

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:				
Leadership Academy for Young Men	2616000010103	Rochester City School		Check which plan below applies:				
				SIG X			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	Djinga St. Louis *If new, attach resume.	Michele Alberti-White, Executive Director of School Innovation Dan Hurley- Director of School Turnaround	7-12	TBD	12%	34%	531	
	Appointment Date: July 1, 2019							

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*.

The 2019-20 school year, will initiate Receivership status for the Leadership Academy for Young Men. This school is all male and has been in existence since 2010. Since the announcement of this designation in January 2019, there has been a leadership change of a new principal and two new assistant principals.

The plan for continuous engagement for the 2019-20 school year will place an emphasis providing the appropriate supports that will positively impact the academics, attendance and socio-emotional well-being of all students, which are what the Level One demonstrable indicators determine must be the focus. The plan will also introduce increasing parent engagement and implementation of the Community School Model, as the Level II indicators demonstrate will be the focus.

To address the Level One Indicators, the school's Instructional Leadership Team (ILT) and the Principal's Leadership Team (PLT) will begin to collaborate in order to outline the specifics of such supports via:

1. The restructuring of the Extended Learning Time (ELT) with a full-time intervention teacher scheduled to provide intensive supports in ELT classes that will be designed to provide:
 - Daily Academic Intervention support in English, Math and Science in grades 7 & 8 that will result in students receiving a score of 2 out of 4, or better.
 - On-Line Credit Recovery (OCR) which will be offered for students in grades 10-12, who need to earn class credit in an independent manner, while continuing classes in a sequenced manner.
 - Credit Recovery (CR) which will be offered for students in grades 10-12 who need to earn class credit with assistance of a certified teacher.
 - Learning Recovery (LR) which will be offered to students in grades 7-12 who need additional time to submit assignments to improve a marking period grade.
 - Regents Prep which will be embedded in the ELT, as well as be offered during the 22 Saturday schools that have been scheduled for the school year.
 - A curriculum-based advisory which will also be introduced, implemented and embedded into the ELT period. This advisory will place a focus on the five “Prides” of Leadership Academy (Respect, Integrity, Loyalty, Accountability and Courage) and will result in cultivating boys into productive men.
2. Schedule weekly or bi-weekly meetings to monitor student academic progress via:
 - Middle School Grade level Team Meetings
 - Restructured Department Meetings
 - Instructional Leadership Meetings
 - Counselor-led Cohort meeting
 - An attendance Team to address chronic absenteeism.
 - A team to prepare all students for College, Career and Civic Readiness
3. Create a system of data collection, analysis and communication of the data analysis to the school community and CET.

To address the Level II indicators, the PLC and Community Engagement Team (CET) will collaborate to:

1. Brainstorm, plan and schedule multiple and creative experiences for parents to engage with the school both on and off the campus.
2. Establish a plan to create and maintain viable Parent Teacher Organization (PTO)
3. Involve parents in the attendance team to increase support and ideas.

This continuous improvement plan is designed so that the students of Leadership Academy for Young Men will earn credits to graduate in a timely manner, with a Regents diploma or better and be prepared to make the best decisions for their future. It also highlights the need for the coordinated efforts of both school staff and parents to lift the work of increase the graduation rate of an all-male school.

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)

<u>LEVEL 1 Indicators</u>						
Please list the school's Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.						
Identify Indicator	Baseline	2019-20 Progress Target	Anticipated Status (R/Y/G)	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What will be the formative data points that will be utilized to assess progress towards the target for this demonstrable improvement indicator?	2019-20 School Year Continuation Plan for Meeting this Indicator

33 - 3--8 All Students ELA	34	36.7		<ul style="list-style-type: none"> ● Redesign the Extended Learning Time for ELA. ● Middle School Grade Level Meeting ● Targeted intervention for grade 7 and 8 ● Common Note-taking strategies ● Teachers will use the Instructional Learning Framework (ILF) to ensure rigor is embedded in every lesson ● All core subject teachers will use the NYS ELA rubric for short answers ● Instructional Leadership Team will work with Middle School Grade level to use the DataWise process to increase student outcomes. 	<ul style="list-style-type: none"> - Daily attendance - Weekly formative assessments developed by department - 5 week progress reports - Winter/Spring NWEA data 	<p><u>Redesign of the current ELT plan</u></p> <ul style="list-style-type: none"> ● developing curriculum that will directly impact success in NYS ELA assessments; ● Appropriately placing teachers to address students' literacy needs ● providing targeted professional development for ELT staff to deliver lessons utilizing the ILF. ● The principal will provide on-going feedback and meet with them bi-weekly. <p><u>Middle School Grade Level Meetings</u></p> <ul style="list-style-type: none"> ● Middle School Core subject teachers, school counselor and administrator will meet weekly. ● Review of student formative assessments, student work and professional learning will occur. ● Grouping of students for intervention support. <p><u>Targeted Intervention for Grade 7 & 8</u></p> <ul style="list-style-type: none"> ● Collaborate with core subject teachers to identify specific needs. ● Based on student need the intervention teacher will pull students for Tier 3 support. ● Intervention teacher will support Tier 1 instruction in the classroom. <p><u>Common Note-Taking Strategies</u></p> <ul style="list-style-type: none"> ● The Instructional Leadership (ILT) team will identify a common note-taking strategy to be used school-wide ● Professional Development will be provided on the selected strategy (embedded in department/grade-level meetings) ● The ILT will collect Student notebooks to assess effectiveness. <p><u>Rochester Instructional Framework</u></p> <ul style="list-style-type: none"> ● The Instructional Leadership team will plan and support the roll out of the framework. ● Professional development will be provided during the August retreat and on-going PD will be provided throughout the school year. ● Through learning walks with the ILT, the use of the ILF will be assessed.
----------------------------	----	------	--	--	--	--

						<ul style="list-style-type: none"> Administrative walkthroughs will focus on the RIF to identify tiered levels of support for teachers. teachers will use the NYS ELA rubric for short answers <p>Use of the NYS ELA rubric for short answers</p> <ul style="list-style-type: none"> Grade level teams will be provided an opportunity to unpack the NYS assessment rubric and identify how to use it in their instruction. Student work will be brought to grade level team to ensure calibration of scoring. Data from scoring will inform Professional Development and student learning gaps. <p>DataWise Process to Improve Student Outcomes</p> <ul style="list-style-type: none"> ILT members will turnkey Professional Development during the August retreat. Monthly “Zoom” Meetings with Harvard will support the school-wide use of datawise process. The ILT will identify a focus for the Datawise process for the 2019-20 school year.
39 - 3-8 All Students Math	43.5	45.5		See Indicator 33	-	See indicator 33
67 - 2019-2020: 2018 Total Cohort (10th Graders) Passing Math Regents	37%	43%		<ul style="list-style-type: none"> Provide Regents prep during ELT time Weekly Department Meetings Saturday school Credit recovery. Learning recovery Targeted Intervention 	<ul style="list-style-type: none"> Bi-weekly progress reports Quarterly report card Attendance at Saturday School Cohort Tracking Meetings ILT Walkthrough data Regents results 	<p>Provide Regents prep during ELT time</p> <ul style="list-style-type: none"> ELT teachers will be provided an item analysis of Regents exams questions to use as a guide to support student prep <p>Weekly Department Meetings</p> <ul style="list-style-type: none"> Review of student formative assessments, student work and professional learning will occur. Grouping of students for intervention support. <p>Saturday School</p> <ul style="list-style-type: none"> Twenty-two Saturday schools have been scheduled for the school year The opportunity will be advertised regularly by teachers and via a monthly parent letter.

						Credit Recovery <ul style="list-style-type: none"> Identified students will have Credit Recovery on his schedule who needs it to get caught up. Learning Recovery <ul style="list-style-type: none"> Students will be offered additional time to complete assignments to pass a course.
69 - 2019-20: 2017 Total Cohort (11th Graders Passing ELA Regents	46%	51%		See Indicator 67	See Indicator 67	See Indicator 67
70 - 2019-20: 2016 Total Cohort Graduation Rate - All Students	54%	60%		<ul style="list-style-type: none"> Ensure that all August grads are enrolled in summer school. 2016 Cohort Monthly Check to include and engage students on their graduation progress. 	a. Number of seniors who pass summer school. b. Weekly meetings with counselor to review senior graduation checklist and transcript	<ul style="list-style-type: none"> For the 2019-20 school year, the weekly meetings will ensure that all stakeholders (parents, students, counselors and teachers) are aware of student academic progress toward graduation, and that plans are in place and regularly monitored for those seniors who need it.
88 - 2019-20: 2015 Total Cohort 5-Year Graduation Rate	60%	65%		see indicator 70	<ul style="list-style-type: none"> The number of seniors who pass summer school. Number of 5-year graduates who remain enrolled at Leadership and enroll in OCR and graduate in January 2020 Number of referrals to alternative programming that will lead to January 2020 graduation Bi-Weekly plan check 	<ul style="list-style-type: none"> In September 2019, students who did not graduate in June will meet with the school counselor to prepare a plan to graduate by January 2020. This plan may include OCR, Regents prep for January 2020 regents, or schooling at an alternative placement. Parents will be invited to be a part of the conversation and/or informed of the process. Progress on the plan will be reviewed weekly by the school counselor and the principal.
100 - 3 - 8 ELA All Students Core Subject Performance Index	19.0	29.0		see indicator 33	see indicator 33	see indicator 33
110 - 3 - 8 Math All Students Core Subject Performance Index	26.0	36.0		see indicator 33	see indicator 33	see indicator 33

120 - HS ELA All Students Performance Index	83.0	93.0		see indicator 67	see indicator 67	see Indicator 67
130 - HS Math All Students Performance Index	62.0	72.0		see indicator 67	see indicator 67	See above discussions (indicator 120)
140 - College, Career and Civic Readiness Index	65.6	75.6		<ul style="list-style-type: none"> Development of a team to seek out Mentorship Opportunities Field Experiences that are grade appropriate; college trips at grade 9 & 10 JROTC 	<ul style="list-style-type: none"> Student attendance at events. 100% of a;; students will be connected with an individual or organization for socioemotional support Student requests for JROTC 	<p><u>Development of a team to seek out Mentorship Opportunities</u></p> <ul style="list-style-type: none"> A team will be created of teachers, administrators and support staff to research mentorship opportunities will allow the students a connection to an adult, based on multiple factors (career desires, extra curricular likes,socio-emotional needs, etc). Grade appropriate and thoughtful field experiences will provide students with learning that may be hands-on, confirm a student’s idea of the world outside school, inspire positive decision making and/or goal setting. The school will place a purposeful focus on the current JROTC program which inspires leadership, discipline and community service. JROTC will continue to be a mandatory part of the ELT at grade 9, with the expectation that students will request on their schedule each year. JROTC is expected to be present at every family-centered event.
150 - Grades 4 and 8 Science All Students Core Subject Performance Index	50.7	60.7		See indicator 33	See indicator 33	See indicator 34
160 - 3 - 8 Chronic Absenteeism - All Students	46%	40%		Development of an Attendance Team	<ul style="list-style-type: none"> Weekly attendance meetings Increased daily attendance Increased individual attendance to classes A schedule of weekly home visits 	<ul style="list-style-type: none"> The attendance team will be comprised of an administrator, school counselor and school social worker. The minutes of the meeting will be submitted to the school principal weekly and discussed during the Principal Leadership Team.

						<ul style="list-style-type: none"> The highlights of these discussions will be communicated via the bi-weekly bulletins and progress in this metric will be announced during the ½ days of building based PD that are in the school calendar. 	
170 - HS Chronic Absenteeism - All Students	58%	52%		see indicator 160	see indicator 160	(see discussion of 120)	
230 - HS Science All Students Performance Index	129.0	139.0		see indicator 67	see indicator 67	(see discussion of 120)	
240 - HS Social Studies All Students Performance Index	141.0	151.0		see indicator 67	see indicator 67	(see discussion of 120)	
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.						
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

				made to key strategies since the last reporting period and a rationale as to why these adjustments were made.		
2 - Plan for and Implement Community School Model	n/a	CSM Rubric		Schedule attendance to learn about the Community School Model.	- The Community School Model will be a PD for teachers	In August 2019, the school will attend its first forum on Implementing Community schools. In the 2019-20 school year, it will be determined what components can be implemented in a short term manner and what needs to be planned as a long term goal for implementation.
6 - Family and Community Engagement (Tenet 6)	n/ a	90% of Tenet 6 Phase 1 indicators AND 40% of Tenet 6 Phase 2 Indicators		Multiple opportunities for families to be a part of the school via Parent Teacher Student Organization (PTSO), School Based Planning Team membership, engage with the school via, academic events, informational sessions, sporting events and celebrations.	<ul style="list-style-type: none"> - Visibility of parents in the building via the visitor log in to “volunteer” - Attendance sheets to event - Robo Call history - Documentation of communication to parents regarding scheduled events. 	The leadership and parent liaison will take the lead in communicating to parents events to increase participation and input. The planning for parent involvement will be creative enough to meet the needs of families physically attending A LAFYM event, whether it on or off campus. The events will also be designed to continuously seek membership to school-based teams such as Parent Teacher Organization (PTO) and School Based Planning Team (SBPT). Ultimately, through tailored events, parents will seek out all opportunities to assist in the continuous improvement of a positive school culture and communicate the positive outcomes of the school to the larger community, possibly recruiting scholarly candidates for incoming 7th, 9th grade or voluntary transfer students.
65 - 2019-20: 2018 Total Cohort (9th Graders) with 5 or More Credits	57%	62%		<ul style="list-style-type: none"> ● Tracking 5-week Reports ● Advisory ● Counselor Cohort Meeting ● Student Academic Progress Reports (SAP) ● Saturday School ● Learning Recovery ● Additional Learning Opportunities over school breaks. 	<ul style="list-style-type: none"> - Daily attendance - Weekly formative assessments using NYS developed practice exams - 5-week reports - Winter/Spring NWEA 9th grade data 	See indicator 120 discussion. Also, the student report card will be reviewed and discussed during the Character Development during ELT period. This will be an individual conversation with the teacher and student; the teacher making suggestions to the student, as needed and following up.
66 - 2019-20: 2017 Total Cohort (10th Graders) with 5 or more credits	61%	66%		see indicator 65	<ul style="list-style-type: none"> ● Bi-weekly progress reports ● Quarterly report card ● Attendance at Saturday School 	See Indicator 120 discussion. The school counselor will also meet with each 10th grade student by the end of the first marking period (November 2019)..
68 - 2019-20: 2016 Total Cohort (11th	58%	64%		see indicator 65	<ul style="list-style-type: none"> ● Bi-weekly progress reports ● Quarterly report card ● Attendance at Saturday School 	See above discussion

Graders) with 5 or more credits						
90 - 2019-20: 2014 Total Cohort 5-Year Grade Rate - Black Students	64%	68%		see indicator 88	see indicator 88	see discussion of indicator 88
94 - Providing 200 Hours of Extended Day Learning Time (ELT)	n/a	ELT Implementation Rubric		Providing a structured ELT for students 7-12 that will address academic and socio-emotional needs. The teachers who applied will be selected by the administration team and trained to use the time efficiently.	<ul style="list-style-type: none"> - Daily attendance - Weekly formative assessments using NYS developed practice exams - 5 week progress reports - Winter/Spring NWEA data 	Redesign of the current ELT plan, which includes developing curriculum that will directly impact success in NYS Science 8 assessments, math, ELA, as well as provide opportunities for socio-emotional growth and character development. The ELT will also serve to offer OCR, CR and LR for students in grades 9-12. ELT is embedded into the first period of the day, on a 5-day rotation Two out of three days during ELT will be designed to address socio-emotional well being and the other three addressing academic needs. The 7th & 8th grade curriculum is being developed for ELT so that consistency across ELT classrooms. In the past the ELT was supervised by a Teacher on Assignment (TOA). In 2019-20 the building principal will assume the responsibility of overseeing the ELT and the outcomes.

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.)

<i>Key Strategies</i>		
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. PD on the Data Wise Protocol for all staff		The use of the DataWise protocol is a District initiative that Leadership Academy will implement. This implementation will provide consistency in the way the school looks at student data and uses it to inform academic decisions. The ILT will meet weekly for this purpose. The PLT will meet bi-weekly to also look at data (suspension, attendance meeting minutes, department meeting minutes) to make informed decisions about the school. Revamping the department meetings included providing
2. Construction of an Instructional Leadership Team (ILT) who will be trained in the DataWise Protocol, turnkey train to staff throughout the school year.		

3. Principal Leadership Team (PLT) comprised of Parent Liaison, Administration Team, Counselor, Social Work		department leads with meeting protocols and timelines for submitting meeting minutes so that leadership can provide timely and appropriate feedback. The highlights of these discussions will be communicated via the bi-weekly bulletins.	
4. Revamping of Department Meetings			
Green	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.	
Status (R/Y/G)	Report Out of CET Plan Implementation
Green	The CET meets monthly, on a schedule that dovetails with School-based Planning Team. The principal works with this team to continually review the plan and the status of meeting the indicators. The team has begun talks about future planning for 19-20 year with newly appointed leadership team.
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
	The Superintendent Receiver Authority will continue to be utilized in multiple ways for the 19-20 school year:

- 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 Superintendent's Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on professional learning, intensive supports, and monitoring.
- The Chief of Superintendent's Receivership Schools visits schools weekly to
 - Review all data by school, grade and student
 - Conduct classroom walkthroughs
 - Monitor professional development plans

Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <i>with impact</i> .	Yellow	Red	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)

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

Part VI: Best Practices (Optional)

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



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

Part VII – Assurance and Attestation

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

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

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

Name of CET Representative (Print): ~~Prisca St Louis~~
 Signature of CET Representative: ~~Prisca St Louis~~
 Title of CET Representative: Principal
 Date: 7/31/19

The University of the State of New York

**THE STATE EDUCATION DEPARTMENT
 Albany, NY 12234
 2019-20**

**School Improvement Grant 1003(g)
 Continuation Plan Cover Page**

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

acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer
Typed Name:	Date: