

# 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. Charles Lunsford School #19	261600010019	Rochester City School District		Check which plan below applies:				
				SIG -X			SCEP	
				Cohort: 7				
				Model:Transformation				
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	Moniek Silas-Lee	Michele Alberti-White- Executive Director of School Innovation	K-8		4% *Internal SPA data as of 7/15/19	29% *Internal SPA data as of 7/15/19	345 *Internal SPA data as of 7/15/19	
	Appointment Date: 08/2017	Dan Hurley- Director of School Turnaround						

Executive Summary
Please provide a <i>plain-language summary</i> 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 <u>no more than 500 words</u> .
<p>At Dr. Charles T. Lunsford School No. 19, we are utilizing the following key strategies to leverage school improvement:</p> <ul style="list-style-type: none"> <li>● Instructional Model(CCTM - Collaborative Co-Teaching Model) <ul style="list-style-type: none"> <li>○ We are entering our third year of full implementation of the CCTM(Collaborative Co-Teaching Model) in grades K-6 and looking for opportunities to expand the model into grades 7 and 8. This model provides small group differentiated instruction that is inclusive of all learners for every content area. Staff has embraced the model with fidelity and engage in ongoing professional development to support student learning</li> </ul> </li> <li>● Restorative Practices <ul style="list-style-type: none"> <li>○ School culture and climate is a priority. We have created workgroups through our School-Based Planning Team(Restorative Practice, Community Engagement, Instructional, and Professional Development) that meet regularly and support the work. These teams promote teacher voice and ownership within our building.</li> </ul> </li> </ul>

- Community Engagement
  - We are partners with various organizations to ensure that students and families receive effective services that will have a positive impact on academic achievement and social well-being. As an example, we are in partnership with Suny Geneseo, who provides ongoing professional development in a site-based collaborative model. Graduate students are on-site to provide literacy instruction, practicum students, and student teachers work in classrooms. Utilizing the Gandhi Institute in our work with restorative practices and creating meaningful relationships with students and families has gleamed success. Our partnership with The Villa of Hope supports our students and families with socio-emotional needs.

Level 1 indicators were decided by NYS, however we used these indicators as the basis for deciding our Level 2 indicators. We used the following criteria to determine our Level 2 indicators:

- Alignment
  - to other predetermined Level 1 indicators
  - to key strategies already being implemented
  - to our established SIG7 goals
  - Available resources
- Leverage factor on school improvement - What will most positively impact our community of learners?
- Ability to show progress and meet the indicator

**Attention** – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto: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.

### Part I – Demonstrable Improvement Indicators (Level 1)

<b><u>LEVEL 1 Indicators</u></b>						
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		<b>Key Strategies:</b> <ul style="list-style-type: none"> <li>• Restructure ATS(Alternative to Suspension)</li> <li>• Restorative practices school wide implementation</li> <li>• Help Zone -Center for Youth</li> <li>• Data Wise</li> <li>• PBS Matrix - Implement instruction on our “STRONG” matrix</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension data</li> <li>• Disciplinary referrals</li> <li>• Help Zone usage data</li> <li>• Restorative Circles(Gandhi) data</li> <li>• Family crew - student and teacher surveys</li> </ul>	<b>Restructure ATS (Alternative to Suspension):</b> <ul style="list-style-type: none"> <li>• Create a handbook that outlines the process and procedures of ATS</li> <li>• Physically restructure the space of the ATS room to reflect the principles of Restorative Practices ex: calming space, center/stations and circling space</li> </ul> <b>Restorative Practices:</b> <ul style="list-style-type: none"> <li>• School-wide implementation</li> <li>• Monthly PD for teachers</li> <li>• Use of Family Crew to circle with all students daily</li> </ul> <b>Help Zone-CFY:</b> <ul style="list-style-type: none"> <li>• Continue the partnership</li> <li>• Promote student advocacy, building relationships and restorative practices</li> </ul> <b>Data Wise:</b>

						<ul style="list-style-type: none"><li>● PD for ILT(Instructional LeadershipTeam)</li><li>● Implement protocols</li></ul> <p><b>PBS Matrix:</b></p> <ul style="list-style-type: none"><li>● PD for teachers around the matrix</li><li>● explicit instruction for students around the matrix</li><li>● celebratory events aligned to the matrix</li></ul> <p>School 19 STRONG Expectations Matrix</p> <table><tr><th></th><th>Arrival/Dismissal</th><th>Lunch</th><th>Hallways</th><th>Classroom</th><th>Assemblies</th></tr><tr><td>Safe</td><td><ul style="list-style-type: none"><li>● Keep hands and feet to yourself</li><li>● Walk at all times</li><li>● Follow directions</li><li>● Stay in line</li><li>● Show self-control</li></ul></td><td><ul style="list-style-type: none"><li>● Keep hands and feet to yourself</li><li>● Follow directions</li><li>● Walk at all times</li><li>● Stay in line</li><li>● Remain in seat</li><li>● Remain in cafeteria until dismissed</li></ul></td><td><ul style="list-style-type: 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33- 3-8 ELA All Students MGP	39.9	41.9		<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"><li>● CCTM (Collaborative Co-Teaching Model) K-6</li><li>● Common planning</li><li>● EGLM(Extended Grade Level Meetings)</li><li>● Use of Common Resources</li><li>● ELT(Extended Learning Time)</li></ul>	<ul style="list-style-type: none"><li>● NYS Assessments</li><li>● NWEA</li><li>● Common Formative Assessments (CFA)</li><li>● AIMSwebPlus</li></ul>	<p><b>CCTM ( Collaborative Co-Teaching Model):</b></p> <ul style="list-style-type: none"><li>● Grade level teams that provide the least restrictive learning environment for all students</li><li>● Inclusive learning</li><li>● Provides differentiated instruction</li><li>● Small group instruction</li></ul> <p><b>Common Planning:</b></p> <ul style="list-style-type: none"><li>● 3 times weekly- 30 minutes</li><li>● Data informed instruction/data dives</li><li>● Looking at student work utilizing protocol</li></ul> <p><b>EGLM (Extended Grade Level Meetings):</b></p> <ul style="list-style-type: none"><li>● Grade level and/or team meetings that occur monthly</li><li>● embedded into the school day</li><li>● 1 ½ hour in length</li><li>● Various PD offerings such as Fountas and Pinnell, learning target, rigorous tasks and depth of knowledge, co-teaching, culturally responsive pedagogy, vertical content meetings etc.</li></ul>																																										

						<div> <div> <b>Use of Common Resources:</b> <ul style="list-style-type: none"> <li>Teachers will use the following resources to support instruction: <ul style="list-style-type: none"> <li>lesson plan component/backwards design- RCSD Framework and Learning Outcomes</li> <li>Fountas and Pinnell reading resource</li> <li>Being a Writer- writing resource</li> <li>Lexia</li> <li>Use of CCTM instructional framework</li> <li>ELA Toolkit</li> <li>RCSD Learning Outcomes</li> </ul> </li> </ul> </div> <div> <b>ELT (Extended Learning Time):</b> <ul style="list-style-type: none"> <li>1 hour daily</li> <li>PBL (Problem Based Learning) -student expos 2 twice yearly</li> <li>Student informed clubs</li> <li>Additional learning time in ELA(lexia/small group differentiated instruction)</li> </ul> </div> </div>
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39- Math All Students MGP	38.5	39.5		<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• CCTM (Collaborative Co-Teaching Model) K-6</li> <li>• Common planning</li> <li>• EGLM(Extended Grade Level Meetings)</li> <li>• Use of Common Resources</li> <li>• ELT(Extended Learning Time)</li> </ul>	<ul style="list-style-type: none"> <li>• NYS Assessment</li> <li>• NWEA</li> <li>• Common Formative Assessments (CFA)</li> <li>• AIMSwebPlus</li> <li>• Zearn</li> <li>• IXL</li> </ul>	<p><b>CCTM ( Collaborative Co-Teaching Model):</b></p> <ul style="list-style-type: none"> <li>• Grade level teams that provide the least restrictive learning environment for all students</li> <li>• Inclusive learning</li> <li>• Provides differentiated instruction</li> <li>• Small group instruction</li> </ul> <p><b>Common Planning:</b></p> <ul style="list-style-type: none"> <li>• 3 times weekly- 30 minutes</li> <li>• Data informed instruction/data dives</li> <li>• Looking at student work utilizing protocol</li> </ul> <p><b>EGLM (Extended Grade Level Meetings):</b></p> <ul style="list-style-type: none"> <li>• Grade level and/or team meetings that occur monthly</li> <li>• embedded into the school day</li> <li>• 1 ½ hour in length</li> <li>• Various PD offerings such as Zearn, Math Next GenerationStandards , learning targets, rigorous tasks and depth of knowledge, co-teaching, culturally responsive pedagogy, vertical content meetings etc.</li> </ul> <p><b>Use of Common Resources:</b></p> <ul style="list-style-type: none"> <li>• Teachers will use the following resources to support instruction: <ul style="list-style-type: none"> <li>◦ lesson plan component/backwards design- RCSD Framework and Learning Outcomes</li> <li>◦ Zearn</li> <li>◦ IXL</li> <li>◦ RCSD Math Toolkit</li> <li>◦ Use of CCTM instructional framework</li> </ul> </li> </ul> <p><b>ELT (Extended Learning Time):</b></p> <ul style="list-style-type: none"> <li>• 1 hour daily</li> <li>• PBL (Problem Based Learning) -student expos 2 twice yearly</li> <li>• Student informed clubs</li> <li>• Additional learning time in math(ZearnIXL/-small group differentiated instruction)</li> </ul>
100- 3-8 ELA All	28.7	38.7		See indicator #33		

Students Core Subject Performance Index						
110- 3-8 Math All Students Core Subject Performance Index	25.8	35.8		See indicator #39		
150- Grades 4 and 8 Science All Students Core Subject Performance Index	110.	120.		<b>Key Strategies:</b> <ul style="list-style-type: none"> <li>• CCTM (Collaborative Co Teaching Model) K-6</li> <li>• Common planning</li> <li>• EGLM(Extended Grade Level Meetings)</li> <li>• Use of Common Resources</li> <li>• ELT(Extended Learning Time)</li> </ul>	<ul style="list-style-type: none"> <li>• Common Formative Assessment(CFA)</li> <li>• NWEA Science(4 and 8)</li> <li>• Performance Measures - Labs</li> </ul>	<b>CCTM ( Collaborative Co-Teaching Model):</b> <ul style="list-style-type: none"> <li>• Grade level teams that provide the least restrictive learning environment for all students</li> <li>• Inclusive learning</li> <li>• Provides differentiated instruction</li> <li>• Small group instruction</li> </ul> <b>Common Planning:</b> <ul style="list-style-type: none"> <li>• 3 times weekly- 30 minutes</li> <li>• Data informed instruction/data dives</li> <li>• Looking at student work utilizing protocol</li> </ul> <b>EGLM (Extended Grade Level Meetings):</b> <ul style="list-style-type: none"> <li>• Grade level and/or team meetings that occur monthly</li> <li>• embedded into the school day</li> <li>• 1 ½ hour in length</li> <li>• Various PD offerings such as NYS Next Generation Science Standards , learning targets, rigorous tasks and depth of knowledge, co-teaching, culturally responsive pedagogy, vertical content meetings etc.</li> <li>• Aligning instruction through the data process and use of gap analysis to drive instruction</li> <li>• Lessons and instructional activities are aligned to the rigor of the NGSS</li> </ul> <b>Use of Common Resources:</b> <ul style="list-style-type: none"> <li>• Teachers will use the following resources to support instruction: <ul style="list-style-type: none"> <li>○ lesson plan component/backwards design- RCSD Framework and Learning Outcomes</li> <li>○ RCSD science kits</li> <li>○ RCSD science toolkit</li> </ul> </li> </ul>

						<ul style="list-style-type: none"> <li>○ Use of CCTM instructional framework</li> </ul> <p><b><u>ELT (Extended Learning Time):</u></b></p> <ul style="list-style-type: none"> <li>● 1 hour daily</li> <li>● PBL (Problem Based Learning) -student expos 2 twice yearly</li> <li>● Student informed clubs - Science club</li> <li>● Additional learning time in science</li> </ul>
160- 3-8 Chronic Absenteeism- All Students	47%	41%		<p><b><u>Key Strategies:</u></b></p> <ul style="list-style-type: none"> <li>● Attendance team that meets weekly to monitor school wide attendance and enrollment</li> <li>● Attendance incentives and celebrations weekly/monthly/yearly</li> <li>● Attendance liaison</li> <li>● Home visits</li> <li>● Parental support via parent program</li> <li>● School-wide communication systems</li> </ul>	<ul style="list-style-type: none"> <li>● Daily attendance</li> <li>● Monthly attendance</li> <li>● Home visit logs</li> <li>● Attendance Referrals</li> </ul>	<p><b><u>Attendance Team:</u></b></p> <ul style="list-style-type: none"> <li>● Meets weekly</li> <li>● Members-Administration, counselor, parent liaison, social worker and district attendance liaison</li> <li>● monitors daily average attendance at the building, grade level and student</li> <li>● Reviews attendance data</li> <li>● Reviews/resolves attendance referrals</li> <li>● Conducts home visits</li> <li>● Supports families with barriers causing attendance concerns for their student</li> <li>● Monitors chronic and severe chronic attendance</li> <li>● Utilizes incentives to promote student attendance</li> </ul> <p><b><u>Attendance Incentives/Celebrations:</u></b></p> <ul style="list-style-type: none"> <li>● Monthly student and grade level recognition of perfect attendance/highest grade level attendance percentage</li> <li>● Use of bulletin board to communicate daily attendance</li> <li>● Monthly celebrations</li> </ul> <p><b><u>Attendance Liaison:</u></b></p> <ul style="list-style-type: none"> <li>● Works directly with our school based Attendance team</li> <li>● Conducts home visits</li> </ul> <p><b><u>Home Visits:</u></b></p> <ul style="list-style-type: none"> <li>● Conducted weekly</li> <li>● Two or more person teams to include teachers</li> <li>● Visits documented</li> </ul> <p><b><u>Lunsford Family Academy:</u></b></p> <ul style="list-style-type: none"> <li>● Parental support and education regarding attendance</li> <li>● Parental resources</li> </ul>



						<ul style="list-style-type: none"> <li>Celebratory events in school with their student</li> </ul> <b>School-Wide Communication:</b> <ul style="list-style-type: none"> <li>Follow up voice calls regarding attendance</li> <li>Monthly parent newsletters</li> <li>Social media - FB, Twitter, website</li> </ul>
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180- 3-8 ELP Success Ratio- All Students	.6	.8		<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• CCTM (Collaborative Co Teaching Model) K-6</li> <li>• Common planning</li> <li>• EGLM(Extended Grade Level Meetings)</li> <li>• Use of Common Resources</li> <li>• Use of Instructional Practices to Support ELP learners</li> <li>• ELT(Extended Learning Time)</li> </ul>	<ul style="list-style-type: none"> <li>• NYSESLAT</li> <li>• Common Formative Assessments(CFA)</li> <li>• NWEA(ELA, Math and Science)</li> </ul>	<p><b>CCTM ( Collaborative Co-Teaching Model):</b></p> <ul style="list-style-type: none"> <li>• Grade level teams that provide the least restrictive learning environment for all students</li> <li>• Inclusive learning</li> <li>• Provides differentiated instruction</li> <li>• Small group instruction</li> </ul> <p><b>Common Planning:</b></p> <ul style="list-style-type: none"> <li>• 3 times weekly- 30 minutes</li> <li>• Data informed instruction/data dives</li> <li>• Looking at student work utilizing protocol</li> </ul> <p><b>EGLM (Extended Grade Level Meetings):</b></p> <ul style="list-style-type: none"> <li>• Grade level and/or team meetings that occur monthly</li> <li>• embedded into the school day</li> <li>• 1 ½ hour in length</li> <li>• Various PD offerings that support ELLs</li> </ul> <p><b>Use of Common Resources:</b></p> <ul style="list-style-type: none"> <li>• Teachers will use the following resources to support instruction: <ul style="list-style-type: none"> <li>◦ lesson plan component/backwards design- RCSD Framework and Learning Outcomes</li> <li>◦ Math and ELA resources previously listed</li> <li>◦ texts and resources that support ELL students</li> </ul> </li> </ul> <p><b>ELT (Extended Learning Time):</b></p> <ul style="list-style-type: none"> <li>• 1 hour daily</li> <li>• PBL (Problem Based Learning) -student expos 2 twice yearly</li> <li>• Student informed clubs <ul style="list-style-type: none"> <li>◦ Additional learning time in math(ZearnIXL/- small group differentiated instruction)Use of CCTM instructional framework</li> </ul> </li> </ul>
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<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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 II – Demonstrable Improvement Indicators (Level 2)

<b>LEVEL 2 Indicators</b>						
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	CSM Rubric		<b>Key Strategies:</b> <ul style="list-style-type: none"> <li>Opening of our new Parent/community Center</li> <li>Monthly family/community events</li> <li>Partnerships</li> <li>Community Resource Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Use of the CSM Rubric</li> </ul>	<b>Lunsford Community Room/Center:</b> <ul style="list-style-type: none"> <li>Available to the school community and the community at large</li> <li>Offers use of technology</li> <li>Food and clothing closets</li> <li>Parent programing incorporating parent voice and choice</li> </ul> <b>Monthly Family/Community Events:</b> <ul style="list-style-type: none"> <li>Variety of events to promote academic and social emotional well being (ex: student led conferences)</li> <li>Varied times of the events to meet the needs of families</li> </ul> <b>Partnerships:</b>

						<ul style="list-style-type: none"> <li>Monthly CET meeting</li> <li>Community supports such as Villa of Hope - student and family on site counseling</li> <li>CFY(Center for Youth) - instructional programs, Strings for Success and Help Zone</li> <li>Playworks - recess</li> <li>GRHF(Greater Rochester Health Foundation) and WCH</li> <li>Suny Geneseo - PD and literacy labs for students</li> <li>Edgewood Community Church - student programing and clubs</li> <li>Primary project/Links4Kids - power of play</li> <li>Gandhi Institute - restorative practices and leadership</li> </ul> <p><b>Community Resource Coordinator:</b></p> <ul style="list-style-type: none"> <li>Works directly with families and aligns community resources</li> <li>Works with teachers to align community resources to meet the needs of our students</li> <li>Forges new partnerships</li> <li>Monthly meetings with partners</li> </ul>
6 - Family and Community Engagement (Tenet 6)	n/a	90% of Tenet 6 Phase 1 indicators AND 40% of Tenet 6 Phase 2 Indicators		<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>Opening of our new Parent/Community Center</li> <li>Monthly family/community events</li> <li>Community Resource Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at community/family events</li> <li>Surveys</li> <li>Documentation of families serviced via school supports such as but not limited to: <ul style="list-style-type: none"> <li>Clothing closet/food pantry</li> <li>Villa of Hope - Student and family counseling</li> </ul> </li> </ul>	<p><b>Lunsford Community Room/Center:</b></p> <ul style="list-style-type: none"> <li>Available to the school community and the community at large</li> <li>Offers use of technology</li> <li>Food and clothing closets</li> <li>Parent programing incorporating parent voice and choice</li> </ul> <p><b>Monthly Family/Community Events:</b></p> <ul style="list-style-type: none"> <li>Variety of events to promote academic and social emotional well being (ex: student led conferences)</li> <li>Varied times of the events to meet the needs of families</li> </ul> <p><b>Community Resource Coordinator:</b></p> <ul style="list-style-type: none"> <li>Works directly with families and aligns community resources</li> <li>Works with teachers to align community resources to meet the needs of our students</li> <li>Forges new partnerships</li> </ul>

						<ul style="list-style-type: none"><li>Monthly meetings with partners</li></ul>	
94 - Providing 200 Hours of Extended Day Learning Time (ELT)	n/a	ELT Implementation Rubric		<b>Key Strategies:</b> <ul style="list-style-type: none"><li>Varied student offerings</li><li>PBL(Problem Based Learning)</li></ul>	<ul style="list-style-type: none"><li>Attendance data</li><li>School Safety data</li><li>Staff/Student/Parent Satisfaction Survey Provider Survey</li><li>PBL projects</li><li>Academic growth as measured by instructional measures</li></ul>	<b>Student Offerings:</b> <ul style="list-style-type: none"><li>Students will have the opportunity to choose from a variety of clubs such as by limited to:<ul style="list-style-type: none"><li>cooking</li><li>leadership</li><li>robotics</li><li>music</li><li>sports</li><li>coding</li></ul></li><li>Students will have a voice in club offerings</li></ul> <b>PBL(Problem based Learning):</b> <ul style="list-style-type: none"><li>Students will engage in 2 expos yearly</li></ul>	
105- 3-8 ELA ED Core Subject Performance Index	28.5	38.5		See indicator #33			
115- 3-8 Math ED Core Subject Performance Index	26	36		See indicator #39			
<b>Green</b>	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> .			<b>Yellow</b>	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.

### 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.					
2.					
3.					
4.					
5.					
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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>The CET was formed out of the Receivership requirement. Our team meets monthly to focus on the following SIG7 outcomes aligned with our community feedback from our Public Hearing:</p> <ul style="list-style-type: none"> <li>• Instructional Model</li> <li>• Restorative Practices</li> <li>• Community Engagement</li> </ul> <p>The following are the outcomes of our previous meetings:</p> <ul style="list-style-type: none"> <li>• Brainstormed strategies that align with our 3 overarching SIG7 goals: <ul style="list-style-type: none"> <li>○ Instructional Model(Collaborative Co-Teaching Model)</li> <li>○ Restorative Practices</li> <li>○ Community engagement</li> </ul> </li> <li>• As a team, we decided our Level 2 indicators</li> <li>• We developed work groups that will meet independent of the whole team</li> </ul> <p>To date, there has not been any changes to the engagement plan or the membership structure.</p>

Powers of the Receiver					
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.					
Status (R/Y/G)	Report Out				
	<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"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• The Chief of Superintendent’s Receivership Schools visits schools weekly to <ul style="list-style-type: none"> <li>• Review all data by school, grade and student</li> <li>• Conduct classroom walkthroughs</li> <li>• Monitor professional development plans</li> </ul> </li> </ul>				
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.



## Part V - Budget - (As applicable)

<u>Budget Amendments</u>
<p>ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:</p> <ul style="list-style-type: none"> <li>SIG FS-10 2019-20 BUDGET AND BUDGET NARRATIVE <u>AS APPLICABLE</u>.</li> </ul> <p><b>PLEASE SUBMIT ANY NECESSARY CSG AND PSSG AMENDMENTS</b></p> <p>BUDGET FORMS ARE AVAILABLE AT: <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a>.</p>

## Part VI: Best Practices (Optional)

<u>Best Practices</u>		
<p>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.</p>		
List the best practice that will be or is currently being implemented in the school.		Describe a best practice that will be in place for the 2019-20 school year in terms of its impact on the implementation of the plan. Discuss the evidence that will be used to determine its success. Discuss the possibility of replication in other schools.
1.		
2.		



school is beginning to implement best practices and will continue to refine, enhance and strengthen as needs emerge.


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): \_\_\_\_\_  
Signature of CET Representative: \_\_\_\_\_  
Title of CET Representative: \_\_\_\_\_  
Date: \_\_\_\_\_

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</p>	

acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be 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: