

## Receivership Schools ONLY

### Continuation Plan for 2019-20 School Year for NORTHEAST HIGH SCHOOL

| School Name                | School BEDS Code  | District   | Lead Partner or EPO | Hyperlink to where this plan will be posted on the district website: |  |             |             |                  |
|----------------------------|---|--|---------------------|--|--|-------------|-------------|------------------|
| Northeast                  | 231600010073  | Rochester City School District   |                     | Check which plan below applies:                                      |  |             |             |                  |
|                            |   |  |                     | SIG: X   |  |             | SCEP        |                  |
|                            |   |  |                     | Cohort: 6  |  |             |             |                  |
|                            |   |  |                     | Model: Transformation  |  |             |             |                  |
| Superintendent/EPO         | School Principal  | Additional District Staff working on Program Oversight   |                     | Grade Configuration  | High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.): | % ELL       | % SWD       | Total Enrollment |
| Terry Dade, Superintendent | Ali Abdulmateen   | Michele Alberti-White, Executive Director of School Innovation<br>Dan Hurley- Director of School Turnaround<br>Lynne Hawthorne |                     | 9-12 located on a 7-12 campus  |  | 11.3%       | 25.3%       | 579              |
|                            | Appointment Date: 8/2017 per diem 5/2018 permanent/probationary |  |                     |  |  | SPA 7/16/19 | SPA 7/16/19 | SPA 7/16/19      |

#### Executive Summary

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

Northeast continues to show steady improvement and has met the majority of the progress targets set out for it, both the original indicators and the new ones delivered mid-year. The celebration that culminates this work is that the 2015 cohort has a graduation rate of 61.6%, through June, and is expected to rise in August. This is a significant improvement which Northeast attributes largely to stabilizing systems for student management, the cohort tracking system and the responsive and flexible supports that have been afforded through rich resourcing over the past few years. The school has been able to organize staff and create programs that truly allow each Panther to be known “by face and name” and most importantly to be able to respond flexibly to each student’s particular situation.

In addition to the rising graduation rate, and the fact that the majority of each cohort is on-track credit-wise, Northeast is proud that it has reduced the number of suspensions by over 70% in the past four years. Suspension rates have fallen for all students, and for students with disabilities, and the school has closed the gap between rates for all students and those with disabilities. Northeast attributes these to an emphasis on building relationships and instituting restorative progressive discipline practices.

Northeast students face significant life challenges such as increasing levels of housing instability, mental and physical health concerns, community violence and financial pressures. To meet our students' needs, Northeast continues to develop its community school strategy, finding ways to better link community resources to students and families in order to remove barriers to learning. Providing on-site and wrap-around supports, and building internal programs that re-engage students, and allow flexible pathways to graduation are part of this work. Northeast continues to organize and integrate these supports into the school program.

In the upcoming school year, Northeast is focused on how to continue these responsive structures with dwindling resources, and is focusing efforts on strengthening the instructional program, seeking to engage students in more engaging, higher-quality work. Building structures that foster collaboration and teacher leadership will support this work. Northeast will continue to capitalize on the structure of Receivership targets to widen ownership for school improvement, using our demonstrable progress as both celebration and challenge.

**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><br>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 for 18-19SY (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  |
| 67 - Total Cohort (10th Graders) Passing Math Regents<br><br>18-19: 2017 cohort<br><br>19-20: 2018 cohort  | 52%      | 57%                     | 18-19 (2017 cohort) through June = 44.4%, which is below the 18-19SY progress target.<br><br>13 more students would need to pass in summer | Immediate effort to enroll all 2017 students in summer school occurred in late June.<br><br>See Continuation Plan column to the far right for adjustments for next year.   | For students, progress reports and in-class assessments.<br><br>For leadership team and teachers, report cards reviewed through cohort tracking team and through teacher team time. | Based on review of the 18-19SY's Algebra results, and the fact that 80.2% of incoming new 9th graders scored Level 1 on the NYS Math assessment, Algebra will be scheduled differently for the incoming first-time 9th graders. Instead of Algebra 1 and a free-standing Math Lab, students will take blocked, semester-based Algebra, allowing more time on task in Algebra 1. This should support more students in passing this critical exam, building toward this metric future-forward.<br><br>For the 2018 cohort, next year's 10th graders, 28% of them passed the Algebra exam. For students who did not, Northeast continues to support students with strategic use of flexible options such as blended learning, virtual academy, Saturdays, break and summer supports. |

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|  |     |     | school to achieve this metric.  |   |  | Northeast will partner with the District’s Executive Director of Math to facilitate departmental practices. To improve student achievement globally, Northeast is re-establishing an Instructional Leadership Team, which will have representation from the Math department. This team will use the indicators, as well as other school data, to help the school widen ownership for student success, and to identify “problems of practice” that teachers will tackle within classrooms. After several years of building structures, stabilizing discipline, the school is ready to accelerate the collaborative structures required for a stronger instructional framework. The District is providing support for leadership teams to use the Datawise framework. |
| 69 - Total Cohort (11th Graders) Passing ELA Regents<br><br>18-19: 2016 cohort<br><br>19-20: 2017 cohort | 38% | 44% | 18-19 through June = 47.3%, exceeding the progress target for 18-19SY.  | See Continuation Plan column to the far right.  | For students, progress reports and in-class assessments.<br><br>For leadership team and teachers, report cards reviewed through cohort tracking team and through teacher team time.<br><br>English Department and Intervention teacher track leading up to Jan and June exams, and provide targeted supports for English exam. | Building on the positive trajectory of this metric for the past several years, Northeast will continue to refine and push many of the structures put in place. Northeast will support the English department in more collaborative work to build students’ reading habits and to produce more high-quality work. Areas of focus will include during-reading strategies and reading stamina, task-design, purposeful audiences and effective feedback and revision.<br><br>To support individual students, Northeast will continue to foster communication between English 3 teachers and the intervention teacher and to flexibly schedule students who need additional proactive support or review for the exam.   |
| 70 - Total Cohort 4-Year Grad Rate - All Student<br><br>18-19: 2015 cohort<br><br>19-20: 2016            | 50% | 56% | 18-19 through June = 61.6%, exceeding the progress target of 53% for 18-19SY.<br><br>Source: Preliminary from Office of | Northeast supported the 2015 cohort through cohort tracking and rapid adjustment of supports, and provision of flexible opportunities for credit and exam recovery. As soon as June results were available, these efforts continued for summer school and supports. This includes | At a minimum of 5-week increments, the counselor and Assistant Principal lead a cohort tracking meeting to review grades, attendance, social-emotional needs against the graduation plan. Data is monitored from the Office of Accountability as well as from SPA and Powerschool.   | Northeast reports a 61.6% graduation rate in June, and expects this to rise slightly in August. This is the fourth year of an upward trend, reinforcing that the school’s cohort tracking efforts and more responsive systems are paying off.<br><br>This summer, and next year, Northeast will continue to aggressively monitor and intervene, making use of our in-house acceleration program to get some students back on track, as well as using credit recovery supports for the 2016 cohort. The school has also focused on expanding capacity in the building to make sure that all pathways are available to students; for example by ensuring that our Career &  |

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| cohort   |     |                      | Accountability<br>(OoA)<br>hm  | highly personalized supports such as daily texting, individual contracts, check-ins at summer school, etc.  | <p>At least twice a year, all seniors review their transcript and graduation plan in conferences with counselor and Assistant Principal.</p> <p>The District's Office of Accountability provides updated state cohort files with all updated data every marking period. These are used in the aforementioned structures.</p> <p>Periodically, the Principal and School Chief meet with this team to review the data.</p> | <p>Financial Management teacher and curriculum are aligned to SkillsUSA assessment.</p> <p>Enhancing the counseling experience so that students are prepared to access and succeed in life after high school is also part of the plan.</p>   |
| <p>88 - Total Cohort 5-Year Grad Rate - All Students</p> <p>18-19: 2014 Cohort</p> <p>19-20: 2015 Cohort</p> | 63% | 68%<br>(2015 cohort) | <p>18-19 through June = 59.4%</p> <p>Source:<br/>Preliminary from Office of Accountability (OoA)</p> | <p>There are 31 2014 cohort students still active, though only 6 of these have shown commitment this summer. The Community School Site Coordinator and leadership team continue to make efforts at re-engagement, whether it is to complete diploma or to link students to community resources.</p> | <p>Cohort tracking meetings</p> <p>STAR progress monitoring meetings</p> <p>Counselor connects with All City HS Counseling staff</p>   | <p>During the 19-20 school year, the 2015 cohort will be the 5th year-seniors. Through June, 61.6% of the 159 students in the 2015 cohort have graduated, 12 are actively engaged in summer school. Northeast fully anticipates that the 5-year graduation rate for this cohort will exceed 68%.</p> <p>Several practices and supports assist in meeting this metric, and these will be continued. These include: Northeast's STAR program which provides a supportive and flexible setting for older students with a number of individual needs; partnership with the District's All City High School; and an intensive credit-recovery support system for students with disabilities. Northeast is also investing summer teacher hours into very personalized attempts to re-engage and support a small number of students who could conceivably earn diplomas, but who are "tenuously" engaged with school.</p> |

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| 120 - HS ELA All Students Performance Index     | 62.8 | 72.8 | 18-19 through June = 89.57, exceeding the progress target for 1819SY.<br><br>Source: Preliminary from OoA |  | Teacher grades and in-class assessments.<br><br>Not formative in the student-sense, but at the program level, the Regents item analysis provide feedback on our program. | Northeast is re-establishing an Instructional Leadership Team, which will have representation from the English Department. This team will use the indicators, as well as other school data, to help the school widen ownership for student success, and to identify “problems of practice” that teachers will tackle within classrooms. After several years of building structures, stabilizing discipline, the school is ready to accelerate the collaborative structures required for a stronger instructional framework. The District is providing support for leadership teams to use the Datawise framework.<br><br>Furthermore, Northeast is bringing a new English teacher onboard and working this summer to strategically place teachers in the right courses. Part of the goal is more collaboration around planning, with a focus on building students’ reading stamina and quality work products.  |
| 130 - HS Math All Students Performance Index    | 51.9 | 61.9 | 18-19 through June = 70.14, exceeding the progress target for 1819SY.<br><br>Source: Preliminary from OoA |  | Teacher grades and in-class assessments.<br><br>Not formative in the student-sense, but at the program level, the Regents item analysis provide feedback on our program. | Northeast is re-establishing an Instructional Leadership Team, which will have representation from the Math Department. This team will use the indicators, as well as other school data, to help the school widen ownership for student success, and to identify “problems of practice” that teachers will tackle within classrooms. After several years of building structures, stabilizing discipline, the school is ready to accelerate the collaborative structures required for a stronger instructional framework. The District is providing support for leadership teams to use the Datawise framework.<br><br>As noted in previous sections, Northeast is increasing the time on task for Algebra 1 for most new 9th graders. This, in addition to working with the Executive Director of Math to support collaborative planning time, and continuing to offer a variety of student supports, should result in increased achievement in this area. |
| 140 - College, Career and Civic Readiness Index | 55.8 | 65.8 | unable to predict as is new measure   |  | Student schedules.<br><br>Cohort tracking files and process.   | Northeast increased both AP offerings and enrollment in this past year, and is continuing to build the academic culture around these courses. In addition, Northeast is working closely with the District’s Office of Career & Technical Education to maximize course offerings, work-based learning and the SkillsUSA assessment. Overall, the school   |

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|   |      |       |  |  |  | is working to deepen the level of rigor and quality products for learning, which will better prepare students for post-secondary opportunities.  |
| 170- HS Chronic Absenteeism - All Student       | 65%  | 58%   | The final number is not available to the school at this point. In late June, it was 61%; however, this included students who were enrolled at any point, regardless of the 10-day threshold, and did not include students attending program schools within the District. | Northeast is working this summer to identify and target outreach to families of students who were chronically absent this past year. | <p>SPA provides a list of chronically absent students, updated nightly.</p> <p>The robo-call system places calls daily and generates lists as well.</p> <p>Cohort tracking team reviews ADA for each student on 5-week basis.</p> <p>Attendance team will be re-established with new protocols on how to make this data more actionable.</p> | <p>Chronic absenteeism is a significant challenge at Northeast, and in the District as a whole. A large share of students face chronic struggles including homelessness/housing instability, the need to work, childcare, legal situations, mental and physical health challenges, to name a few. Northeast has several responsive systems in place that have afforded students opportunities to recoup instructional time, while also working to establish and refine systems to improve attendance. These include:</p> <ul style="list-style-type: none"> <li>Proactively reaching out to chronically absent students over the summer, working to gain commitments for September.</li> <li>Re-establishing an Attendance Team with new personnel and protocols. This year will see a more effective integration of Northeast's community school strategy with the work of the parent liaison and cohort tracking teams, focused on reducing chronic absence.</li> <li>Refining the process office staff uses to update contact information, making it more effective for families.</li> <li>Developing more frequent attendance incentives and contracts.</li> <li>Increasing ownership for attendance by sharing the data more widely and monitoring teacher outreach.</li> </ul> |
| 230 - HS Science All Students Performance Index | 95.5 | 105.5 | <p>18-19 through June = 125.54, exceeding the progress target.</p> <p>Source: Preliminary from OoA</p>   | See Continuation Plan column to the far right for adjustments for next year.   |  | Northeast will partner, starting over the summer, with the Executive Director of Science, to fill a vacancy and to delve into our Regents results, which were disappointing. The school made some staffing changes, using Receivership. The Science department will meet more frequently, focusing on how students have time to interact deeply with content, and also on how we support them in building disciplinary literacy.   |

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|  |  |      |   |   |  | This metric will also be supported by the work, outlined above, to build an Instructional Leadership Team that uses Datawise practices to focus on changes in classroom-level practice.  |     |  |
| 240 - HS Social Studies All Students Performance Index | 80.8   | 90.8 | 18-19 through June = 114.03, exceeding the progress target.<br><br>Source: Preliminary from OoA                   | See Continuation Plan column to the far right for adjustments for next year.  | In-class assessments of progress, progress reports and report cards.<br><br>Use and analysis of mock/practice Regents assessments. | Northeast will partner, starting over the summer, with the Executive Director of Social Studies, to delve into our Regents results, which showed improvement over prior years. Northeast is making a few changes to teacher assignment and is likely to have one upcoming vacancy. The department will meet more frequently, focusing on how students have time to interact deeply with content, and also on how we support them in building disciplinary literacy.<br><br>This metric will also be supported by the work, outlined above, to build an Instructional Leadership Team that uses Datawise practices to focus on changes in classroom-level practice. |     |  |
| 250 - Total Cohort 6-Year Grade Rate - All Students    | 54%  | 60%  | 18-19 through June for the 2013 cohort =60.7%, exceeding the progress target.<br><br>Source: Preliminary from OoA | The Community School Site Coordinator and other members of the leadership team are working to make contact with older students to see if there is any chance of re-engaging them. Northeast staff is also remaining connected to the students who are still enrolled, either at summer school, through our flexible summer support model and/or through phone and text. | Cohort tracking process includes “super seniors”.  | Northeast has had success in recent years through the STAR program, created as a response to older students who needed accelerated and flexible opportunities to recover credits and/or review for exams. This model will continue. This summer is being used to proactively engage/re-engage students who meet this criteria.<br><br>Northeast also continues to flexibly deploy our special education teachers to support 5 <sup>th</sup> - and 6 <sup>th</sup> -year seniors with disabilities in recovering credits and meeting individual needs so that they will be better prepared to transition after high school.   |     |  |
| 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><br>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 for 18-19SY (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   |
| 65 - Total Cohort (9th Graders) with 5 or more credits<br><br>18-19: 2018 cohort<br><br>19-20: 2019 cohort   | 49%      | 55%                     | Through June = 64% of 2018 cohort earned at least 5 credits, exceeding the progress target. | Students were enrolled in summer program best suited to credit recovery needs.<br><br>See Continuation Plan column to the far right for details on the strategies for the coming year.   | Bi-weekly progress report check by grade-level administrator.<br><br>Cohort tracking at 5-week intervals.<br><br>9 <sup>th</sup> grade teacher team will meet weekly to look at student progress.<br><br>Report cards. | Northeast will continue its success with the Panther Lair, ensuring that 9 <sup>th</sup> grade have a cluster of teachers who share common team time, a devoted counselor and administrator. This year brings a new protocol used to ensure that each student is reviewed in a strengths-based process, linking teacher insights to the cohort-tracking team. The intent is to allow more responsive and more effective interventions for students. The Panther Lair will also seek to enhance the community-building aspects of the 9 <sup>th</sup> grade experience, and foster a culture of academic habits and success.<br><br>Northeast will continue strategic use of marking period recovery, after-school, break-week and Saturday supports as enabled by resources. Northeast will assess how to utilize the Reconnect model which has proven useful over the past two years. This is considered a Tier 3 intervention for students who have not been successful as the mid-point of the year approached. |

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| <p>66 - Total Cohort (10th Graders) with 5 or more credits</p> <p>18-19: 2017 cohort</p> <p>19-20: 2018 cohort</p> | 50% | 56% | Through June = 68% of 2017 cohort earned at least 5 credits, exceeding the target. | <p>Students were enrolled in summer program best suited to credit recovery needs.</p> <p>See Continuation Plan column to the far right for details on the strategies for the coming year.</p>   | <p>Cohort tracking at 5-week intervals.</p> <p>Progress reports and report cards.</p> <p>Active review by grade-level administrator, and teacher team when possible.</p> | <p>Northeast has dramatically increased the share of on-track students over the past few years through the cohort model, which it uses for scheduling and progress monitoring. These structures will continue, and will be refined.</p> <p>For example, while not as pure as the 9<sup>th</sup> grade team, the schedule is built such that the 10<sup>th</sup> grade cohort is largely scheduled together with common teachers, affording the opportunity for more collaborative progress monitoring and interventions.</p> <p>The cohort tracking team meets on regular 5-week cycles to review and respond to student progress. Northeast will continue to make more frequent progress reports available so that students and staff are engaging in more active monitoring and adjusting. For all students, Northeast makes aggressive use of a variety of options for credit recovery, working to be more proactive.</p> |
| <p>68 - Total Cohort (11th Graders) with 5 or more credits</p> <p>18-19: 2016 cohort</p> <p>19-20: 2017 cohort</p> | 66% | 72% | Through June = 63%, which does not meet the progress target.                       | <p>Students were enrolled in summer program best suited to credit recovery needs.</p> <p>The Principal is working with the District to actively recruit a high-capacity counselor.</p> <p>Leadership team reviewing transcripts and graduation plans.</p> <p>See Continuation Plan column to the far right for details on the strategies for the coming year.</p> | <p>Cohort tracking at 5-week intervals.</p> <p>Progress reports and report cards.</p> <p>Active review by grade-level administrator, and teacher team when possible.</p> | <p>This cohort has had turnover in administrator and counselor for the past 3 years, and while a significant share are on-track for graduation, this has taken a toll. Northeast is using this summer to aggressively review transcripts and graduation plans, and to ensure that students take advantage of every opportunity to recover credits.</p> <p>Globally, Northeast has dramatically increased the share of on-track students over the past few years through the cohort model, which it uses for scheduling and progress monitoring. These structures will continue, and will be refined. The cohort tracking team meets on regular 5-week cycles to review and respond to student progress through more active monitoring and adjusting.</p>   |

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| 89 - Total Cohort 5-Year Grad Rate - SWD Students       | 36%  | 42% | 18-19 through June = 46.7%, exceeding the progress target<br><br>Source: Preliminary OoA       | See Continuation Plan column to the far rights for details on the strategies for the coming year. | Cohort tracking at 5-week intervals, and additional cohort-tracking progress meeting jointly with District’s Special Education staff; quarterly.<br><br>Progress reports and report cards, case manager review. | This year, Northeast worked to create a “Graduation Recovery” support structure for 4 <sup>th</sup> , 5 <sup>th</sup> and 6 <sup>th</sup> year seniors. This involved creating modified schedules focused on individualized credit recovery and exam preparation, community building, and planning for individual goals after graduation. This model will continue for the students who meet the criteria.<br><br>This program was born out of needs identified in cohort-tracking and the more collaborative approach between Northeast’s leadership team and the CASE. As the District shifts toward a new model for oversight/leadership for Students with Disabilities, the school will also adapt its systems and structures. This will be emerging over the course of the year.<br><br>Future forward, this is an area of high need for Northeast, as the incoming class of new 9 <sup>th</sup> graders is 39% Students with Disabilities. These numbers will demand comprehensive strengthening of the program. |  |
| 253 - Total Cohort 6-Year Grad Rate - Hispanic Students | 50%  | 56% | 18-19 through June = 64.7%, exceeding the progress target.<br><br>Source: Preliminary from OoA | See Continuation Plan column to the far rights for details on the strategies for the coming year. | Cohort tracking at 5-week intervals.<br><br>Instructional Leadership team, tracking of indicators.  | Supports, explained in sections above, such as cohort tracking, instructional leadership team, and the 9 <sup>th</sup> grade academy, all support this metric. Furthermore, given that approximately one-third of Northeast’s student body is Hispanic, having this indicator called out specifically will become a point of inquiry for our staff. In the course of our monitoring it, there is potential to learn something new about our Latino students’ experience, which could shape supports future forward.  |  |
| 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 III – Additional Key Strategies – (As applicable)

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

| <b><u>Key Strategies</u></b><br>Identify any key strategies that will be implemented during the 2019-2020 school year that are <u>not described in Part I or II above but</u> will be embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that will support your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention plan. Responses should be directly aligned with their previously approved intervention plans (SIG or SCEP) and should include evidence and/or data that will be used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above. |  |                |  |            |  |
|--|--|----------------|--|------------|--|
| List the Key Strategy from your approved intervention plan (SIG or SCEP).  |  | Status (R/Y/G) | 2019-20 School Year Continuation Plan  |            |  |
| 1.   |  |                |  |            |  |
| 2.   |  |                |  |            |  |
| 3.   |  |                |  |            |  |
| 4.   |  |                |  |            |  |
| 5.   |  |                |  |            |  |
| <b>Green</b>   | Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <u>with impact</u> . | <b>Yellow</b>  | Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results. | <b>Red</b> | Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required. |

## Part IV – Community Engagement Team and Receivership Powers

### Community Engagement Team (CET)

Describe the type, nature, frequency and outcomes of meetings conducted by the CET and its sub-committees that will be charged with addressing specific components of the CET Plan. Describe outcomes or potential outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2019-20 School Year.

| Status (R/Y/G) | Report Out of CET Plan Implementation   |
|----------------|---|
|                | <p>The CET consisted of different stakeholders including teachers, parents, administrators, students and community agencies who work collaboratively to find solutions for the needs of the school community. The team worked together to create parent, staff and student surveys that informed and prioritized the five areas that Northeast focused its improvement work on through the 18-19 school year. This year was a transitional one in bringing the community school strategy to life, as the Community School Site Coordinator was promoted to a different position in February, and a new Site Coordinator was not hired until late May. The work continued, although the CET will be re-invigorated and integrated more fully in this upcoming year, as a driving force in improving the school. The work to date focused on:</p> <p>Priority 1: Increase graduation rates</p> <ul style="list-style-type: none"> <li>• Closer contact with parents regarding student progress (increased progress reports, calls and home visits, etc.)</li> <li>• Increase in credit recovery options</li> <li>• Alternative programming for accelerated credit recovery and added supports for overage, under-credited students</li> </ul> <p>Priority 2: Reduce suspensions</p> <ul style="list-style-type: none"> <li>• Use of restorative practices</li> <li>• Separate space for de-escalation of IEP students</li> <li>• Mental health team created to identify and create social/emotional supports for students</li> </ul> <p>Priority 3: Reduce chronic absenteeism</p> <ul style="list-style-type: none"> <li>• Dedicated attendance coordinator to call home and complete home visits to identify barriers for students</li> <li>• Bus passes, food and clothing have been provided to help students get to and remain in school</li> <li>• Modified schedules to allow students access to instruction based on what works for them</li> </ul> <p>Priority 4: Increase parent engagement</p> <ul style="list-style-type: none"> <li>• Parent Center created to support parents with food, jobs, schooling and parenting support</li> <li>• Career fairs held for adults in our school and surrounding community</li> <li>• Sports banquets and open house</li> </ul> <p>Priority 5: Improve school climate</p> <ul style="list-style-type: none"> <li>• Use of restorative practices to create stronger relationships between students and teachers</li> <li>• Staff retreat that allowed a collaborative approach to creating a mission and vision that supports the entire school community</li> </ul> |

### 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)

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

## Part VI: *Best Practices (Optional)*

| <u><i>Best Practices</i></u><br>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.  | Cohort Tracking                            | Northeast continues to refine the system and the communication between teachers and support staff; the approach to frequently monitoring and intervening with students is evidenced by the increasing number of on-track students in rising cohort   |
| 2.  | Panther Progress Room and Pathways Program | A responsive, restorative approach to high volume and intensity of social-emotional needs. A first-time responder provides students a place to quickly recover, reflect and repair harm, and return to class asap. This meets student needs, reduced the amount of time spent by administrators on small disciplinary issues, and reduced the time out of class for students. A companion structure for students with disabilities to ensure no interruption of service is being launched as well. Both structures are significantly reducing suspensions. |
| 3.  |  |  |

## 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: \_\_\_\_\_

NE



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

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

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

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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): Noelle Breedlove  
Signature of CET Representative: Noelle Breedlove  
Title of CET Representative: Community School Site Coordinator  
Date: 7/31/19