

## 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:				
Henry Hudson School #28	261600010028	Rochester City Schools		Check which plan below applies:				
				SIG			SCEP  X	
				Cohort:				
			Model:					
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 Superintendent	Susan Ladd	Shirley JA Green, Ed.D. - Chief of Schools Michele Alberti, <i>Executive Director of School Innovation</i> Lynne Hawthorn, <i>Director of Program Accountability</i> Daniel Hurley, <i>Director of Program Accountability</i>	K-8		34.2%	24.0%	641 As of July 18, 2019	
	Appointment Date: August 2006							

#### 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.

Henry Hudson School #28 is a K-8 Building that supports a very diverse group of students. This plan is designed to support and accelerate all of our students. The school plan is focusing on three major areas:

1. Collaboration and consistency
2. Data informed instruction
3. Relationships and culturally relevant pedagogy

At School 28 “All students will show measurable growth in On-Demand Writing Pieces by engaging in a variety of daily opportunities to write authentically in a variety of genres demonstrating an understanding of the task by citing two or more pieces of evidence. Teachers will provide action-oriented feedback, and use On-Demand writing pieces given in September, January and May that will be assessed with the grade level writing rubrics. Students will show measured improvement on the NYS ELA, Math, Science and NYSESLAT assessments.”

School #28’s plan builds additional time for teachers to meet and collaborate, provides intervention and teachers to support classroom staff and students to accelerate academic improvement, and engages teachers with data through progress monitoring and benchmarking for data informed instruction using the Data Wise Protocol. The school will mandate professional learning through summer 2019.

The Level 2 Indicators were selected by the school and the Community Engagement Team (CET). While the focus continues to be on Literacy and Math, they include the Community Schools Model, providing 200 hours of extended learning, and family and community engagement. Henry Hudson School #28 will enhance the Empire Afterschool program that allows for 120 students to stay after for career and academic learning sessions. The school will offer 4 days of reading and math during February and Spring session. School #28’s PTO will become more active and connected to the CET. The Parent Liaison will hold 8 learning sessions for parents on topics identified through a survey.

This plan will be monitored and evaluated by the instructional leadership team(ILT), and shared with the community engagement team(CET).

**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	Anticipate d 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
33 3-8 ELA All Students MGP	45.7	47.7		<ul style="list-style-type: none"> <li>The school will increase collaboration, professional development and use of data in all meetings and keep a sharp focus on individual student learning</li> <li>Progress monitoring will increase to ensure adjustments can be made in quickly and effectively based on specific data pieces</li> <li>ILT and ADMIN walkthroughs will be scheduled and implemented to focus on building consistency and strong tier 1 teaching</li> </ul>	<ul style="list-style-type: none"> <li>NWEA</li> <li>RCSD Common Formative Assessments</li> <li>BAS-Fountas and Pinnell</li> <li>Report Card Grades</li> <li>5 Week Progress Monitoring Data</li> <li>Benchmark Writing Pieces</li> </ul>	<ul style="list-style-type: none"> <li>Mandatory professional learning for implementing solid Tier 1 instruction that is differentiated for the diverse demographics that we serve.               <ul style="list-style-type: none"> <li>Biliteracy in the early grades for our bilingual staff, grades K-2</li> <li>Writers Workshop utilizing the Lucy Calkins Units of Study grades K-8</li> <li>Communication and self-regulation training for the staff in the autism program</li> <li>Co-teaching and Collaboration in classrooms</li> <li>Intervention systems and supports</li> <li>Special Ed redesign in the middle school</li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>Introduce and monitor the lesson plans to ensure that the district's new Rochester Instructional Framework (RIF) as the instructional design is understood and utilized</li> </ul>		<ul style="list-style-type: none"> <li>Starting the year understanding the Data using the Data Wise Protocols and our current school data from state and local assessments for all classroom teachers</li> <li>Adding rigor and engagement to science and social studies in grades 6-8</li> <li>Master Scheduling to ensure 180 Minutes of Literacy Time (ELA and HLA)</li> <li>8 Scheduled Progress Monitoring Assessments created and used to engage in data driven instructional planning given every 5 weeks, based on the question rigor and format of the NYS assessments in reading and math</li> <li>2x a week co-planning time to work on pacing, engagement, and data driven instructional planning using the Data Wise protocols and process</li> <li>Instructional Leadership Team designated to drive the instructional expectations weekly meetings</li> <li>The support staff will be structured to support Tier 2 and Tier 3 instruction using data.</li> <li>Walk through calendar focusing on our 4 targeted areas for growth Learning targets, small group instruction, questioning, and assessment of the learning that includes a closing and feedback for growth. We will provide specific feedback to the teachers within 48 hours of the walkthrough. Each administrator is expected to conduct a minimum of 9 classroom visits a week that will result in every teacher receiving a targeted visit every week.</li> <li>NWEA administered 3x a year with data reviewed with individual teachers, grade level teams, SBPT, CET, and school stakeholders</li> <li>Teachers will create the progress monitoring prompts.</li> </ul>
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						<ul style="list-style-type: none"> <li>On Demand Writing portfolio piece to be given 3x a year</li> <li>Lesson plan development to include the Instructional Framework expectations</li> </ul>
39 3-8 Math All Students MGP	46.9	48.9		<ul style="list-style-type: none"> <li>The school will increase collaboration, professional development and use of data in all meetings and keep a sharp focus on individual student learning</li> <li>Progress monitoring will increase to ensure adjustments can be made in quickly and effectively based on specific data pieces</li> <li>ILT and ADMIN walkthroughs will be scheduled and implemented to focus on building consistency and strong tier 1 teaching</li> <li>Introduce and monitor the lesson plans to ensure that the district's new Rochester Instructional Framework (RIF) as the instructional design is understood and utilized</li> <li>Reassigned an intervention teacher to support the math program in our school</li> </ul>	<ul style="list-style-type: none"> <li>NWEA</li> <li>RCSD Common Formative Assessments</li> <li>Report Card Grades</li> <li>5 Week Progress Monitoring Data</li> </ul>	<ul style="list-style-type: none"> <li>Mandatory PD for implementing solid Tier 1 instruction using the Zearn</li> <li>Master Scheduling to ensure 90 Minutes of Math Time</li> <li>8 Scheduled Progress Monitoring Assessments created and used to engage in data driven instructional planning</li> <li>2x a week co-planning time to work on pacing, engagement, and data driven instructional planning</li> <li>Instructional Leadership Team designated to drive the instructional expectations meeting 4x a month</li> <li>Walk through calendar focusing on our 4 targeted areas for growth Learning targets, small group instruction, questioning, assessment of the learning that includes a closing and feedback for growth</li> <li>NWEA administered 3x a year with data reviewed with individual teachers, grade level teams, SBPT, CET, and school stakeholders</li> <li>Lesson plan development to include the new Instructional Framework (Workshop Model)</li> <li>Utilizing math intervention teacher to support teachers and students in a systematic way to accelerate student progress using the district intervention guide</li> <li>Instructional Framework Toolkit will be introduced and utilized to ensure proper pacing, curriculum and expected rigor are consistent throughout the building</li> <li>Zearn Math training for grades 1-5</li> <li>Vertical planning for teachers in grades 6-8 to support Algebra 1</li> </ul>

100 3-8 ELA All Students Core Subject Performance Index	57.7	67.7		<ul style="list-style-type: none"> <li>• The school will increase collaboration, professional development and use of data in all meetings and keep a sharp focus on individual student learning</li> <li>• Progress monitoring will increase to ensure adjustments can be made in quickly and effectively based on specific data pieces</li> <li>• ILT and ADMIN walkthroughs will be scheduled and implemented to focus on building consistency and strong tier 1 teaching</li> <li>• Introduce and monitor the lesson plans to ensure that the district's new Rochester Instructional Framework (RIF) as the instructional design is understood and utilized</li> </ul>	NWEA RCSD Common Formative Assessments BAS-Fountas and Pinnell Report Card Grades 5 Week Progress Monitoring Data Benchmark Writing Pieces	<ul style="list-style-type: none"> <li>• Mandatory professional learning for implementing solid Tier 1 instruction that is differentiated for the diverse demographics that we serve. <ul style="list-style-type: none"> <li>○ Biliteracy in the early grades for our bilingual staff, grades K-2</li> <li>○ Writers Workshop utilizing the Lucy Calkins Units of Study grades K-8</li> <li>○ Communication and self-regulation training for the staff in the autism program</li> <li>○ Co-teaching and Collaboration in classrooms</li> <li>○ Intervention systems and supports</li> <li>○ Special Ed redesign in the middle school</li> <li>○ Starting the year understanding the Data using the Data Wise Protocols and our current school data from state and local assessments for all classroom teachers</li> <li>○ Adding rigor and engagement to science and social studies in grades 6-8</li> </ul> </li> <li>• Master Scheduling to ensure 180 Minutes of Literacy Time (ELA and HLA)</li> <li>• 8 Scheduled Progress Monitoring Assessments created and used to engage in data driven instructional planning given every 5 weeks, based on the question rigor and format of the NYS assessments in reading and math</li> <li>• 2x a week co-planning time to work on pacing, engagement, and data driven instructional planning using the Data Wise protocols and process</li> <li>• Instructional Leadership Team designated to drive the instructional expectations weekly meetings</li> <li>• The support staff will be structured to support Tier 2 and Tier 3 instruction using data.</li> </ul>
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						<ul style="list-style-type: none"> <li>Walk through calendar focusing on our 4 targeted areas for growth Learning targets, small group instruction, questioning, and assessment of the learning that includes a closing and feedback for growth. We will provide specific feedback to the teachers within 48 hours of the walkthrough. Each administrator is expected to conduct a minimum of 9 classroom visits a week that will result in every teacher receiving a targeted visit every week.</li> <li>NWEA administered 3x a year with data reviewed with individual teachers, grade level teams, SBPT, CET, and school stakeholders</li> <li>Teachers will create the progress monitoring prompts.</li> <li>On Demand Writing portfolio piece to be given 3x a year</li> <li>Lesson plan development to include the Instructional Framework expectations</li> </ul>
110 3-8 Math All Students Core Subject Performance Index	47.3	57.3		<ul style="list-style-type: none"> <li>At #28, we will increase collaboration, professional development and use of data in all meetings and keep a sharp focus on individual student learning</li> <li>Progress monitoring will increase to ensure adjustments can be made in quickly and effectively based on specific data pieces</li> <li>ILT and ADMIN walkthroughs will be scheduled and implemented to focus on building consistency and strong tier 1 teaching</li> <li>Introduce and monitor the lesson plans to ensure that the district's new Rochester Instructional Framework</li> </ul>	NWEA RCSD Common Formative Assessments Report Card Grades 5 Week Progress Monitoring Data	<ul style="list-style-type: none"> <li>Mandatory PD for implementing solid Tier 1 instruction using the Zearn</li> <li>Master Scheduling to ensure 90 Minutes of Math Time</li> <li>8 Scheduled Progress Monitoring Assessments created and used to engage in data driven instructional planning</li> <li>2x a week co-planning time to work on pacing, engagement, and data driven instructional planning</li> <li>Instructional Leadership Team designated to drive the instructional expectations meeting 4x a month</li> <li>Walk through calendar focusing on our 4 targeted areas for growth Learning targets, small group instruction, questioning, assessment of the learning that includes a closing and feedback for growth</li> </ul>

				(RIF) as the instructional design is understood and utilized <ul style="list-style-type: none"> <li>Reassigned an intervention teacher to support the math program in our school</li> </ul>		<ul style="list-style-type: none"> <li>NWEA administered 3x a year with data reviewed with individual teachers, grade level teams, SBPT, CET, and school stakeholders</li> <li>Lesson plan development to include the new Instructional Framework (Workshop Model)</li> <li>Utilizing math intervention teacher to support teachers and students in a systematic way to accelerate student progress using the district intervention guide</li> <li>Instructional Framework Toolkit will be introduced and utilized to ensure proper pacing, curriculum and expected rigor are consistent throughout the building</li> <li>Zearn Math training for grades 1-5</li> <li>Vertical planning for teachers in grades 6-8 to support Algebra 1</li> </ul>
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150 3-8 Science All Students Core Subject Performance Index	133.9	143.9		<ul style="list-style-type: none"> <li>At #28, we are increasing our monitoring systems and expectations around science in a K-8 environment.</li> <li>Next Generation Science standards will be utilized to ensure hands on problem based lessons are being taught in a rigorous manner.</li> </ul>	NWEA Science NYS Assessments for grades 4/8	<ul style="list-style-type: none"> <li>The master schedule has a designated science time grades K-8</li> <li>Administrative walkthroughs will include looking at science at least 1x a month</li> <li>The ILT will engage in looking at the curriculum used to ensure consistent science concepts are being taught</li> <li>The science director will be invited to work with our team of teachers in grades 5-8 to increase our teaching</li> <li>Xerox will continue to support our building with our STEM collaboration project</li> <li>The afterschool program will include STEM sessions to engage students in positive science experiences</li> <li>Instructional Framework Toolkit will be introduced and utilized to ensure proper pacing, curriculum and expected rigor are consistent throughout the building</li> <li>The science teachers will utilize the gap analysis to identify areas of strength and weaknesses in our program grades 5-8</li> <li>Lessons and instructional activities are aligned to the rigor of the NGSS</li> <li>Principal will supervise middle school science teachers to support best practices in the classroom</li> <li>A co-teaching model will be introduced to our living environment class to reduce teacher/student ratio</li> </ul>
160 Chronic Absenteeism	38%	34%		<ul style="list-style-type: none"> <li>Three teams will continue to monitor and support our students who are chronically and severely chronically absent.</li> </ul>	SPA Data Network using the Chronically Absent and the Severely Chronically Absent data as well as the average daily attendance data by student, by grade level, by school, and by day of the week.	<ul style="list-style-type: none"> <li>Attendance team will support students and families through phone calls, home visits, and discussions around the importance of coming to school on a daily basis.</li> <li>Outside agencies will be recommended to families.</li> </ul>

						<ul style="list-style-type: none"><li>● Instructional Leadership Team will review the attendance data working with grade level teams.</li><li>● Tenet 5 social emotional team works on engaging and creative ways to incentivize all students to come to school on a daily basis and celebrate those students that maintain a high attendance rate. Those incentives include special #28 Spirit days, awards given during the announcements, assemblies, and special events, and positive phone calls home when attendance is good or improved.</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 II – Demonstrable Improvement Indicators (Level 2)

<b><u>LEVEL 2 Indicators</u></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	Anticipate d 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?	<ul style="list-style-type: none"> <li>2019-20 School Year Continuation Plan for Meeting this Indicator</li> </ul>
2 Plan for and Implement	NA			<ul style="list-style-type: none"> <li>#28 School is working with the RCSD to engage community partners to work with our school community to ensure we are providing support to the whole</li> </ul>	Survey Data State Rubric for Implementation guidelines and expected outcomes	<ul style="list-style-type: none"> <li>We will take a team approach to monitoring the NY State Community School Model rubric and implementation guidelines</li> </ul>

Community School Model				<p>child and their families, so that the school becomes a positive place for all our stakeholders.</p> <ul style="list-style-type: none"> <li>#28 School will continue to build on existing partnerships and create new ones.</li> </ul>		<ul style="list-style-type: none"> <li>Current partnerships include: Big brothers/Big Sisters( Harris Communications, Bigs in Blue), XEROX School Science.</li> <li>Engage with Ibero to support families from Puerto Rico who came over after October of 2017.</li> </ul>
6 Family and Community Engagement (Tenet 6)	NA			<ul style="list-style-type: none"> <li>The school has a goal that 100% of our parents and visitors that respond on a survey, voice that our office is a welcoming or very welcoming place</li> <li>The school parent liaison will actively engage with families to find out what they need and what support we can offer in the school through a parent survey and our PTO meetings.</li> </ul>	<p>Survey Data</p> <p>State Rubric for Implementation guidelines and expected outcomes</p> <p>Schedule of PTO meetings and attendance sheets</p>	<ul style="list-style-type: none"> <li>We have staff serving on our SCEP Tenet 6 team made up of staff to work on ensuring our goals in this area are met, increasing our average daily attendance to higher than 91% and reducing our chronically absent students to less than 34%.</li> <li>Parent survey given in October and again in April to check for growth. The survey will focus on parents perceptions of our school culture and climate and how their children feel about attending our school. The results will be recorded, analyzed, and shared, so that corrections can be made in the areas where we fall short in the eyes of our stakeholders.</li> <li>We will have a written plan for PTO meetings to happen monthly to hear from the voice of the parent on how we are doing as a school.</li> <li>Our parent liaison will plan 8 parent learning meetings based on the needs of the parents</li> <li>Engage with Ibero to support families from Puerto Rico who came over after October of 2017.</li> </ul>
94 Providing 200 hours of ExtendedDay Learning Time (ELT)	NA			<ul style="list-style-type: none"> <li>The school goal is to invite 100% of our students and enroll at least 50% of our students in an academic enrichment program over February and April Recess times providing instructional support in both math and literacy.</li> <li>We offer an afterschool program that enrolls 120 students in career and academic learning in a project based setting</li> </ul>	Actual enrollment documents attendance of the programs	<ul style="list-style-type: none"> <li>Offer a 4 day/5 hour program over February recess for grades 3-7 to focus 2 days on math and 2 days on literacy enrichment</li> <li>Offer a 4 day/5 hour program over February recess for grade 8 to focus 2 days on math and 2 days on science</li> <li>Offer a 4 day/5 hour program over April Recess for grades K-2 to focus on math and literacy enrichment</li> <li>Empire Afterschool program provides 120 students (grades 2-8) with 3 hours of</li> </ul>

						afterschool learning in career and academic sessions.
105 3-8 ELA ED Core Subject Performance Index	54.2	63.2		<ul style="list-style-type: none"> <li>The school will increase collaboration, professional development and use of data in all meetings and keep a sharp focus on individual student learning</li> <li>Progress monitoring will increase to ensure adjustments can be made in quickly and effectively based on specific data pieces</li> <li>ILT and ADMIN walkthroughs will be scheduled and implemented</li> <li>to focus on building consistency and strong tier 1 teaching</li> <li>Introduce and monitor the lesson plans to ensure that the district's new Rochester Instructional Framework (RIF) as the instructional design is understood and utilized</li> </ul>	<p>The School #28 Economically Disadvantaged Group is at least 87% of the student population. The ED Subgroup is a substantial part of the all-student population.</p> <p>NWEA RCSD Common Formative Assessments BAS-Fountas and Pinnell Report Card Grades 5 Week Progress Monitoring Data Benchmark Writing Pieces</p>	<ul style="list-style-type: none"> <li>Mandatory professional learning for implementing solid Tier 1 instruction that is differentiated for the diverse demographics that we serve. <ul style="list-style-type: none"> <li>Biliteracy in the early grades for our bilingual staff, grades K-2</li> <li>Writers Workshop utilizing the Lucy Calkins Units of Study grades K-8</li> <li>Communication and self-regulation training for the staff in the autism program</li> <li>Co-teaching and Collaboration in classrooms</li> <li>Intervention systems and supports</li> <li>Special Ed redesign in the middle school</li> <li>Starting the year understanding the Data using the Data Wise Protocols and our current school data from state and local assessments for all classroom teachers</li> <li>Adding rigor and engagement to science and social studies in grades 6-8</li> </ul> </li> <li>Master Scheduling to ensure 180 Minutes of Literacy Time (ELA and HLA)</li> <li>8 Scheduled Progress Monitoring Assessments created and used to engage in data driven instructional planning given every 5 weeks, based on the question rigor and format of the NYS assessments in reading and math</li> <li>2x a week co-planning time to work on pacing, engagement, and data driven instructional planning using the Data Wise protocols and process</li> <li>Instructional Leadership Team designated to drive the instructional expectations weekly meetings</li> </ul>

						<ul style="list-style-type: none"> <li>• The support staff will be structured to support Tier 2 and Tier 3 instruction using data.</li> <li>• Walk through calendar focusing on our 4 targeted areas for growth Learning targets, small group instruction, questioning, and assessment of the learning that includes a closing and feedback for growth. We will provide specific feedback to the teachers within 48 hours of the walkthrough. Each administrator is expected to conduct a minimum of 9 classroom visits a week that will result in every teacher receiving a targeted visit every week.</li> <li>• NWEA administered 3x a year with data reviewed with individual teachers, grade level teams, SBPT, CET, and school stakeholders</li> <li>• Teachers will create the progress monitoring prompts.</li> <li>• On Demand Writing portfolio piece to be given 3x a year</li> <li>• Lesson plan development to include the Instructional Framework expectations</li> </ul>
115 3-8 Math ED Core Subject Performance Index	45.4	55.4		<ul style="list-style-type: none"> <li>• The school will increase collaboration, professional development and use of data in all meetings and keep a sharp focus on individual student learning</li> <li>• Progress monitoring will increase to ensure adjustments can be made in quickly and effectively based on specific data pieces</li> <li>• ILT and ADMIN walkthroughs will be scheduled and implemented to focus on building consistency and strong tier 1 teaching</li> <li>• Introduce and monitor the lesson plans to ensure that the district's new Rochester Instructional Framework (RIF) as the</li> </ul>	<p>The School #28 Economically Disadvantaged Group is at least 87% of the student population. The ED Subgroup is a substantial part of the all-student population.</p> <p>NWEA RCSD Common Formative Assessments Report Card Grades 5 Week Progress Monitoring Data</p>	<ul style="list-style-type: none"> <li>• Mandatory PD for implementing solid Tier 1 instruction using the Zearn</li> <li>• Master Scheduling to ensure 90 Minutes of Math Time</li> <li>• 8 Scheduled Progress Monitoring Assessments created and used to engage in data driven instructional planning</li> <li>• 2x a week co-planning time to work on pacing, engagement, and data driven instructional planning</li> <li>• Instructional Leadership Team designated to drive the instructional expectations meeting 4x a month</li> <li>• Walk through calendar focusing on our 4 targeted areas for growth Learning targets, small group instruction, questioning, assessment of the learning that includes a closing and feedback for growth</li> </ul>

				instructional design is understood and utilized		<ul style="list-style-type: none"><li>● NWEA administered 3x a year with data reviewed with individual teachers, grade level teams, SBPT, CET, and school stakeholders</li><li>● Lesson plan development to include the new Instructional Framework (Workshop Model)</li><li>● Utilizing math intervention teacher to support teachers and students in a systematic way to accelerate student progress using the district intervention guide</li><li>● Instructional Framework Toolkit will be introduced and utilized to ensure proper pacing, curriculum and expected rigor are consistent throughout the building</li><li>● Zearn Math training for grades 1-5</li><li>● Vertical planning for teachers in grades 6-8 to support Algebra 1</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 <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 III – Additional Key Strategies – (As applicable)

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

#### Key Strategies

Identify any key strategies that will be implemented during the 2019-2020 school year that are not described in Part I or II above but 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 <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 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 school is currently reviewing options for how to make the most effective use of the Community Engagement Team. This team will work in partnership with the ILT and the School-based Planning Team to steer and monitor the overall improvement path for School 28.</p> <p>The CET will meet monthly for the 2019-20 school year. The principal works with this team to continually review the plan and the status of metrics.</p> <p>The School 28 CET is scheduled to meet beginning in August 2019. Discussion will be around how to monitor the recommendations that were discussed in the 2018-2019 school year.</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. The subcommittees will focus on Attendance, ELA, Math, Science, Community Schools Rubric, and the Family and Community Tenet Rubric.</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</li><li>● Review all data by school, grade and student</li><li>● Conduct classroom walkthroughs</li><li>● Monitor professional development plans</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 <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 V – Budget – (As applicable)

<p><u>Budget Amendments</u></p> <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>
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Part VI: Best Practices (Optional)

<p><u>Best Practices</u></p> <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>	
<p>List the best practice that will be or is currently being implemented in the school.</p>	<p>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.</p>



Continuation Plan 2019 – 2020 School Year  
(As required under Section 211(f) of NYS Ed. Law)

### 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): Kristen Schmidt  
Signature of CET Representative: [Signature]  
Title of CET Representative: Intervention Teacher  
Date: July 30, 2019