

Receivership Schools ONLY

FINAL DRAFT Continuation Plan for 2019-20 School Year School #33

| School Name | School BEDS Code | District | Lead Partner or EPO | Hyperlink to where this plan will be posted on the district website: | | | | |
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| John James Audubon School #33 | 261600010033 | Rochester City School District | --- | Check which plan below applies: | | | | |
| | | | | SIG | | | SCEP ✓ | |
| | | | | 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 | Larry Ellison | Michele Alberti White, <i>Executive Director of School Innovation</i> Lynne Hawthorne | | PreK-6 | N/A | 14.4% | 21.2% | 1,206 |
| | Appointment Date: July 1990 | Daniel Hurley, <i>Director of Program Accountability</i> | | | | SPA 7/16/19 | SPA 7/16/19 | SPA 7/2019 |

| Executive Summary |
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| 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 <i>no more than 500 words</i> . |
| <p><u>Introduction</u></p> <p>The school leaders envision a school: (1) that is data-driven with a focus on student achievement, (2) where there is continuous improvement of instruction, (3) with a guaranteed and viable culturally responsive curriculum, (4) where cooperation and collaboration is evident between teachers, parents, and community, and (5) has a positive climate. Specifically, the vision is that the school, parents and community members will work together to meet the multi-tiered system of social/emotional and academic needs of our students in their journey as lifelong learners. The mission is to educate all students to their highest levels of performance, in effectively managed learning environments that are safe, productive, inclusive, and student-centered, in collaboration with families and community partners.</p> |
| <p><u>The Focus</u></p> <p>The work monitored will focus on Academics (ELA, Math, Science), Chronic Absenteeism, Community School Model, Family and Community Engagement, and Extended Learning Time.</p> |
| <p><u>The Merits</u></p> |

The work will be progressed monitored via specific merits. This will help the school know if it is moving in the direction of the accomplishment of the goals identified. There are six Level 1 merits identified by the State; and five Level 2 merits identified by the School. The **Level 1 State merits** are: (1) Indicator #33: 3-3 ELA All Students MGP; (2) Indicator #39: 3-8 Math All Students MGP; (3) Indicator #100: 3-8 ELA All Students Core Subject Performance Index; (4) Indicator 110: 3-8 Math All Students Core subject Performance Index; (5) Indicator 150: Grade 4 and 8 Science All Students Core Subject Performance Index; Indicator 160: 3-8 Chronic Absenteeism - All students; and the **Level 2 School merits** are: (1) Indicator #2: Plan for and implement Community School Model; (2) Indicator #6: Family and Community Engagement (DTSDE Tenet 6); (3) Indicator #94: Providing 200 Hours of Extended Day Learning Time (ELT); (4) Indicator #105: 3-8 ELA ED Core Subject Performance Index; (5) Indicator #115: 3-8 Math ED Core Subject Performance Index.

Key Strategies

Refer to the populated language in the document below for the specific strategies.

Planning and Review Process

The stakeholders (school staff, parents, community partners) will be involved in the planning, implementation and review process through the Community Engagement Team (CET), Grade Level Teams and School Based Planning Team (SBPT).

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.

Part I – Demonstrable Improvement Indicators (Level 1)

| LEVEL 1 Indicators | | | | | | |
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| 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 [2017-18] | 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 |
| #33 - 3-8 ELA All Students MGP | 2017-18:44.5 | 46.5 | | <p>Master Schedule: A daily 40 minute Intervention Block is included in for each teacher in the master schedule to allow for 3 days of ELA intervention/ acceleration a week. In addition, each teacher has a daily 2 hour block for literacy instruction.</p> <p>Collaborative Literacy Curriculum - Being A Reader/ Making Meaning: Each classroom teacher will be responsible for implementing the Being A Reader/Making Meaning Curriculum at Grades 1-6. K will utilize the CKLA Skills Strand along with the Shared Reading component of the Being a Reader curriculum. Making</p> | <p>-NWEA -AimsWeb Plus -RCSD Common Assessments -Report Card Grades</p> | <p>Master Schedule: The schedule will be established and progressed monitored the school year to cross reference that the instructional blocks are maintained. Adjust blocks as agreed upon by the teacher, principal and registrar.</p> <p>Collaborative Literacy Curriculum - Being A Reader/ Making Meaning: The <i>Being A Reader</i> and <i>Making Meaning</i> components of the curriculum will be monitored for the purpose of pacing the delivery of instruction during the school year.</p> <p>Collaborative Literacy Curriculum - Being A Writer: The <i>Being A Writer</i> component of the curriculum will be monitored for the purpose of pacing the delivery of instruction during the school year.</p> |

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| | | | <p>Meaning will be used to increase vocabulary.</p> <p><u>Collaborative Literacy Curriculum - Being A Writer:</u> Each classroom teacher will be responsible for implementing the Being a Writer curriculum at Grades 1-6. K will utilize the CKLA Skills Strand in the Fall and then transition to the Being a Writer Curriculum in the Winter. This will allow students to focus on handwriting skills to start the school year.</p> <p><u>Multi-Tiered Systems of Support (MTSS):</u> School 33 developed an MTSS process in Fall 2018-19 and will continue to implement it 2019-20. The school utilized the District’s MTSS Guidance Document and accompanying appendices to create universal AIS plan forms that all teachers were expected to use when documenting student interventions once needs were identified through a benchmark screen and further diagnostic testing when needed. Teachers were then expected to document goals and progress for students in need of intervention on the forms in a shared Google Drive. This shared folder allowed for the MTSS school team to access any student’s AIS plans when discussing next steps. Students were discussed at MTSS team meetings to determine if the interventions implemented were successful. If not, the team worked with the classroom teacher to change</p> | | <p><u>Multi-Tiered Systems of Support (MTSS):</u> Services provided will provide support to targeted students in need of additional support(s).</p> <p><u>Reading Specialists:</u> Services provided will provide support to targeted students in need of additional support.</p> <p><u>Intervention Specialists:</u> Services provided will provide support to targeted students in need of additional support.</p> <p><u>Instructional ELA Coach:</u> Services provided will provide support to targeted teachers in need of additional support in regards to instructional strategies and curriculum implementation. Coach will work on planning, assessing, instructing and on reflecting on teacher practice collaboratively with teachers. Coach will work on building teacher capacity of learning new pedagogy and using data to drive instruction and drive differentiation in class. Professional development will be provided in culturally responsive pedagogical practices and knowledge as learned from Dr. Noma LeMoine and the use of her district-made guide and her CSAT plan.</p> <p><u>Professional Development:</u> The Reading and Intervention Specialists will provide professional development which includes, but not limited to, good first teaching and job imbedded instructional coaching. In addition, professors from St. John Fisher College will conduct PD in the area of Trauma Informed Classrooms.</p> |
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| | | | <p>the intervention and set new goals. In addition, the team determined if a student needed to be brought to the ESS team for possible CSE testing if a minimum of 3 cycles of intervention had yielded little to no growth. that after two or three cycles of intervention. This process decreased the number of referrals to the MTSS team from the prior school year.</p> <p><u>Reading Specialists:</u> School 33 hired 6 reading teachers (one per grade level K-5) to work with Tier 3 students on targeted reading instruction in an effort to close the achievement gap with their grade level peers. With one reading teacher designated for each grade level, the reading teachers were able to get to know all students at their grade level and shift groups between classes as needed to support student growth.</p> <p><u>Intervention Specialists:</u> School 33 hired 6 intervention teachers (1 per grade level 2-5, and 2 at grade 6) to provide further ELA intervention support to targeted students at the late primary and intermediate grade levels 3 days per week. These teachers work with one particular grade level utilizing specific data that identifies students who can be potential 2's or 3's on the NYS ELA test to ensure that they are provided the extra support needed to succeed.</p> <p><u>Instructional ELA Coach:</u></p> | | |
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| | | | | <p>The ELA coach will utilize NWEA and aimswebPLUS data, as well as classroom walk-through data provided by the administrative team, to determine classroom teachers in need of coaching support in the area of ELA instruction and/or curriculum implementation. The ELA Coach will then support those teachers with in-classroom coaching. The ELA Coach will also determine PD needs for the staff based on these data points and deliver the necessary PDs on Early Dismissal and Superintendent’s Conference Days as well as during the summer.</p> <p>Professional Development: Areas of focus in 2019-20 include Culturally Responsive Teaching, Collaborative Classroom Curriculum training, MTSS, Thematic Curricular Unit Development, and aimswebPLUS training.</p> | | |
| #39 - 3-8 Math All Students MGP | 2017- 18:43.4 | 45.4 | | <p>Master Schedule: A daily 40 minute Intervention Block is included in for each teacher in the master schedule to allow for 2 days of Math intervention/ acceleration a week. In addition, each teacher has a daily 80 hour block for Math instruction.</p> <p>Intervention Specialists: School 33 hired 6 intervention teachers (1 per grade level 2-5, and 2 at grade 6) to provide further Math intervention support to targeted students at the late primary and intermediate grade levels 2ays per week. These teachers work with one</p> | <p>-NWEA -AimsWeb Plus -RCSD Common Assessments -Report Card Grades</p> | <p>Master Schedule: The schedule will be established and progress monitored during the school year to cross reference that the instructional blocks are maintained. Adjust blocks as agreed upon by the teacher, principal and registrar.</p> <p>Blended Learning: Zearn and Dreambox will monitor student progress where reports will be provided to the CET and SBPT quarterly.</p> <p>Instructional Math Coach: Services provided will provide support to targeted teachers in need of additional support in regards to instructional strategies and Zearn curriculum implementation. Zearn and Dreambox student progress</p> |

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| | | | <p>particular grade level utilizing specific data that identifies students who can be potential 2's or 3's on the NYS Math test to ensure that they are provided the extra support needed to succeed.</p> <p>Blended Learning: Students will implement the Zearn 50/50 model as well as Dreambox where needed. This involves the classroom teacher(s) completing a brief mini-lesson and then pulling half of the class for explicit instruction in an area of need while the remaining students learn independently through the Zearn online curriculum.</p> <p>Instructional Math Coach: The Math coach will utilize NWEA and aimswebPLUS data, as well as classroom walk-through data provided by the administrative team, to determine classroom teachers in need of coaching support in the area of Math instruction and/or curriculum implementation. The Math Coach will then support those teachers with in-classroom coaching. The Math Coach will also determine PD needs for the staff based on these data points and deliver the necessary PDs on Early Dismissal and Superintendent's Conference Days as well as during the summer.</p> <p>Professional Development: Areas of focus in 2019-20 include Culturally Responsive Teaching, Zearn curriculum training and</p> | | <p>will be monitored minimally every 2 weeks during the course of the school year.</p> <p>Professional Development: The school has identified on-site instructional coaches to deliver job embedded coaching and professional development during grade level meetings. Job-embedded professional development will include observing peers, working collaboratively both amongst grade levels and vertically, and demonstrating the new skills and practices learned. Coaching and support will be provided as well as reflection and preplanning strategies. This will provide a non-evaluative atmosphere in which teachers can improve their practice without fear of making mistakes as they make change.</p> |
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| | | | | implementation of the 50/50 model, and aimswebPLUS training. | | |
| #100 - 3-8 ELA All Students Core Subject Performance Index | 2017-18:58.1 | 68.1 | | See indicator #33 | <ul style="list-style-type: none"> -NWEA -AimsWeb Plus -RCSD Common Assessments -Report Card Grades | <p>-NWEA: Administered 3 times per year and progress reported to grade level teams, CET and SBPT for adjustment(s)to discuss recommended adjustments if the plan is not proceeding as projected .</p> <p>-AimsWeb Plus: Administered 3 times per year and progress reported to grade level teams, CET and SBPT for adjustment(s)to discuss recommended adjustments if the plan is not proceeding as projected .</p> <p>-RCSD Common Assessments: Administered 4 times per year, standards based, and progress reported to grade level teams, CET and SBPT to discuss recommended adjustments if the plan is not proceeding as projected. Analysis of performance by standards and strengths and areas of work needed by the teachers in order to drive instructional practices and change.</p> <p>-Report Card Grades: Distributed 4 times per year and students’ grades progress reported to grade level teams, CET and SBPT for adjustment(s).</p> <p>New teachers to the school will be met by the instructional coach to assist with the transition to the ELA curriculum used in the building.</p> <p>Grade level meetings will include further study of pedagogical practices and data. Discussions on how to incorporate more culturally responsive practices and check ins on how the transition is going.</p> |
| #110 - 3-8 Math All Students Core Subject Performance Index | 2017-18:52.5 | 62.5 | | See indicator #39 | <ul style="list-style-type: none"> -NWEA -AimsWeb Plus -RCSD Common Assessments -Report Card Grades | <p>-NWEA: Administered 3 times per year and progress reported to grade level teams, CET and SBPT to discuss recommended adjustments if the plan is not proceeding as projected .</p> <p>-AimsWeb Plus: Administered 3 times per year and progress reported to grade level teams, CET and SBPT for adjustment(s).to discuss recommended adjustments if the plan is not proceeding as projected</p> <p>-RCSD Common Assessments: Administered 4 times per year, standards based, and progress reported to grade</p> |

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| | | | | | | <p>level teams, CET and SBPT to discuss recommended adjustments if the plan is not proceeding as projected.</p> <p>-Report Card Grades: Reviewed 3 times per year and students' grades progress reported to grade level teams, CET and SBPT for adjustment(s).</p> <p>-Instruction: Teachers will follow the district established scope and sequence and will unpack the units prior to teaching them. Learning will include differentiated activities and the use of Zearn.</p> |
| #150 - Grades 4 and 8 Science All Students Core Subject Performance Index | 2017-18: 172.2 | 178.5 | | <p>Master Schedule: A daily 40 minute Science/S.S. block is included for each teacher in the master schedule to allow for 5 days of explicit content area instruction a week. 4th grade teachers will focus on S.S. in the first semester and science instruction in the second semester.</p> <p>Hands on Learning: Teachers will utilize RISE kits and other materials to engage students in hands-on learning experiences beyond the textbook so that students apply the knowledge they have learned.</p> <p>Test Practice: The Reading and Intervention teachers will support Science test practice by incorporating questions from past NYS Science tests when creating assessments to use with students during daily and weekly instruction. In addition, in the weeks leading up to the NYS Science test, the 4th grade reading teacher will focus on content based reading instruction in alignment with the NYS science test and the intervention teacher will push into classrooms to support student practice in the hands-on portion of the assessment.</p> | <p>-Teacher Made Assessments -Report Card Grades</p> | <p>-Teacher Made Assessments: Administered 3 times per year and progress reported to grade level teams, CET and SBPT for adjustment(s) to discuss recommended adjustments if the plan is not proceeding as projected. Assessments will include past Science test questions and ones in similar structures. Teachers will follow the district created Scope and Sequence and work collaboratively to create units that incorporate more engaging teaching strategies.</p> <p>-Report Card Grades: Reviewed 3 times per year and students' grades progress reported to grade level teams, CET and SBPT for adjustment(s).</p> |

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| | | | | <p>Professional Development Areas of focus in 2019-20 include Culturally Responsive Teaching, utilizing past NYS Science assessments to develop progress monitoring tools, and effective use of hands-on learning experiences in the classroom.</p> | | |
| #160 - 3-8 Chronic Absenteeism - All Students | 2017-18: 43% | 38% | | <p>Attendance Committee We have a designated school-based attendance team that consists of two of our social workers, parent liaison, clerical staff, Attendance Home School Assistant (HSA), Community School Site Coordinator, and principal. This team meets weekly to review referral logs for students in severe chronic or chronically absent categories, share on efforts made to contact families and remove barriers to consistent attendance, and then discuss continual strategies to reach and support individual families with attendance issues. As described in Part IV, the attendance team is supplemented every other week with members of our Community Engagement Team (including parents, community partners, neighborhood residents, etc.). Collectively, we have begun to use SPA data and mapping analysis tools to view specific trends in our at risk, chronic, and severe chronic student populations. Along with our quantitative data, we are beginning to administer parent surveys to capture deeper, supplementary qualitative data so that we can better understand and target student/family needs and challenges. This collective team also</p> | <p>-SPA report. SPA is an Oracle-powered database used throughout the Rochester City School District which houses data, including student demographics, attendance, suspension rates, grade-to-grade mobility rates, and more. SPA reports will be collected for At Risk, Chronic, and Severe Chronic students will be used to regularly assess overall and improved attendance for our students (tracking students that we are able to move from a more to less severe category). -(detailed in Part IV) We also developed two preliminary point-in-time goals for our team this coming school year: 92% average daily attendance for the first three days of school 2019-20 (based on 2018-19 baseline data); 90% average daily attendance for the first three days returning from Winter Break 2019-20 (based on 2018-19 baseline data)</p> | <p>-SPA Report: Data from SPA Report reviewed by attendance committee biweekly and reported to grade levels, CET and SBPT monthly to discuss recommended adjustments and improved strategies.</p> |

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| | | | <p>works to strategize and implement activities for removing barriers and improving attendance for our students, including a possible Walking School bus initiative and various incentive-based events and celebrations throughout the year (detailed below).</p> <p>Home Visits: Members of the school-based attendance team (social workers, parent liaison, and HSA) often conduct home visits to make contact with families, provide resources, and develop solutions for improving attendance. We also participate in district Attendance Blitzes.</p> <p>Supplementary Communication Efforts Several school personnel engage in communication efforts with families: admin, teachers, social workers, parent liaison, HSA, and clerical make calls to parents; 3, 5, 10, and 20-day attendance letters are sent home. Communication efforts are logged in our PowerSchool system “Attend Actions” tool.</p> <p>Attendance Incentives:</p> <p>The bullet points below detail the attendance incentives provided for 2018-19. We are hoping to continue and build upon these activities for the upcoming school year.</p> <ul style="list-style-type: none"> ● Perfect attendance | | |
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| | | | | <ul style="list-style-type: none"> ○ Bracelets provided monthly ○ Twice a year perfect attendance breakfast for families ○ Pictures on monitor/front office ● Classes with best average attendance <ul style="list-style-type: none"> ○ Class receives a banner and JJ the Eagle toy mascot ○ Classes receiving best average attendance three times get a pizza party ○ Top 3 best average attendance per month announced during morning announcements ○ Classes with best average attendance more than once get extra award (e.g., ice cream) ○ Lunchroom posters delineating grade-level attendance are posted in cafeteria; school-wide attendance banner hangs above double doors in front lobby. ● School 33 Kick-Off event with focus on attendance (new, implementing in August 2019) | | |
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| | | | | <ul style="list-style-type: none"> ○ We plan to offer families access to a variety of supports, including assistance for things such as transportation, housing, healthcare needs, out-of-school care, workforce opportunities, and more. We know that connecting families with these kinds of resources can lead to improved self-sufficiency and healthier, stronger families whose children attend school more regularly. | | | |
| 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)

| LEVEL 2 Indicators 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. | | | | | | |
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| 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 | 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 |
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| | | | | made to key strategies since the last reporting period and a rationale as to why these adjustments were made. | | |
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| #2 - Plan for and implement Community School Model | 2017-18: No Community School model in place | “Effective” rating on Community School Implementation Rubric for Cohort 2 schools | | <p>School #33 is implementing the Community School Model through an MOU (Memorandum of Understanding) with Connected Communities, a neighborhood-based community revitalization organization serving the Beechwood and EMMA neighborhoods surrounding the school. Additional support for implementation comes from Coordinated Care Services Inc. (CCSI) which provides the following services: consultation on Community School best practices, marketing and communications, and data management and analysis. Our MOU was approved by the Rochester City School District Board of Education in December 2018, and the planning year for community school implementation officially began in mid-January 2019 with the onboarding of our Community School Site Coordinator.</p> <p>Full-Time Site Coordinator We successfully onboarded a full-time Community School Site Coordinator (CSSC) in January 2019. Over the course of the spring semester of this academic year, the CSSC has begun building a number of relationships both within the school-building and with key community partners. The CSSC is fully integrated into school leadership bodies (co-facilitates Community Engagement Team (CET) and facilitates two CET workgroups: Attendance and Data, actively participates on the School Based Planning Team, actively participates in PTA, etc.). The CSSC</p> | <ul style="list-style-type: none"> Community Partnerships - Tracking community partnerships by assessing range of services and target populations served; assessing program enrollment/capacity CET - Track stakeholder representation on full CET and CET workgroups; ensure formalized objectives and progress monitoring methods are established for each workgroup Needs Assessment - track data-collection and analysis for surveys, interviews, and focus groups administered to stakeholders Integrated Student Supports - track student level data (SPA, staff and community partner input) regarding needed supports and services to feed Case Management Tracking Tool | <p>Our Needs Assessment is one of the primary upcoming activities, as described in the key strategies section. Our CET Data workgroup will continue to follow the steps outlined in the NCCS Needs Assessment Toolkit as we design, administer, and analyze our Needs Assessment. A preliminary goal is to have these steps completed by January 2020. Once we have the results and recommendations of the assessment, CET workgroups will be able to use those to serve as a guide for their strategic planning.</p> <p>Based on the results of our June 2019 survey of our current community partners, we will continue to put a strong focus on building foundational, productive, collaborative relationships with our partners. We plan to institute regular meetings among our partners starting in the fall, facilitated by the CSSC, as a forum to do so. As mentioned in the key strategies section, the eventual completion and analysis of our Needs Assessment will help guide identification of new partners/services to be integrated into our building. While we work to roll-out our Needs Assessment, we will be placing priority on strengthening partnership with <i>local</i> neighborhood/community-based organizations, as we noted that a number of our partners (though tremendously valuable) are organizations with a broader city-wide or regional focus.</p> <p>Continued education and communication of our Community School will also be a strong focus, especially as it relates to resident and parental recruitment for our Community Engagement Team. In addition to last year’s efforts, we will now be implementing the following: 1) A 3-day Aug 2019 canvassing event that will target our School 33 families in both Beechwood and EMMA neighborhoods; 2) a Community School newsletter (bilingual, paper and electronic, every other</p> |

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| | | | <p>meets with the principal weekly to discuss details of implementation including but not limited to existing and future partnerships, communication of community school efforts with families and staff, and updates regarding the CET.</p> <p>Community Engagement Team Our Community Engagement Team (CET) is co-facilitated by the CSSC and CCSI consultant. Our CET is extremely active, including five aligned workgroups that have their own specialized focus for school improvement and Community School implementation. Please refer to Part IV for more detail regarding the CET.</p> <p>Needs Assessment One of our CET workgroups “Data and Progress Monitoring” takes the lead in organizing our Needs Assessment. Our first meeting that discussed planning for the Needs Assessment was June 4, meaning we are still early in the process. So far, we have 1) decided on the additional stakeholder representation we would like added to our workgroup to plan for the Needs Assessment and are recruiting those individuals, and 2) begun to collect and organize our school archival data for review (existing surveys, SPA data for attendance and behavior, etc.) so that we can identify both high areas of need/priority, and key stakeholders whose voices have typically been underrepresented.</p> <p>We are also making connections to a local community collective of Beechwood neighborhood residents who are trained</p> | | <p>month starting Sep 2019) to be shared with community partners, school staff, and families; and 3) monthly Coffee and Donut mornings (open but mostly oriented toward families) to learn about our Community School and how to collaboratively set the vision for our school.</p> <p>Our Community Engagement Team and its workgroups will continue to regularly meet (see Part IV). Heading into next year, one of our major goals will be to make sure each workgroup has firmly established and measurable objectives, ensuring that their work is strategic and data-driven. Resident and family recruitment will be our primary focus, as mentioned above. We would like to see more voices represented from these stakeholders on our team.</p> <p>The Case Management Tracking Tool is currently in the design phase, with the goal of training staff and community partners on its use in September of 2019.</p> |
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| | | | <p>and experienced in community-based participatory research. We believe this group will be a valuable asset in conducting our Needs Assessment.</p> <p>Additionally, we have a neighborhood canvass planned for early August that will serve as an initial Needs Assessment data collection activity.</p> <p>Community Partnerships School #33 already has a number of community partnerships that will aid in lifting the Community School effort, including a co-located Recreation Center, Public Library branch, and integrated School-Based Health Center, among others. Our partners currently provide services in the domains of: health and mental health (whole child health), dental services, afterschool programming, teacher professional development, classroom tutoring/mentoring, restorative discipline, recreation, etc. We are inventorying our current partnerships, in conjunction with our Needs Assessment, to assess what programs and services our families currently have access to and where we may need to leverage additional partnerships to support potentially unmet needs (e.g., adult programming and workforce development opportunities). We are also working with our current community partners to strengthen our relationships and address barriers to communication and/or service provision for our families. A number of our partners participate in our CET and are eager to engage their organizations to play a significant role in our Community School.</p> | | |
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| | | | | <p><u>Integrated Health/Mental Health Services</u> With the support of CCSI, we are working to build a “Case Management Tracking Tool” that will align health and mental health service provision for students in one interconnected portal. This will allow the school to better track which students are receiving which supports (from school-based staff, from in-house community partners, from referral appointments made to external agencies, etc.).</p> | | |
| #6 - Family and Community Engagement (DTSDE Tenet 6) | 2017-18: | | | <p><u>PTA:</u> We will have an active PTA that focuses on coordinating parent engagement events and highlighting student achievement throughout the year. The PTA will schedule and implement the Title I Parent/Family Engagement plan to ensure that meaningful parent participation in the education of their children aligns with the school’s DTSDE tenet 6 goals and National PTA Standards. Strategies include:</p> <ul style="list-style-type: none"> ● PTA officers, parents, and staff will attend the Summer National PTA conference and turnkey the learning in the first quarter of the school year ● The PTA will design a school year schedule that outlines special events and workshops for all parents ● There will be a September PTA recruitment and parent interest survey administered <p><u>CET Family and Community Engagement workgroup:</u></p> | <p>-FACE workgroup attendance records -PTA attendance record by stakeholder category (ie. # officers, teachers, parents, staff, community members) -Parent survey analysis -Event attendance records -PTA and FACE workgroup agenda/facilitator outlines</p> | <p>The aim of the FACE workgroup is to strengthen and develop practices that are strategically aligned with the four systems of effective Parent and Community Engagement set forth in the DTSDE tenet 6 phases of implementation. As a part of the Community School model, this indicator will be analyzed in the CS needs assessment. The following action steps summarize the continuation plan for meeting this indicator:</p> <ul style="list-style-type: none"> ● Implement a recruitment plan for parent participation and leadership in the FACE workgroup ● Meet regularly (at least monthly) during the school year ● Develop and use meeting agendas for every meeting ● Record and share meeting minutes for every meeting ● Establish and execute workgroup objectives <p>[Note: We will be using the DTSDE Tenet 6 Phases of Implementation to guide our work:</p> <p>2018-19: 90% of Phase 1 Indicators; 40% of Phase 2 Indicators (refers to DTSDE Tenet 6 Phases of Implementation)</p> |

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| | | | <p>In the Spring of 2019 a family and community engagement (FACE) workgroup was formed through the CET team. the FACE workgroup focuses on planning, implementing, and improving practices that align with the DTSDE tenet 6 Phases of Implementation. The FACE workgroup has identified existing elements of parent engagement, including but not limited to the PTA, and determined the need to develop an infrastructure that will strengthen the effectiveness of family and community engagement.</p> <p>Planning strategies:</p> <ul style="list-style-type: none"> ● We will take a systems approach to family and community engagement, developing objectives for each of the four DTSDE tenet 6 systems (communication, engagement and empowerment, cultivating relationships and bridging differences, continuous quality improvement) See Section IV CET ● We will incorporate family and community feedback in determining meeting and event dates/times ● We will have two summer planning meetings to develop the framework and action plan for the FACE infrastructure <p>Improvement strategies:</p> <ul style="list-style-type: none"> ● We will target alignment of School-based title I Parent/Family Engagement resources ● We will develop a FACE & PTA schedule to include | | <p>2019-20: 90% of Phase 1 Indicators; 50% of Phase 2 Indicators; at least 4 Phase 3 Indicators</p> <p>2020-21: 90% of Phase 1 Indicators; 67% of Phase 2 Indicators; at least 6 Phase 3 Indicators]</p> |
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| | | | | education/training opportunities for families throughout the year <ul style="list-style-type: none"> We will identify preferred methods of communication and track reciprocal communication between Staff, families, and community. | | | |
| #94 - Providing 200 Hours of Extended Day Learning Time (ELT) | “compliant” rating on NYSED ELT rubric | “Compliant” rating on the NYSED ELT rubric | | Existing ELT opportunities include Encompass, YMCA After School Program and Open Gym (supported Greater Rochester of Foundation), Sully Library, Horizons at Warner (summer) | ELT programs/opportunities/scheduling Registration/attendance | The Department of ELT and Summer Learning are planning for 2019-2020 break programming and summer 2020 programming with a lens at reaching/providing increased opportunities for student access. Pending discussion on summer vacation schools; Saturday school. | |
| #105 - 3-8 ELA ED Core Subject Performance Index | 2017-18: 56.6 baseline year 18-19 target: 60.9 | 65.2 | | See indicator #33 | See indicator #33 | See indicator #33 | |
| #115 - 3-8 Math ED Core Subject Performance Index | baseline year 18-19 target: 55.3 | 59.9 | | See indicator #39 | See indicator #33 | See indicator #33 | |
| 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.)

| <u>Key Strategies</u> | | | | | |
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| 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. | N/A | | N/A | | |
| 2. | N/A | | | | |
| 3. | N/A | | | | |
| 4. | N/A | | | | |
| 5. | N/A | | | | |
| 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 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. | |
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| Status (R/Y/G) | Report Out of CET Plan Implementation |
| | <p>The Community Engagement Team consists of representatives from the school staff, leadership, parents and community based organizations. The CET met weekly from the end of January 2019 through April 2019. During that time the CET identified areas of need and eventually broke into smaller workgroups that have begun to set goals/objectives and assessments to monitor progress for the 2019-2020 school year. The CET is currently using Community School materials, DTSDE guidance, and community feedback solicited from the Receivership Public Hearing to guide their initial strategies for school improvement while the Needs Assessment is in development. CET workgroups include: Attendance, Curricular Practices, Whole Child Health, Family and Community Engagement and Data/Progress Monitoring. In some cases, the development of workgroups meant joining with and redefining the structure/processes of existing teams, groups, or committees. For example, the Attendance workgroup supplements the existing school-based Attendance team by including more parent and community voice to establish possible interventions and solutions, and broadening the team’s scope by utilizing data-driven tools and strategies to address absenteeism on a larger scale. The entire CET continues to reconvene monthly to share on progress made by workgroups, and periodically submit formal recommendations to be approved by School-Based Planning Team.</p> <p>From April through June of 2019, each workgroup either met weekly or every other week to begin setting goals/objectives for the following school-year (as noted above). Each workgroup is currently at different stages of planning and goal-setting for the coming year. The focus of our workgroups at present can be summarized by the following:</p> <ul style="list-style-type: none"> ● Attendance <ul style="list-style-type: none"> ○ Guiding Goals/Objectives <ul style="list-style-type: none"> ■ 92% average daily attendance for the first three days of school 2019-20 (based on 2018-19 baseline data) ■ 90% average daily attendance for the first three days returning from Winter Break 2019-20 (based on 2018-19 baseline data) ■ Recognize student overall attendance building-wide on a weekly, monthly, and semester basis (build on current efforts); recognize student improved attendance on a monthly and semester basis ■ Increase the awareness of the importance of attendance for students and families - still developing language and effective ways to define and measure this goal ○ New activities (in addition to those listed in Section 1) <ul style="list-style-type: none"> ■ August Kick-Off Event connecting families to resources and preparing for the coming school year |

- “Walking School Bus”
 - Curricular Practices
 - Guiding Goals/Objectives
 - Still developing specific goals/objectives, led by DTSDE Tenets 3 and 4 Phases of Implementation and Receivership Public Hearing feedback
 - New activities
 - SBPT approved three initiatives for the coming school year: week-long summer professional development retreat for all staff, collegial year-long book circles on culturally responsive teaching, and thematic planning with year-long and quarterly themes to be incorporated schoolwide.
 - Whole Child Health
 - Guiding Goals/Objectives
 - Implementation of a social-emotional learning curriculum
 - Collaboration with families to enhance cross-cultural interactions and learning (100% of Teaching staff and Front Office staff will demonstrate skills that positively engage parents in relationship building as evidenced by role play/skill practice during PD opportunities; TBD% of families will respond that they feel welcome at School 33 as indicated on RCSD’s 2020 Culture & Climate Survey)
 - Identify what would help all staff and students to feel safe at school and implement (A School 33 Mental Health Team will be established and functioning as evidenced by identification & recruitment of team members, training provided to all team members and adherence to MH Team protocols, processes and procedures by June 1, 2020; TBD% of staff, TBD% of students & TBD% of families will respond that they feel safe at School 33 as indicated on RCSD’s 2020 Culture & Climate Survey.)
 - Creating a trauma sensitive school environment by applying trauma informed instruction in classrooms and additional PD for staff
 - New Activities
 - This workgroup has begun developing extensive action planning steps for each of its goals/objectives
 - Family and Community Engagement
 - Guiding/Goals Objectives
 - To identify the preferred modality of communication for both families and school (under DTSDE Tenet 6 Systems for Communication)
 - To coordinate adult/parent educational opportunities at parent/family events throughout the year (under DTSDE Tenet 6 Systems for Engagement and Empowerment)
 - More objectives in development
 - New Activities
 - It is the focus of the workgroup to build out its parent/family base, and align with and support the work of the existing PTA
 - Data/Progress Monitoring
 - Activities
 - Providing technical assistance and consultation to other workgroups in both developing and tracking measurable objectives. This also includes analyzing and reporting back data to workgroups regarding their objectives on a regular basis.
 - Organizing, conducting, and analyzing Community School Needs Assessment for Summer/Fall 2019.

To date, we have implemented two mechanisms to ensure that the strategies and implementation efforts of our Community Engagement Team and its workgroups are impactful, sustainable, and are championed school-wide. The first is the purposeful scheduling of full CET meetings one week prior to School-Based Planning Team meetings, so that any recommendations can be immediately fed up for approval. There is some overlap between CET and SBPT membership, resulting in greater

advocacy for CET strategies. The second mechanism is the appointment of administrative liaisons to each of the workgroups. This means that our principal and four APs (including our current CASE as a substitute for one of our APs) are at a minimum in regular communication with each workgroup facilitator, and at most actively participating and engaging in workgroup planning efforts.

We engage in active recruitment for our CET through: 1) providing sign-up opportunities at community forums (Beechwood Neighborhood Coalition meetings, EMMA neighborhood association monthly meetings), 2) sending home multiple letters and materials to families and providing sign-up opportunities at school events, 3) sharing information with school staff via schoolwide email and regular meeting spaces: PTA, grade-level meetings, SBPT, Superintendent’s Conference days, etc, 4) providing sign-up opportunities online posted to our PTA Facebook page, among other informal methods for recruitment.

More information about our Community Engagement Team can be found at: <https://www.sites.google.com/view/school33cet>

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.

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

Part VI: Best Practices (Optional)

| <u>Best Practices</u> | | |
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| <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. | Use Reading Specialists to strengthen students’ reading skills. | Reading Specialists will carry over through the 2019-2020 school year. Students’ skills will be targeted based on needs. Evidenced gained to the assessments referenced above will be used to determine the progress in |

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| | | meeting the merits yearly. Replication in other schools will be discussed with personnel in our Accountability Department should the school is successful in accomplishing the merits identified. |
| 2. | Plan to secure Instructional Academic Coaches to model good instruction and provide job embedded professional development. | Instructional Academic Coaches will carry over through the 2019-2020 school year. Efforts will be made to incorporate more culturally responsive behaviors and pedagogy in the classroom. There will be deep dives into the data gathered by the assessments at each grade level and using that data to drive pedagogical practices and areas of need for the teacher and their class. Evidenced gained to the assessments referenced above will be used to determine the progress in meeting the merits yearly. Replication in other schools will be discussed with personnel in our Accountability Department should the school is successful in accomplishing the merits identified. |
| 3. | Plan to implement the Community School Model | The Community School Model will carry over through the 2019-2020 school year. Evidenced gained to the assessments referenced above will be used to determine the progress in meeting the merits yearly. Replication in other schools will be discussed with personnel in our Accountability Department should the school be successful in accomplishing the merits identified. |

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: _____

Date: _____

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 CRS 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): Lindsey Feigenbaum
Signature of CET Representative: Lindsey Feigenbaum
Title of CET Representative: Community School Site Coordinator
Date: 7/29/2019