studies, field experiences, experts, final projects, and service learning. • Last school year, DWCA implemented K-2 Reading Foundations Skills Block and Grades 3-6 All Block. The K-2 Reading Foundations Skills Block is a one-hour block that uses a structured phonics approach. The work follows the Phase Theory of Dr. Linnea Ehri, which describes behavior related to the types of letter-sound connections students are able to make as they learn to read and write. The lessons and assessments address the Reading Foundations standards, as well as with spelling and letter formation. In Grades 3-6, ALL Block is one hour long and complements the module lessons. The two work together to accelerate the achievement of students. The ALL Block is structured after the modules with three units. Each module unit is accompanied by two weeks of ALL Block instruction. The ALL Block has five components: Independent Reading, Additional Work with Complex Text, Reading and Speaking Fluency/GUM (grammar, usage, and mechanics), Writing Practice, and Word Study and Vocabulary. • DWCA’s leadership will meet with grade level teams twice weekly. One meeting will focus on looking at student work as a grade level. The second meeting will be lead with the EL Instructional Coach to support the planning process. The focus will be on making sure staff stay well planned, deliver instruction according to the scope and sequence, differentiate for all students, and provide appropriate assessments throughout the unit and lessons.
2. Restorative Practices		
3.		
4.		
5.		

			<p>2. Restorative Practices</p> <p>DWCA will continue the work that was done during the 2018-2019SY. Monthly meetings will continue with the integration of our student ambassadors. A plan has to be developed on how to service the trained students in Restorative Practice strategies. That will be the work for this school year, as well as, ensuring that all staff implement Restorative Practices in their daily interactions. Professional development will be scheduled to make sure that the following are occurring:</p> <ol style="list-style-type: none"> 1. Affective statements 2. Affective questions 3. Small Impromptu groups 4. Restorative Circles <p>DWCA Administration will set the tone for school-wide positive behavior strategies at the beginning of the school year during the 3 day Cooper Institute, summer professional development. During this time the emphasis will be coming from a positive mindset versus a deficit mindset. There will be review on restorative practices in the classroom and the procedures to follow.</p>		
Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <u>with impact</u> .	Yellow	<p>Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.</p>	Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.

Part IV – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)	
Describe the type, nature, frequency and outcomes of meetings conducted by the CET and its sub-committees that will be charged with addressing specific components of the CET Plan. Describe outcomes or potential outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2019-20 School Year.	
Status (R/Y/G)	Report Out of CET Plan Implementation
	<p>Dr. Walter Cooper Academy is currently reviewing options for how to make the most effective use of the Community Engagement Team. This team will work in partnership with School-based Planning Team to steer and monitor the overall improvement path for School 10.</p> <p>To date, School 10's CET has met on:</p>

	<p>February 1, 2019 - Initial Planning Meeting February 6, 2019 - Public Hearing March 1, 2019 March 11, 2019 April 8, 2019 May 13, 2019 June 10, 2019</p> <p>The CET meets monthly, on a schedule that dovetails with School-based Planning Team. The principal works with this team to continually review the plan and the status of metrics. The team has also begun talking about future planning for 19-20 year with reduced resources.</p> <p>The CET team has advised the SBPT on the following recommendations:</p> <ul style="list-style-type: none"> ● Implementing Culturally Relevant Instruction into our existing curriculum - The school has purchased supplemental text that align with the modules that will be implemented for the 2019-2020 school year. ● Discussed meaningful professional development for staff to work on Good First Teaching. Through these discussions the school is in the beginning stages.. School 10 is developing a partnership with Nazareth College - Department of Education. The School 10 CET and Nazareth College has met two times (May 14, 2019 and June 18, 2019) to discuss opportunities that Nazareth can provide to Dr. Walter Cooper Academy. <p>The School 10 CET is scheduled to meet again in August 2019. Discussion will be around how to monitor the recommendations that were discussed in the 2018-2019 school year. The team will be adding and removing members. Some of the current members have transferred to different schools, as well as two of my parent members students have moved on to another school due entering 7th grade.</p> <p>For the 2019-2020 school year, the meeting structure will be more focused with subcommittees. Each committee will focus on their main recommendation. They will monitor and suggest adjustments as needed.</p>
<p><u>Powers of the Receiver</u> Describe the anticipated use of the School Receiver’s powers for Cohort 1 and 2 Schools for the 2019-2020 school year (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.</p>	
<p>Status (R/Y/G)</p>	<p>Report Out</p>
	<p>The Superintendent Receiver Authority will continue to be utilized in multiple ways for the 19-20 school year:</p> <ul style="list-style-type: none"> ● Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools. ● Receivership school staffing continues to be a priority by the Department of Human Relations. Receivership schools are provided flexible opportunities for hiring teachers and are given first access to available teachers. ● Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made.

	<ul style="list-style-type: none"> • The Chief of Superintendent’s Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on professional learning, intensive supports, and monitoring. • The Chief of Superintendent’s Receivership Schools visits schools weekly to • Review all data by school, grade and student • Conduct classroom walkthroughs • Monitor professional development plans 		
Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <i>with impact</i> .	Yellow	Red

Part V - Budget - (As applicable)

Budget Amendments

ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT AS APPLICABLE:

- **SIG FS-10 2019-20 BUDGET AND BUDGET NARRATIVE AS APPLICABLE.**

PLEASE SUBMIT ANY NECESSARY CSG AND PSSG AMENDMENTS

BUDGET FORMS ARE AVAILABLE AT: <http://www.oms.nysed.gov/cafe/forms/>.

Part VI: Best Practices (Optional)

Best Practices

The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices that will be implemented in the 2019-2020 school year that will result in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.

Part VII - Assurance and Attestation

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

Name of Receiver (Print): Terry Dade
Signature of Receiver: Terry Dade
Date: 7/31/19

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this continuation plan, and has had the opportunity to review, and update if necessary, its 2019-2020 Community Engagement Team plan and membership.

Name of CET Representative (Print): Carmen Montes
Signature of CET Representative: Carmen Montes
Title of CET Representative: Secretary
Date: 7/30/19

The University of the State of New York

THE STATE EDUCATION DEPARTMENT
Albany, NY 12234
2019-20

School Improvement Grant 1003(g)
Continuation Plan Cover Page

District Name	
School Name	
Contact Person	Telephone ()
E-Mail Address	
<p>I hereby certify that I am the applicant’s chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be</p>	

provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.	
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer
Typed Name:	Date: