

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:				
Vanguard Collegiate High School	23160001097	Rochester City School District		Check which plan below applies:				
				SIG			SCEP X	
				Cohort:				
Model:								
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Terry Dade, Superintendent	Stephanie Moore *If new, attach resume. Appointment Date: 07/29/2019	Michele Alberti-White, Executive Director of School Innovation Dan Hurley- Director of School Turnaround		9-12		20% *Internal SPA data as of 7/15/19	27% *Internal SPA data as of 7/15/19	539 *Internal SPA data as of 7/15/19

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.

Vanguard Collegiate High School has developed a plan to expedite the achievement of all students. The plan includes the following key strategies to address Level I and Level II indicators:

1. A schedule that includes weekly or bi-weekly team meetings to strategically and continuously review, analyze, monitor and evaluate student's academic progress through:
 - a. Department meetings- with a focus on planning rigorous instruction and engaging lessons
 - b. Administrative Team meetings- with a focus on aligning walkthrough data in order to improve performance by providing feedback that is timely and purposeful, leading to data-driven professional learning. This team will focus on progress monitoring of the indicators along with the School Based Planning Team and Community Engagement Team
 - c. Instructional Leadership Team meetings- with a focus on using collaborative data inquiry to drive continuous improvement of teaching and learning for all students

- d. Cohort meetings-with a restructure of the administration team which assigns each to a Cohort and a School Counselor representing that Cohort in efforts to provide a direct focus on one group of students and their progress
 - e. Multi-Tiered System of Support Team- with a focus on meeting the needs of the WHOLE child in order to improve progress
 - f. Attendance Team meetings to address chronic absenteeism concerns and increasing the average daily attendance
2. Offering meaningful ways to ensure that students are earning needed course credit through:
- a. Online Credit Recovery classes to students in grades 10 through 12 who are in need of earning credits. This allows students to earn credit in an independent setting with the assistance of a certified teacher
 - b. Regents preparation classes that will be offered through the Expanded Learning Time, Saturdays and during recess sessions
 - c. Family of Ten- this will allow a focus on every student building strong, healthy, trusting relationships with at least one adult and that one adult building trusting relationships and being the connection with home/school. There will be 1adult:10students. The adult with check in with academic and behavior progress and help students understand and know their transcript, where they with credits and where they need to be. This will also be a way to reignite the core values through a motto (**Vanguard...The EPIC Way! Excellence~ Passion~ Integrity~ Community**)
3. Create a system for effective communication throughout the entire school/home community by:
- a. re-establishing the Community Engagement Team that meets monthly and is headed by the new appointment of a Community School Site Coordinator, to monitor the progress of the continuation plan. This team provides input and also makes recommendations towards the progress/ changes that may need to be made
 - b. ensure that there is parent representation on most teams where needed
 - c. offer opportunities for parents to join in the learning of the school and can understand their student’s progress
 - d. Weekly communication to all stakeholders in the form of a weekly bulletin to communicate ‘*happenings*’ and indicator progress. All will understand their role and what they can do to support

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 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						
Please list the school's Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.						
Identify Indicator	Baseline	2019-20 Progress Target	Anticipated Status (R/Y/G)	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What will be the formative data points that will be utilized to assess progress towards the target for this demonstrable improvement indicator?	2019-20 School Year Continuation Plan for Meeting this Indicator
5- School Safety	.6	.4		<ul style="list-style-type: none"> Professional learning focused on Restorative Practices and TCI training Code of Conduct Training Family of Ten Social Emotional Team or Multi-Tiered System of Support 	<ul style="list-style-type: none"> → Average Daily Attendance → Serious Incidents → Suspensions → Help Zone Visits → Office Referrals 	<p><u>Staff will participate in focused professional learning</u></p> <ul style="list-style-type: none"> ○ Restorative Practices (once/month) ○ Therapeutic Crisis Intervention(TCI) training for all staff ○ Strategies learned through these offerings will begin to be implemented immediately and refined throughout the school year. <p><u>Administration and Safety & Security Team will attend Code of Conduct Training</u></p> <ul style="list-style-type: none"> ○ know and understand how to appropriate document and assign levels of infractions ○ Will gain insight on other strategies that may help with redirecting student actions ○ Will turnkey code of conduction to staff for understanding

						<p><u>Family of Ten</u></p> <ul style="list-style-type: none"> ○ provides small group advisory and mentoring for students to build relational capacity and meet social emotional needs ○ Home/school connections ○ Quick monitoring of academic and behavior progress <p><u>Social Emotional Team</u></p> <ul style="list-style-type: none"> ○ Also known as Multi-Tiered System of Support ○ Meets weekly to review current student needs and identify and match those needs to interventions ○ Help Zones will be used as a tiered intervention prior to referral and/or suspension. The Help Zone will be staffed and supported by the Center for Youth Crisis Prevention Specialist ○ Back on Track room used to provide small group instruction and targeted support. This support is staffed by all teachers on a rotating basis
67 - 2019-20: 2018 Total Cohort (10th Graders) Passing Math Regents	31%	37%		<ul style="list-style-type: none"> ● Instructional Focused Meetings ● Targeted Intervention ● Regents Preparation ● Credit Recovery ● Saturday and Recess Work Sessions ● Staffing <p>See Indicator 70 for additional information</p>	<ul style="list-style-type: none"> → Use of Common Formative Assessments → Use of practice questions → Use of item analysis to deep dive with team areas/topics/standards in need of improvement → Progress Reports → Report Card → Walkthrough Data (with content area director once per month) → Math Regents Results → Cohort Meetings → Monitoring of SMART goals 	<p><u>Instructional Focused Meetings</u></p> <ul style="list-style-type: none"> ○ Instructional Leadership Team to meet weekly using data to make informed decisions on teaching and learning ○ Cohort Meetings each counselor and administrator will monitor and track one specific cohort and their academic progress ○ Administrative Team will provide walkthroughs at least every other day to determine how to support the math instruction. Once per month a request for the content area directors will be made to join in these walkthroughs and debriefs ○ Ensure use of Instructional Framework ○ Department Meetings will review student assessment data and determine how to use this information in order to drive math instruction. Will determine areas where reteaching may be necessary. Will provide item analysis. School and Teacher leaders will develop SMART goals in



						<p>order to address how they will use assessment (both formative and summative) to inform planning and practice</p> <ul style="list-style-type: none"> ○ Ensure use of Datawise process <p><u>Targeted Intervention</u></p> <ul style="list-style-type: none"> ○ Lead Math Coach to be in continuous visiting schedule, preferably, weekly to provide support and feedback to all teams ○ Provide a list of research-based online intervention programs to help support independent learning ○ Identify students near proficiency and a plan of action <p><u>Regents Preparation</u></p> <ul style="list-style-type: none"> ○ Provide extra preparation during the expanded learning time ○ Ensuring exam questions, scoring and feedback to students is part of daily instruction ○ Ensuring that strategies and importance for testing are part of daily instruction <p><u>Credit Recovery</u></p> <ul style="list-style-type: none"> ○ Early identification of students who are missing math credits/regents in order to assign as soon as possible <p><u>Saturday and Recess Work Sessions</u></p> <ul style="list-style-type: none"> ○ Schedule Saturday math sessions for the school year ○ Include February Recess and Spring Break Math Camps ○ create a system for communicating dates, times, transportation needs, etc. to students and families <p><u>Staffing</u></p> <ul style="list-style-type: none"> ○ Look at Math teacher data to ensure that teachers are placed at appropriate math courses based on content knowledge and past regents passing rates
69 - 2019-20: 2017 Total	17%	23%		<ul style="list-style-type: none"> ● Instructional Data Meetings ● Targeted Intervention ● Regents Preparation 	<ul style="list-style-type: none"> → Use of Common Formative Assessments → Use of practice questions/essay prompts 	<u>Instructional Focused Meetings</u>

<p>Cohort (11th Graders) Passing ELA Regents</p>				<ul style="list-style-type: none"> ● Credit Recovery ● Saturday and Recess Work Sessions ● Staffing <p>See Indicator 70 for additional information</p>	<ul style="list-style-type: none"> → Use of item analysis to deep dive with team areas/topics/standards in need of improvement → Progress Reports → Report Card → Walkthrough Data (with content area director once per month) → ELA Regents Results → Cohort Meetings → Reading/Writing strategy across content being used → Monitoring of SMART goals 	<ul style="list-style-type: none"> ○ Instructional Leadership Team to meet weekly using data to make informed decisions on teaching and learning ○ Cohort Meetings each counselor and administrator will monitor and track one specific cohort and their academic progress ○ Administrative Team will provide walkthroughs at least every other day to determine how to support the ELA instruction. Once per month a request for the content area directors will be made to join in these walkthroughs and debriefs ○ Ensure use of Instructional Framework ○ Department Meetings will review student assessment data and determine how to use this information in order to drive math instruction. Will determine areas where reteaching may be necessary. Will provide item analysis. School and Teacher leaders will develop SMART goals in order to address how they will use assessment (both formative and summative) to inform planning and practice ○ Ensure use of Datawise process ○ Targeted reading strategies to address reading and comprehension needs ○ Incorporating reading and writing strategies across content ○ Join creative writing contests to engage students <p><u>Targeted Intervention</u></p> <ul style="list-style-type: none"> ○ Director of Literacy to be on a continuous visiting schedule, preferably, weekly to provide support and feedback to all teams ○ Provide a list of research-based online intervention programs to help support independent learning ○ Identify students near proficiency and a plan of action ○ Looking at student writing protocols <p><u>Regents Preparation</u></p> <ul style="list-style-type: none"> ○ Provide extra preparation during the expanded learning time
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70 - 2019-20: 2016 Total Cohort 4-Year Grad Rate - All Student	51%	57%	<ul style="list-style-type: none"> ● Ensure summer enrollment and status ● Reassignment of Administration/Counseling staff ● Additional Online Credit Recovery Labs ● Instructional Leadership Team ● DataWise Improvement Process ● Family of 10 ● Strategic master scheduling ● Increased opportunities for CTE Pathways 	<ul style="list-style-type: none"> → Credit Accrual Status → Cohort Tracking → Quarter 1, 2, 3 and IProgress Reports → Administrator/Teacher Data Conversations → January 2019 Regents Results 	<p><u>Ensure summer enrollment and status</u></p> <ul style="list-style-type: none"> ○ Administrators are conducting reviews of students in the cohort to ensure for appropriate student scheduling, including intervention or acceleration opportunities as needed. An Administrator assigned to the RCS D Commencement summer school is providing weekly attendance and progress updates for students in this cohort who are currently attending summer school. Student schedules will be reevaluated after summer school is completed <p><u>Reassignment of Administration/Counseling staff</u></p> <ul style="list-style-type: none"> ○ Counselors will be assigned to cohorts for the 2019-20 school-year, this is a change from past practice of assigning by grade level. In 	



						<p>conjunction, an administrator will also be assigned to those Cohorts</p> <ul style="list-style-type: none"> ○ The School Counselors will be responsible for updating and maintaining accurate data for the cohort in Google, including tracking of all graduation requirements including credits, exam results, grades and attendance ○ Cohort Tracking Meetings: Cohort tracking meetings will take place bimonthly will be facilitated by cohort administrator and will include the Principal, School Chief, counselor (cohort counselor and for 2016 cohort, College and Career Counselor), and teacher leaders ○ Cohort administrator will meet weekly with cohort counselor to review student progress <p><u>Online Credit Recovery (OCR)</u></p> <ul style="list-style-type: none"> ○ Online credit and marking period recovery will be offered both after school and during students’ free periods during the regular school day, and will be staffed by appropriately certified staff <p><u>Instructional Leadership Team</u></p> <ul style="list-style-type: none"> ○ Establishment of Instructional Leadership Teams: ILT meetings will be held in addition to traditional CPT. A teacher from each Department will be recruited to participate in the ILT, and then will facilitate Department meetings. Meetings will analyze data using the Data Wise process ○ Instructional Framework Rollout: The school will take part in the implementation of the newly adopted DRAFT instructional framework, with supports on professional learning for teachers and administrators provided by the RCSD’s Teaching and Learning Department ○ Professional Learning Plan for the year will focus on Learning Targets, Looking at Student Work, Data-Driven Instruction, Student Engagement, and Higher Order Questioning
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						<ul style="list-style-type: none"> ○ Opportunities for academic support will be provided to students through Saturday School, Upward Bound after school tutoring, as well as opportunities offered during school breaks The College Prep Center supported by the University of Rochester offers tutoring, mentorship, academic tracking, college visits and tours, and other post secondary related support <p><u>Increased opportunities for CTE Pathways</u></p> <ul style="list-style-type: none"> ○ Connect with Executive Director to support and help share options to students and staff
88 - 2019-20: 2015 Total Cohort 5-Year Grad Rate - All Students	49%	55%		See Indicator 70		
120 - HS ELA All Students Performance Index	59.2	69.2		See Indicator 69 and 70 for additional information		
130 - HS Math All Students Performance Index	59.2	69.2		See Indicator 67 and 70 for additional information		
140 - College, Career and Civic Readiness Index	42..1	52.1				
170- HS Chronic Absenteeism - All Student	75%	66%		<ul style="list-style-type: none"> ● Attendance Team Meetings ● Summer Home Visits ● Family of Ten 	<ul style="list-style-type: none"> → Average Daily Attendance → Attendance Blitz list → Home visits 	<p><u>Attendance Team Meetings</u></p> <ul style="list-style-type: none"> ○ The school will continue to partner with the RCSD Attendance Office to triangulate attendance data. ○ The Attendance Team meets weekly and includes Administrators, Home School Assistant, Social Workers, Counselors, Wellness Coordinator, Representatives from Monroe County Probation, FACT Team, and Youth Development Coordinator ○ The Attendance Team will refine and continue to support implementation of the Attendance Plan. The Attendance Plan will be uploaded into Google

						<p>to allow for more accurate data collection and shared understanding and accountability</p> <ul style="list-style-type: none"> ○ Home-School Assistants will continue to conduct home visits to re-engage students <p><u>Summer Home Visits</u></p> <ul style="list-style-type: none"> ○ Admin team will identify Chronically Absent students to conduct phone calls/ home visits during summer to offer support <p><u>Family of Ten</u></p> <ul style="list-style-type: none"> ○ Teams will be determined prior to school starting so that teachers can reach out to families and invite them to summer events 	
190 - HS ELP Success Ratio - All Students	.7	.9					
230 - HS Science All Students Performance Index	98	108		<ul style="list-style-type: none"> ● Lab Minute Recovery 			
240 - HS Social Studies All Students Performance Index	102.4	112.4		<ul style="list-style-type: none"> ● Incorporating Reading and Writing strategies 			
250 - 2019-20: Total Cohort 6-Year Grade Rate - All Students	61%	66%		See Indicator 70			
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.

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 made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What will be the formative data points that will be utilized to assess progress towards the target for this demonstrable improvement indicator?	2019-20 School Year Continuation Plan for Meeting this Indicator
2 - Plan for and Implement Community School Model	n/a	CSM Implementation Rubric		School will hire a Community School Site Coordinator by September 2019. This addition will support building a strong, focused community engagement team to help focus on oversight and roll out of many of the school's partnership needs	Sign in sheets Agree to commit Agenda to be designed for each meeting	The CET will meet monthly for the 2019-20 school year
6 - Family and Community Engagement (Tenet 6)	n/a				Offer monthly sessions on needs for home and school (Topics may include: knowing what my student needs to graduate, it is important to not only be in school but be present, community resources for help with medical, food, housing, transportation, rehabilitation, etc., knowing how to communicate with my teen,) Community Resource Room in school Written communication and notices to all stakeholders is clear and concise and is distributed in multiple ways to ensure it is received by most (email, robocall, postings, website, translated when needed, public meetings, etc.)	
66 - 2019-20: 2018 Total Cohort (10th Graders) with 5 or more credits	45%	51%		See Indicator #70		

68 - 2019-20: 2017 Total Cohort (11th Graders) with 5 or more credits	39%	45%		See Indicator #70			
94 - Providing 200 Hours of Extended Day Learning Time (ELT)	n/a			<ul style="list-style-type: none"> Expanded Learning Time Saturday and Recess Work Sessions 	→ Attendance	<u>Saturday and Recess Work Sessions</u> <ul style="list-style-type: none"> Schedule Saturday Math/ELA/Science/Social Studies sessions for the school year Include February Recess and Spring Break Math, Science, Social Studies and Reading/Writing Camps 	
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.)

Key Strategies

Identify any key strategies that will be implemented during the 2019-2020 school year that are not described in Part I or II above but will be embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that will support your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention plan. Responses should be directly aligned with their previously approved intervention plans (SIG or SCEP) and should include evidence and/or data that will be used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.

List the Key Strategy from your approved intervention plan (SIG or SCEP).		Status (R/Y/G)	2019-20 School Year Continuation Plan		
1.					
2.					
3.					
4.					
5.					
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.

Status (R/Y/G)	Report Out of CET Plan Implementation
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	<p>New Building Principal will be meeting with the CET in August.</p> <p>The Community Engagement Team consists of school staff, parents and community members/agencies. CET members meet consistently. The school continues to recruit additional parents/families and community partners to participate on the team.</p> <p>The past CET meetings have reviewed the process of receivership, discussed our school indicators.</p> <p>At our September CET meeting we will discuss an instructional/social emotional plan to meet the indicators and how progress will be monitored.</p>
<p>Powers of the Receiver Describe the anticipated use of the School Receiver’s powers for Cohort 1 and 2 Schools for the 2019-2020 school year (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.</p>	
<p>Status (R/Y/G)</p>	<p>Report Out</p>
	<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.
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Part V – Budget – (As applicable)

Budget Amendments

ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT AS APPLICABLE:

- SIG FS-10 2019-20 BUDGET AND BUDGET NARRATIVE AS APPLICABLE.

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)

Best Practices

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.



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.	
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: *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): Stephanie Moore
Signature of CET Representative: *Stephanie Moore*
Title of CET Representative: Principal



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</p>	



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 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: