



Office of Innovation and School Reform (OISR)

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Final Report: January 31, 2019 to April 20, 2019 and Continuation Plan for the 2019-20 School Year

School	School BEDS Code	District	SIG Model and Cohort		Required EPO (Restart, Innovation and Reform Framework)	
	Lincoln Park School No. 44	Rochester City School District	Model: Early Learning Intervention Cohort 6			
School Principal		Superintendent (EPO)	Grade Configuration	Total Enrollment	% ELL	% SWD
Name	Date of Appointment		PreK3, PreK4, K, 1, 2, 3, 5, 6	269 *Data current as of 4/23/19	3% (9 students)	26% (70 students)
Rodney Moore	11/1/18					
District Person Responsible for Program Oversight and Report Validation	Implementation Status of the School as Rated by the District	Brief Analysis of Rating of Implementation Status				
	(Red/Yellow/Green)	Lincoln Park School #44 focused on creating transformational strategies to provide students with equitable opportunities for an engaging inquiry based STEM education, providing social-emotional supports and targeted academic interventions. The foundational structures are being developed and this year in particular has seen School #44 strengthen its ability to respond to student needs in an increasingly strategic manner. Specifically, strides have been made relative to these key strategies:				
Name and Contact Information		<p>Shirley Green - School Chief Michele Alberti - Executive Director of School Innovation Brennen Colwell - School Ambassador</p> <p>1. Academic Interventions - Using a data analysis protocol of NWEA data, the school leadership team has identified key areas and grade levels in need of additional support. To support these areas, they have identified curricular coaching for teachers and small groups for academic interventions for students. Interventions are aligned with standards and delivered by classroom teachers, instructional coaches and intervention specialists.</p>				

		<p>2.. Improvement of School Climate - A Center for Youth crisis intervention staff member was added in April 2019. This staff member comes with a background of supporting classroom instruction and behavior in multiple settings including classrooms and treatment centers in urban areas.</p> <p>3. Early intervention - The Speech Language Pathologist plans and implements vocabulary activities aligned with The Common Core Learning Standards and grade level curriculum. Social Emotional Tiered services have been modified to primarily focus on student in Kindergarten while the parents and guardians are the focus for students in the preschool program.</p>
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Key

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Attention: The document is intended to be completed by the Superintendent of Schools and/or designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to the School Improvement Grant (SIG) 1003(g), and as such should not be considered a formal evaluation by the New York State Education Department. This document serves as the Progress Review Report for Non- Receivership schools (*not* Persistently Struggling or Struggling schools), and as the 2019-20 Continuation Plan for Non- Receivership schools. All responses provided under the “2019-20 School Year Continuation Plan” heading should directly align with or be adaptations to the approved SIG plan. **Note:** Schools that will no longer receive SIG funds during the 2019-20 school year should **NOT** complete the Continuation Plan portion of this form.

Directions - District and school staff should respond to the *Analysis/Report Out* sections by both analyzing and summarizing the key strategies used during this reporting period in light of their realized level of implementation and their impact on student learning outcomes. *2019-20 Continuation Plan* sections provide staff with an opportunity to describe proposed actions and adaptations to the original SIG plan. The Continuation Plan is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year, in a manner that represents continuous and comprehensive planning. Staff should consider the impact of proposed key strategies on student learning, as well as their long-term sustainability and connectivity to diagnostic review feedback.

1. METRICS

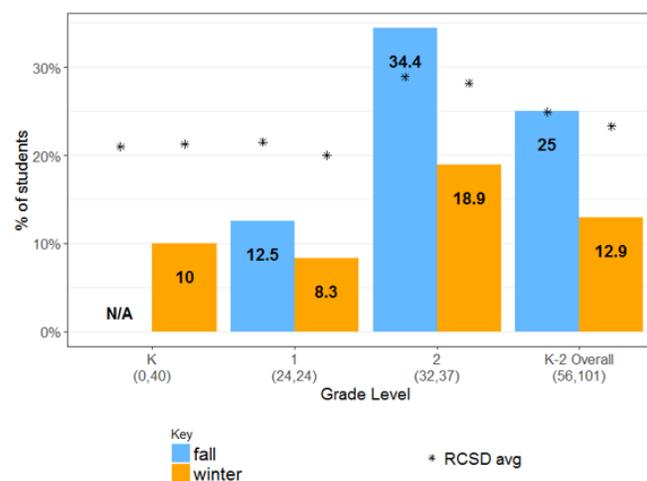
Academic Achievement - Please respond to each component of each prompt. If necessary, attach samples of data collection that are referenced in the response. The 2018-19 data and the Analysis/Report Out section should align with the 2018-19 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.

Key Questions/Prompts

2018-19 Analysis / Report Out

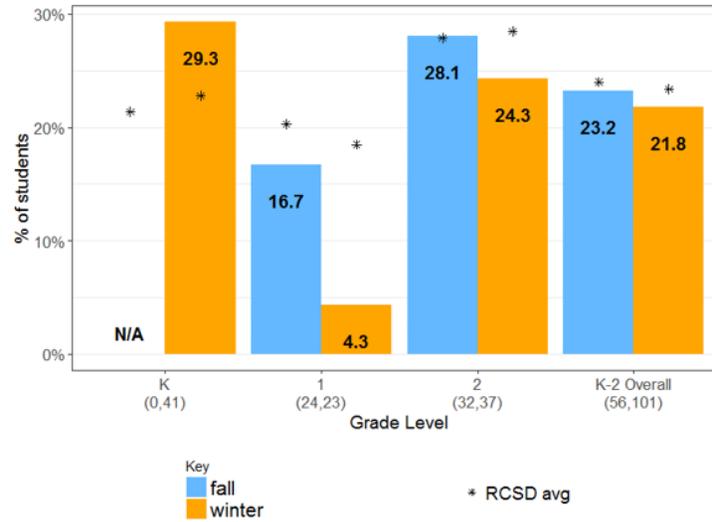
Disaggregate student assessment data in core content areas to identify performance trends (e.g., student sub-groups, grade levels, subjects, classrooms).

Percentage of All Students (Grades K-2) At or Above National Norm (Reading)



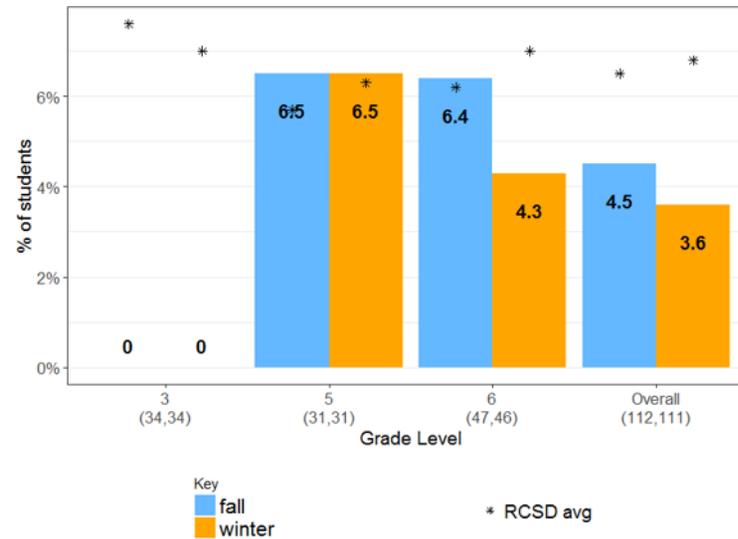
- This measure shows the percentage of students in Grades K-2 who scored at or above the NWEA national norm, based on the Fall and Winter NWEA test scores. Fall results are shown in blue and Winter results are shown in orange. Total number of students tested are shown in parenthesis below the chart.
- On this measure, 25% of the 56 students in Grades K-2 scored at or above the NWEA national norm, based on Fall NWEA assessments. 12.9% of the 101 students in Grades K-2 scored at or above the NWEA national norm, based on Winter NWEA assessments.
- The district averages are shown as asterisks in the bar chart. On this measure, the school's performance is higher than the district average in the Fall, and lower than the district average in the Winter.

Percentage of All Students (Grades K-2) At or Above National Norm (Mathematics)



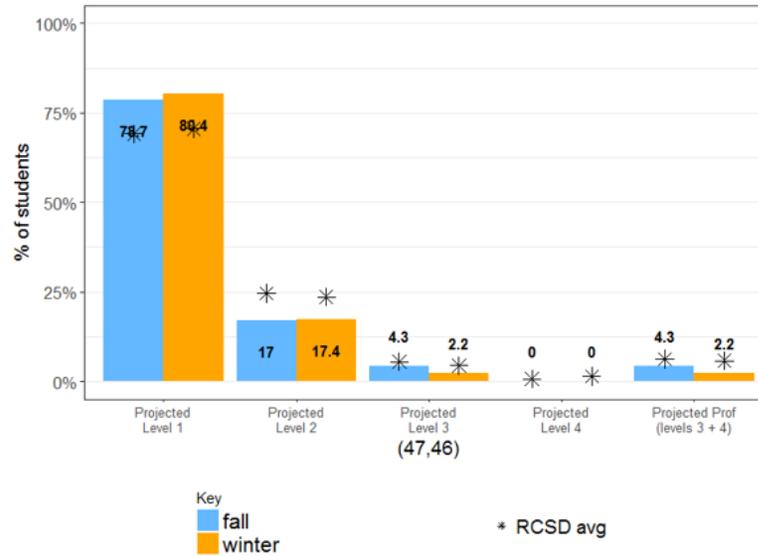
- This measure shows the percentage of students in Grades K-2 who scored at or above the NWEA national norm, based on the Fall and Winter NWEA test scores. Fall results are shown in blue and Winter results are shown in orange. Total number of students tested are shown in parenthesis below the chart.
- On this measure, 23.2% of the 56 students in Grades K-2 scored at or above the NWEA national norm, based on Fall NWEA assessments. 21.8% of the 101 students in Grades K-2 scored at or above the NWEA national norm, based on Winter NWEA assessments.
- The district averages are shown as asterisks in the bar chart. On this measure, the school's performance is lower than the district average in the Fall, and lower than the district average in the Winter.

Percentage of All Students (Grades 3-8) with Projected Proficiency on NYS Exams (Reading)



- This measure shows the percentage of students in Grades 3-8 who have projected to be proficient on NYS exams in the Spring. Total numbers of students tested were shown in parenthesis below the chart.
- On this measure, 4.5% of the 112 students in Grades 3-8 have projected to be proficient on NYS exams in the Spring, based on the Fall NWEA results. 3.6% of the 111 students in Grades 3-8 have projected to be proficient on NYS exams in the Spring, based on the winter NWEA results.
- The district averages are shown as asterisks in the bar chart. On this measure, the school's performance is lower than the district average in the Fall, and lower than the district average in the Winter.

Projected Performance Levels on NYS Math Assessments of All Students (Grade 6)



- This measure shows the percentage of students in this grade who are projected to be at each of the four performance levels on the NYS Assessment, based on the Fall and Winter NWEA Reading test scores. Fall results are shown in blue, and Winter results are shown in orange. Total number of students tested are shown in parenthesis below the chart.
- On this measure, 4.3% of the 47 students in Grade 6 are projected to be proficient, based on Fall NWEA assessments, and 2.2% of the 46 are projected to be proficient, based on Winter NWEA assessments.
- The district averages are shown as asterisks in the bar chart. On this measure, the school’s performance is lower than the district average in the Fall, and lower than the district average in the Winter.

2019-20 Continuation Plan

Based on the performance trends noted above, please identify the specific school strategy adjustments or interventions to be implemented to meet the academic achievement targets.

Our SIG disbursement will be \$250k in the 2019-2020 school year which is the same as in the 2018-2019 school year. . It is our goal to continue to implement tiered instruction with more intense focus given to Tier III students through additional pull-out services. In the 2019-2020 school year, school leadership will collect data (NWEA, Skills Assessments and DRA) every 10 weeks. The leadership team, in collaboration with teaching staff, will analyze data and use trends to inform modifications to supports interventions moving forward. Staff will meet during extended planning times to review student data, and make necessary adjustments to groups and/or instruction. These groups will be fluid and students assessed through informal assessments and observations will move to appropriate grouping to further ensure student success.

Curriculum and Instruction

- One glaring challenge that will need to be addressed in the upcoming school year is the lack of consistency when it comes to grade level curriculum in ELA and math. In 2019-2020, all classroom teachers in the building will be expected

to use District identified curriculum and materials that have been approved through the Rochester City School District, and all supplemental materials must go through SBPT for approval

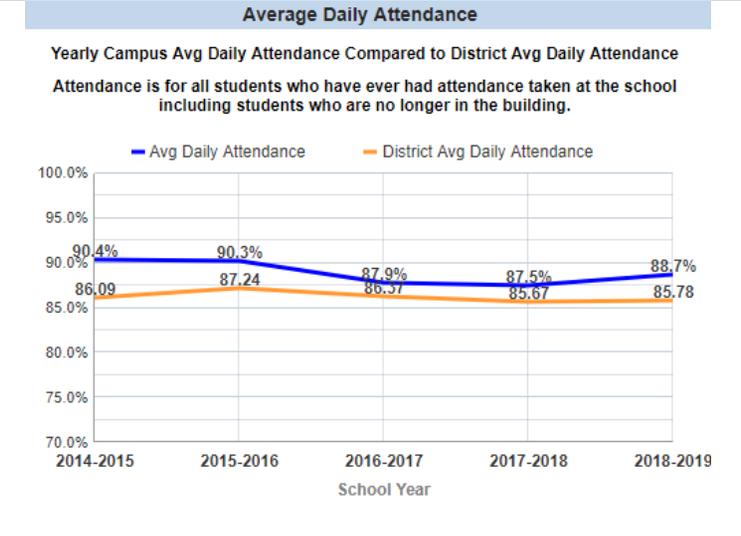
- Zearn math will be included in all K-5 classrooms
- With the upcoming transition to Next Generation Standards in science, School #44 will introduce Full Operations Science Systems (FOSS) in grades K-2. FOSS provides all students with science experiences that are appropriate to students' cognitive development and prior experiences. It provides a foundation for more advanced understanding of core science ideas which are organized in thoughtfully designed learning progressions and prepares students for life in an increasingly complex scientific and technological world
- When possible, grade level staff members will departmentalize and focus on no more than two curricular areas (Math/Science of ELA/Social Studies)

Student Attendance - Average Daily Student Attendance Rate. The number of school days during the regular school week students attended school divided by the maximum number of days students could have attended school during the regular school week. The 2018-19 data and the Analysis/Report Out section should align with the 2018-19 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.

2018-19	Baseline (%)	2018-19 Target	Year to Date
Student Attendance Rate (%)	90%	94%	88.7%

Key Questions/Prompts 2018-19 Analysis / Report Out

Describe patterns of student attendance data (e.g., late/miss first period, chronic absenteeism among certain students, grade levels, etc.).



Grade Level	# of Students Enrolled	% of Students Enrolled	Avg Daily Attendance
PK3	17	6.3%	80.1%
PK4	35	13.1%	86.3%
Kindergarten	40	14.9%	90.3%
Grade 1	27	10.1%	90.1%
Grade 2	37	13.8%	91.0%
Grade 3	31	11.6%	88.4%
Grade 5	33	12.3%	90.2%
Grade 6	48	17.9%	91.3%

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Even though we have seen an increase in daily attendance rates for specific grades between the quarter 2 and quarter 3 reports we still believe that current data suggest there will be a high rate of Chronic

2019-20 Continuation Plan

An attendance team comprised of the Principal, School Social Workers, Parent Liaison, Americorp Vista Worker and Center for Youth staff will continue bi-weekly basis to review student attendance and create individual plans to increase student attendance. Attendance improvement plans can include scheduling of home visits, weekly check ins with students and families, or making connections between families and community agencies that can offer families resources and supports needed to help improve attendance. Americore and Center for Youth employees will also serve as “attendance champions” to students who fall into the chronic absenteeism category. Teachers will monitor classroom attendance and post attendance trends outside of their doors, The PBIS team will announce weekly attendance winning classrooms each Friday and they class will receive a school created incentive. Additionally, the PBIS team will continue to hold monthly assemblies to recognize individual students and classrooms with 90% or greater attendance are awarded certificates and other tangible awards Absences of 10 days or more automatically generate a home visits from school staff. Absences beyond 20 days will continue to be addressed with an attendance referral to Central Office and a CPS Referral when appropriate.

	<p>Absenteeism for the 2018-2019 school year. We continue to maintain an daily attendance rate higher than the district average and have seen increases in some of our targeted grade levels</p> <ul style="list-style-type: none"> ● PreK3 75% -> 80% ● PreK4 85% -> 86% ● K 89% -> 90% <p>While these students do not count towards our chronic absenteeism metric, are still a point of contention for improvements made at School 44. Transportation challenges impact the higher percentage of PreK students, consequently, the school provides RTS bus passes to all PreK families that need assistance with transportation and the PreK parent coordinator also reaches out to families if student attendance begins trending downward. For our K-6 students, we make individual phone calls and home visits to families who show signs of attendance challenges and also include those students in our weekly attendance meetings.</p>	
<p>How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.</p>	<p>Monthly PreK parent education group meetings, attendance team meetings, PBIS assemblies and attendance team meetings have all been successful in improving attendance and will continue. The PreK parent coordinator plans monthly activities with parents that assists families in better communicating with the school and in building parental capacity to support students academically. An attendance team comprised of the Principal, Pre-K Parent Group Leader and the school Social Workers meets on a weekly basis to review student attendance and create individual plans to increase student attendance. Attendance improvement plans can include scheduling of home visits, weekly check ins with students and families, or making connections between families and community agencies that can offer families resources and supports needed to help improve attendance. The PBIS team will hold monthly assemblies to recognize individual students and classrooms with 90% or greater attendance are awarded certificates and other tangible awards. Absences of 10 days or more automatically generate a home visit from school staff. Absences beyond 20 days will continue to be addressed with an attendance referral to Central Office and a CPS Referral when appropriate.</p>	

Teacher Attendance – Average Daily Teacher Attendance Rate. The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days during the week. The 2018-19 data and the Analysis/Report Out section should align with the 2018-19 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.

2018-19	Baseline (%)	2018-19 Target	Year to Date
Teacher Attendance Rate (%)	95.1%	96%	721 total units

Key Questions/Prompts

2018-19 Analysis / Report Out

2019-20 Continuation Plan

Describe patterns of teacher attendance data (e.g., long-term, excused vs. unexcused, chronic/patterned absenteeism among certain teachers, etc.).

Reason	Code	Totals by Reason			Percentage
		Job Count	Work Units	Sub Time Worked	
CIT	100	8	15.0	52:30	2.07 %
CSE (Annual Review)	70	32	61.0	193:15	8.29 %
Cancer Screening	10	5	8.0	26:00	1.30 %
Convention/Conference	61	12	21.0	73:30	3.11 %
Death: 1 Day Allowed	22	4	8.0	29:00	1.04 %
Death: 3 Days Allowed	23	5	10.0	28:00	1.30 %
Employee Illness	11	147	271.0	739:20	38.08 %
Family Illness	12	52	93.0	274:25	13.47 %
Field Trips	75	1	1.0	00:00	0.26 %
IEP Day	73	4	8.0	29:00	1.04 %
Instruct. In-service	62	3	4.0	07:00	0.78 %
PAB	105	5	10.0	35:00	1.30 %
Personal Business	41	21	37.0	112:25	5.44 %
Professional Development	96	1	2.0	07:00	0.26 %
Union Business	65	7	14.0	33:00	1.81 %
Unpaid Leave of Absence	81	64	128.0	448:00	16.58 %
Vacant Position	92	6	12.0	42:00	1.55 %
Worker's Comp Illness	13	9	18.0	56:00	2.33 %
Total		386	721.0	2185:25	

Staff attendance will be celebrated at the end of each month at staff meetings. This will be tracked by the attendance committee and tie in to student attendance monitoring and incentives. Opportunities for team building will be built into regular staff meetings and during professional development sessions in an attempt to maintain the positive climate among staff members. A school climate committee will also be developed to create opportunities for the school community to celebrate student and staff success.

How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.

Staff attendance has improved since last year, and we would like to continue the upward trend. During this school year, 9 teachers teachers have missed 10 days or more, but 4 of those teachers had legitimate medical excuses to justify the missed time. At this time last year, 5 staff members had extended absences of 16 days or more compared to only 2 at time of this report. Improvements in staff morale and and job satisfaction are reflected in a staff survey that asked whether of not staff members were interested in returning to their current positions in the school, or if they were seeing a transfer to another school site. This survey was sent out in an effort to assist in planning for next year, but also in response to the extremely high number and percentage of staff members who transferred out of School 44 before the start of the 2018-2019 school year. 20 of 37 certificated staff members are new to the building during in the current school year which includes the principal who started in November 2018. In viewing the results of the survey, no current staff member has expressed an interest in transferring to a new school for the next school year

Office Discipline Referrals – *Number of Office Discipline Referrals (ODRs)*. The total number of Office Discipline Referrals for any reasons that disrupt the educational process. These data should be reported here as total number by week. The 2018-19 data and the Analysis/Report Out section should align with the 2018-19 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.

2018-19	Baseline (#)	2018-19 Target	Year to Date	
Office Discipline Referrals (#)	54 Office Referrals	43 Office Referrals	19 Office Referrals 20 Incidents 17 Suspensions	
2018-19 Analysis / Report Out				2019-20 Continuation Plan

Describe patterns of office discipline referrals (e.g., period, location, classroom, grade level, repeat offenders, etc.).

Incidents / Suspensions by Campus

School Year	Incidents	Short Term	Long Term	In School	Out of School	In Alt. Program	Total Suspensions	Total # of Days Suspended
2018-2019	20	16	1	4	13	0	17	62
2017-2018	54	55	0	7	48	0	55	208
2016-2017	54	48	1	7	42	0	49	0
2015-2016	22	17	0	0	17	0	17	0
2014-2015	11	1	0	0	1	0	1	0

Campus Discipline Summary

School Year

44 - Lincoln Park

Total	Enrollment	# of Suspensions	Suspension per 100	# of Unduplicated Suspensions	Unduplicated Suspensions per 100
01 - Total	269	17	6.32	13	4.83
02 - Total Female	141	2	1.42	2	1.42
03 - Total Male	128	15	11.72	11	8.59
04 - Total Black	211	14	6.64	11	5.21
05 - Total White	18	1	5.56	1	5.56
06 - Total Hispanic	34	2	5.88	1	2.94
07 - Total American Indian and Alaska Native	1	0		0	
08 - Total Asian	3	0		0	
10 - Total Multiracial	2	0		0	
11 - Total General Education	199	9	4.52	6	3.02
12 - Total Students with Disabilities	70	8	11.43	7	10.00

School #44 will continue to increase and refine social emotional supports that are available for students. For the last several years, the YMCA has been a large part of meeting the social emotional needs of students at School #44 but the school will look to the Center for Youth instead for the 2019-2010 school year. The Center for Youth will provide trained Crisis Interventionist and Prevention Education specialist that will better meet the needs of the school community. Classroom lessons will be provided by the Prevention Education specialist in conjunction with the SIG funded school social worker. The Crisis Interventionist will be located in a Reconnect room (Help Zone) and will also be available to respond to crisis situations in the building, focusing primarily in grades K-2. As noted earlier, the school has elected to keep 2 social workers of the 2019-2020 school year, and one of those will be funded through SIG. This school social worker will work closely with the Center for Youth staff and assist in coordinating training opportunities for school community members in Restorative Practices.

The ISS room will primarily be used as a Reconnect room (Help Zone) focusing primarily on students in grades 3-6. The TA assigned to the Reconnect Room utilizes restorative practices (Peace circle and reflection mats) to support the student in SEL growth. The Reflection Room is also used as an in-school suspension room. When the offense is determined to need more than reflection, a student may be assigned to the room for a time to be determined by administration. These alternative to suspensions will be used through the 2019-2020 school year, with whole staff training provided starting at the end of the 2018-2019 school year and continuing at the start of the 2019-2020 school year.

Discipline Events

Offense	2018-2019		2017-2018		2016-2017	
	# of Offenses	% of Offenses	# of Offenses	% of Offenses	# of Offenses	% of Offenses
07 Assault - Physical Injury					8	15.4%
08 Reckless Endangerment						
09 Minor Altercations					31	59.6%
10 IHMB No Physical Contact					4	7.7%
12 Criminal Mischief					2	3.8%
13 Larceny or Other Theft						
18 Drugs Use, Possess, Sale					1	1.9%
20 Other Disruptive Incidents					4	7.7%
3a Assault Physical Injury	1	5.3%	5	9.3%		
4b Weapons Other	1	5.3%				
Bullying			1	1.9%		
Defiance/Non-compliance			3	5.6%		
Disrespect	1	5.3%	1	1.9%	2	3.8%
Disruptive	1	5.3%	7	13.0%		
Fighting	6	31.6%	18	33.3%		
Other NON-SSEC Behavior						
Physical Aggression	7	36.8%	16	29.6%		
Property Damage/Vandalism	2	10.5%	3	5.6%		
Grand Total	19	100.0%	54	100.0%	52	100.0%

<p>How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.</p>	<p>The school has remained focused on its strategies of promoting a positive climate and designing systems to respond to behavior and social-emotional needs. Key areas of work have included:</p> <ul style="list-style-type: none"> ● Better utilization of ISS and Reconnect Room in an effort to decrease the use of out of school suspension. ● Greater administrative presence in hallways and classrooms ● 1:1 meetings with SEL staff and students that have multiple disciplinary incident to set goals and monitor progress. ● Added Crisis Interventionist through the Center for Youth in April 2019 <p>The RTI team continues to meet every Monday to address targeted students' academic and behavior needs. Academic Intervention Support plans are then developed with an interdisciplinary team that identify specific research based interventions to be utilized by all staff who interact with the student. The school principal facilitates the RTI meetings and takes a key role in monitoring recommendations. The character education curriculum, utilized school wide will continue to be implemented to further enhance support to high need students. Activities are based on character themes found in "The Character Education Kit" by The Master Teacher in order to develop appropriate social interactions and monthly activities will be planned and carried out.</p>	
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Extended Learning Time – Average Extended Learning Time (ELT). Please respond to the prompts below with respect to extended learning opportunities offered to all students throughout the course of the school year. The 2018-19 data and the Analysis/Report Out section should align with the 2018-19 Attachment B. Discuss the goals/key strategies from the approved SIG plan which are aligned with this metric.		
Key Questions/Prompts	2018-19 Analysis / Report Out	2019-20 Continuation Plan
<p>How do data/trends suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.</p>	<p>School No. 44 continues to utilize an Expanded Day Model that runs from 8:45 to 4:30 Monday through Friday. The first hour of the day is built for grades 5 through 6 and the last hour of the day is for grades 1 through 3. The program is organized for students to have choice in their activities. Such activities include STEM, Cooking, Math Challenge, Crafts, Yoga, sports and many others. Students attend their class of choice for ten weeks and are then able to choose another class for the following ten weeks. Students have transitioned into their final rotation for the 2018-2019 school year</p>	

	School 44 continue to partner with the YMCA to provide a social-emotional component designed to enhance coping and social skills for the development of our students. The loss of several YMCA staff members during the year has created a challenge, but there has been a major improvement in the 2018-2019.	
Describe the type, nature and frequency of assessments that measure the impact of ELT, as well as patterns noted through analysis of data.	School 44's partner agency, The YMCA, continues to utilize the Devereux Student Assessment; A measure of behaviors related to resilience, social-emotional competence, and school success for children in Kindergarten through the Eighth grade.	

2. PROJECT PLAN IMPLEMENTATION

Key Strategies - Identify the key strategies identified in the in the approved SIG plan that were implemented during the current reporting period but were NOT already discussed in the Metrics section above. <i>(Add additional rows as needed.)</i>			
Key Strategies Identify the key strategy from your approved SIG application or Continuation Plan to be discussed.	Implementation Status Identify strategy as R/Y/G	Identify the evidence that supports your assessment of the 2018-19 implementation of key strategies and their impact on student achievement.	2019-20 Continuation Plan
1. Early intervention System focused on Social Emotional Growth and support.		Evidence of success of the Early Intervention System is found in the results of the Social Emotional Learning Assessment utilized by the Social Worker. Assessment results for the last three years have indicated growth. Results for the current year indicate an increase in competency in all targeted areas. At the beginning of the school year the majority of students entered kindergarten functioning at a moderate level of competence. The results of the SEL Survey indicate that weekly social skills groups are beneficial for kindergarteners at School 44. Moving forward weekly groups will continue and remain structured around social emotional growth.	School #44 will continue to fund an additional social worker to address then social emotional learning needs of our kindergarteners. In addition to primary project, Generation 2 will work with all of our student in Kindergarten and 1st grade focusing in intergenerational friendships with students and child directed play therapy. This will be a SIG funded addition to School #44 that will strengthen social emotional supports students
2. Leadership/Governance		The administration along with the SBPT has been more active in monitoring the key elements of the SIG and share the progress or	Although the SBPT is a governance body for instruction, there is a greater need for an Instructional Leadership Team (ILT) that can take a more in depth look a schoolwide and classroom instructional

			lack of progress on a more regular basis with key stakeholders/responsible members. The SBPT received additional training during the 2018-2019 school year to better define the roles and responsibilities of its governance	practices and make suggestions and recommendations through a lense of total instructional coherence. The ILT was formed in December of 2018, and has been creating recommendations for instructional change for the 2019-2020 school year. The ILT will meet weekly to monitor implementation of curriculum, assessment and progress monitoring protocols, then report back to the SBPT.
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3. FRAMEWORK AND EPO: *(For SIG Cohort 6 and 7 schools that selected the Innovation Framework, and Restart ONLY)*

Identify the school's model, framework, and the EPO.	Status (R, Y, G)	Identify the evidence that supports your assessment of the 2018-19 implementation of the design framework and its impact on student achievement. Describe the manner in which the EPO has been involved in the implementation.	2019-20 Continuation Plan

4. BUDGET/FISCAL: Add rows as needed.)

<i>Budget Analysis</i>			
Describe the SIG item or activity found in the approved 2018-19 SIG FS-10.	Status (R/Y/G)	If expenditures from the approved 18-19 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the SIG plan. If there is a challenge with expenditures, discuss the course correction to be put in place.	As applicable, and along with this report/plan, please submit a 2019-20 SIG FS-10 budget, Budget Narrative, Attachment D: Budget Summary, and M/WBE documents. BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/
<p>Code 15 <i>Professional Staff Salaries</i></p>		<p>A 1.0 FTE Special Education Teacher will provide additional support and direct student interventions to primary (preK-2) students. [\$58,262 annual salary]</p> <p>A 1.0 FTE Social Worker will provide additional support and direct student interventions to primary (preK-2) students. [\$69,452 annual salary]</p> <p>Hourly Pay to Support ELT - Teachers deliver instruction during the expanded school day. [Approximately 6 teachers x 1 hour/day x 176 days x \$41/hour (contractually agreed upon rate)]</p> <p>All lines are on pace to be spent down.</p>	

**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

Rochester City School District	
Lincoln Park School No. 44	
Brennen Colwell	(585)507-0554
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<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 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.</p>	
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer
Typed Name:	Date: