

wReceivership Schools ONLY

Final Report: *January 31, 2020 to June 30, 2020* and Continuation Plan for the 2020-21 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this plan will be posted on the district website: https://www.rcsdk12.org/Page/52265			
Northeast College Preparatory High School	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
Dr. Lesli Myers-Small	David Passero Appointment Date: 7/1/2020	Michele Alberti, <i>Executive Director of School Innovation</i>	9 - 12	67% August 2019	13% Source: ROC3D, 10/27/20	30% Source: ROC3D, 10/27/20	618 Source: ROC3D 10/27/20

Executive Summary
Please provide a *plain-language summary* of this combined report and continuation plans in terms of implementing key strategies, engaging the community, and enacting Receivership. 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 adapted to the spring of COVID-19 and Black Lives Matter protests with flexibility, creativity and tenacity—quickly deploying contact teams to connect with students and families, deliver Chromebooks, and meet mental health needs. Teachers navigated the shift to virtual learning, finding and learning to use new technologies, changing their schedules and means of contacting students in response. Professional learning and collaboration continued via Zoom with an emphasis on ways to engage, support and challenge students. Virtual events such as Town Halls,

weekly family games, and circles were held for students. As many schools found, the largest challenge was consistent student participation and success in the virtual space. While many students were successful in earning sufficient credits to remain on track, Northeast will continue to problem-solve and respond to the fact that too many students, particularly our most vulnerable students, were not able to have their learning needs met effectively.

Over the past few years, Northeast’s systems of cohort tracking and responsive interventions have resulted in sustained improvement—meeting most demonstrable improvement targets and consistently raising the graduation rate. The unofficial 4-year rate for June 2020 is 70%, and is projected to rise in August. Five- and six-year rates continue to increase. The upcoming Class of 2021 is largely on-track for graduation as well, and more than half of the first-time 9th graders (2019 cohort) earned the critical five credits, despite the forced shift to virtual learning.

This year, under the guidance of a newly selected principal, Northeast will prioritize three major strategic areas:

1. Continuing the strong practices of cohort tracking and responsive interventions, supported by the Community School approach.
2. Fostering a culturally responsive community
3. Building a stronger system to articulate a clear instructional priority on literacy, invest in collaborative professional learning, expand our instructional toolkits, and monitor and support implementation.

Just in the first few weeks of summer, a significant share of faculty have already been engaged in collaborating for next year. Efforts include: inter-disciplinary work around unit planning and culturally responsive pedagogy; refining the school’s branding and social media outreach; fine-tuning interventions and partners into a more articulated multi-tiered systems of support. Work to strengthen and develop universal systems to promote social-emotional wellbeing and student leadership that results in a strong sense of belonging to school is also emerging. The energy and participation from staff positions Northeast well for the upcoming school year; thus, the school anticipates sustaining its improved trajectory.

UPDATE: Emphasis on supporting faculty (16 new staff) and establishing systems for communication, walkthroughs, cohort teams and professional learning in the virtual context. Seeking to be intentional about how to capitalize on the opportunities that being remote does provide, particularly in terms of devoted teacher/team time. After monitoring the first 5 weeks through student progress reports and instructional walkthroughs, Northeast is taking a responsive approach to professional learning. The current problem of practice is how to make thinking visible for more students. This encompasses “attendance, engagement” in synchronous learning, as well as checks for understanding and formative assessment practices in the virtual context. This work is embedded in our stated focus on culturally responsive pedagogy. A significant amount of energy is also being invested in the new Advisory structure: writing curriculum for the daily block; building processes for Advisors to support students in SEL and individual goal-setting and reflection; and launching a more robust approach to Town Hall and challenges to build connection to school.

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to OISR@NYSED.gov. The reporting portion of this document is a self-assessment of 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. It also serves as the planning instrument for Receivership schools with School Comprehensive Education Plans (SCEP). This document in its entirety must be posted on the district website.

Please note - All prompts submitted under the “2020-21 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 2020-2021 Continuation Plan in light of their anticipated level of implementation and their anticipated impact on student learning outcomes. The 2020-2021 Continuation Plan is an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

<u>LEVEL 1 Indicators</u>		
Please list the school’s Level 1 indicators and complete all columns below. This information should provide details about the implementation of strategies that will support progress toward the Demonstrable Improvement Indicators.		
Identify Indicator	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.	2020-21 School Year Continuation Plan for Meeting this Indicator
#67 Total Cohort (10th Graders) Passing Math Regents (>=65%) Cohort = 2019	<p>Northeast is focused on adjusting, refining and deepening the work that has thus far resulted in steadily improving indicators of success. COVID-19 obviously required immediate redeployments of resources and created an opportunity to creatively support students. The new principal’s start on July 1 (with a month to transition with previous principal) further provides the opportunity to reflect and prioritize while preparing for next school year.</p> <p>Three main prongs of the work:</p> <ol style="list-style-type: none"> 1. Continuing the strong practices of cohort tracking and responsive interventions, supported by the Community School approach. 2. Fostering a culturally responsive community 3. Building a stronger system to articulate a clear instructional priority on literacy practices, invest in collaborative professional learning, expand our instructional toolkits, and monitor and support implementation. <p>All of these support this indicator in a global way. Specific to this indicator, Northeast had doubled the amount of time on task for Algebra 1, using a double block/two-credit model this</p>	<p>Within the context of the priority areas mentioned to the left, the following actions and supports will be in place during the upcoming school year, to meet this indicator. Please note, some are funded through the COVID-related carryover allowance, while others are now embedded in sustainable ways.</p> <ul style="list-style-type: none"> • Targeted summer support assigned to students who are enrolled in RCSD’s virtual summer school. These teachers provide another layer of support for the 2019 cohort, as they navigate online credit recovery offerings. • The master schedule will provide all incoming new 9th graders (2020 cohort) with a double block of Algebra 1, resulting in 2 credits and stronger foundation in mathematics.

	<p>year. While the lack of Regents exams removed a key data point that would've provided some evidence of effect, the plan is to continue with this approach to building a stronger math foundation.</p>	<p>UPDATE:</p> <ul style="list-style-type: none"> • Northeast is partnering closely with Dir of Math to implement adjusted curriculum pacing and common formative assessments cycles. This work will be supported by Datawise process and includes frequent walkthroughs and progress monitoring. • Master schedule adjusted for Algebra AIS connected to Alg; not double blocked. This makes more sense in remote context.
<p>#69</p> <p>Total Cohort (11th Graders) Passing ELA Regents (>=65%)</p> <p>Cohort = 2018</p>	<p>Northeast is focused on adjusting, refining and deepening the work that has thus far resulted in steadily improving indicators of success. COVID-19 obviously required immediate redeployments of resources and created an opportunity to creatively support students. The new principal's start on July 1 (with a month to transition with previous principal) further provides the opportunity to reflect and prioritize while preparing for next school year.</p> <p>Three main prongs of the work:</p> <ol style="list-style-type: none"> 1. Continuing the strong practices of cohort tracking and responsive interventions, supported by the Community School approach. 2. Fostering a culturally responsive community 3. Building a stronger system to articulate a clear instructional priority on literacy practices, invest in collaborative professional learning, expand our instructional toolkits, and monitor and support implementation. <p>Prior to COVID, the intervention teacher provided targeted support to students in need of passing the English 3 exam, and Saturday schools were scheduled. On the proactive front, two ESOL teachers had almost completed screening all new 9th graders, and were delivering reading intervention to small groups of students. Some students continued with independent leveled reading in the virtual space, while others did not.</p>	<p>The key strategies to the left support this indicator in a comprehensive way. Specific to this indicator, Northeast is:</p> <ul style="list-style-type: none"> • Supporting students over the summer to recover credit for English; • Making staffing changes in the English Department and course assignments, with an eye on building collaboration and potentially looping English 2 and 3 in the future; • Working with the English Department and an outside facilitator this summer to create stronger vertical alignment; • Investing in teacher collaboration over the summer, focused on curriculum development • Devoting resources to build a system in which ESOL teachers screen and support incoming 9th grade students in increasing their reading levels. <p>UPDATE:</p> <ul style="list-style-type: none"> • Implement common formative assessments in the English Dept. The team will collaborate with administration and utilize the DataWise process for monitoring assessment data and strategy implementation. The first assessment window begins 11/16.

<p>#70</p> <p>Total Cohort 4 Year Grad Rate - All Students</p> <p>Cohort = 2017</p>	<p>Northeast continues with its strong practices of cohort tracking, frequently reviewing every student’s progress and intervening to disrupt failure, either through mentoring, community supports or accelerated credit recovery opportunities. The ability to devote an administrator and counselor to each cohort has greatly contributed to the success of this model. However, as resources dwindle, three counselors shared the load this past year. The current budget projections for next year reduce our allocation by one administrator as well, which will require a slight shift in the way cohort tracking is approached.</p> <p>Because of the foundation and support structures in place, the graduating class was able to achieve the goal of 70% in June, and is projected to hit 75% in August. This far exceeds the progress target of 56%, as well as shows continual improvement over prior year’s 67%. Staff showed creativity and persistence in keeping the Class of 2020 engaged, ultimately providing them with a memorable senior experience despite COVID.</p>	<p>As this is the culminating indicator of success in a high school, all strategies outlined in other sections contribute and drive the graduation rate. Specific to the 2017 cohort, supports in place include:</p> <ul style="list-style-type: none"> ● Maximizing this summer’s opportunity to make sure that as many students as possible are on-track with credits, particularly in those associated with Regents exams; ● Continuing to build a strong sense of community and academic success within the Class of 2021, focusing them on the slogan “We Got Next” and staying connected throughout distance learning. <p>UPDATE:</p> <ul style="list-style-type: none"> ● Advisory and Town Hall structure, with an emphasis on virtual events. The intent is to find ways to keep students connected to school, and to learn from them about the challenges we can respond to. ● Increasing emphasis on college/career planning and partnerships. Launching weekly support sessions. ● Assignment of Senior Mentors during first marking period, much earlier than usual. ● Exploring virtual options for conferencing and mentoring, with administrator, staff and peers. ● Collaborating with the City of Rochester to create opportunities for in-person support for the most vulnerable Seniors.
<p>#88</p> <p>Total Cohort 5 Year Grad Rate - All Students</p>	<p>Northeast has and will continue to invest significantly in keeping our 5th year seniors engaged and connected, and in resourcing flexible supports such as the STAR program designed for overage and under-credited students. STAR has yielded 34 graduates since its inception.</p>	<p>Meeting this indicator will require Northeast to continue to:</p> <ul style="list-style-type: none"> ● Utilize cohort tracking and strong relationships to maintain contact with any 2016 cohort students who do not graduate in August;

<p>Cohort = 2016</p>	<p>This year, Northeast was able to graduate 9 students from the 2015 cohort, which puts the 5-year rate about 70%, and exceeds the target.</p> <p>In some ways, this group of students were not as affected by COVID, as Northeast already meets their needs in flexible, hybrid ways. These students and teachers were already accustomed to utilizing Google Classroom and balancing home and school demands, for example.</p>	<ul style="list-style-type: none"> • Staff and operate STAR, which allows individualized accelerated credit recovery to get students on-track for graduation; • Maximize the use of online credit recovery offerings.
<p>#120 HS ELA All Students Performance Index</p>	<p>Please refer to narrative supporting Indicator #69 for more context. Essentially, the work to improve the performance index rests on Northeast’s ability to steadily strengthen the instructional program, increasing the level of cognitive demand and supporting more students in both skill-building and in building an academic mindset.</p> <p>Northeast’s stated priorities of fostering a culturally responsive community and deepening work around an instructional priority on literacy practices will support this work.</p> <p>This year, the cancelation of the Regents exams, preclude Northeast from monitoring progress.</p> <p>Update: Please note that the statement above was not meant to imply that Northeast cannot monitor student progress during the year; it was simply meant to note that the ultimate outcome measure of the Regents scores and composite index would not exist.</p>	<p>Specific activities that will drive Northeast to achieve this indicator include:</p> <ul style="list-style-type: none"> • Summer curriculum collaboration including 25 teachers, focusing on culturally responsive pedagogy, inclusive of literacy practices; • Create and launch a full-staff summer institute, articulated instructional priorities and coherent professional learning plan supported by structures throughout the year; • Refreshing of the Datawise Instructional Leadership Team and Inquiry cycles; One of these will focus on the ELA Department’s use of Common Formative Assessments, which Northeast is partnering with District leadership to administer.. • Staffing and teaching assignment changes and better vertical alignment; <p>UPDATE: After launching the year, the adjustments include:</p> <ul style="list-style-type: none"> • a professional learning emphasis on visible learning/assessment practices in the virtual space; • a narrowing scope for Datawise cycles; • Leadership Team focus on establishing norms as well as a system for walkthroughs and a shared lens on instruction.

<p>#130</p> <p>HS Math All Students Performance Index</p>	<p>Please refer to narrative in earlier sections for more context. Essentially, the work to improve the performance index rests on Northeast’s ability to steadily strengthen the instructional program, increasing the level of cognitive demand and supporting more students in both skill-building and in building an academic mindset.</p> <p>Northeast’s stated priorities of fostering a culturally responsive community and deepening work around an instructional priority on literacy practices across the content areas will support this work.</p> <p>The decision to invest in more time on task in Algebra I is aimed at building students’ conceptual understandings, fluency with algebraic thinking and confidence in math. These should pay off in higher levels of performance. This year, the cancelation of the Regents exams, preclude Northeast from monitoring progress.</p>	<p>Specific activities supporting this indicator include:</p> <ul style="list-style-type: none"> ● Investment in summer collaboration and planning; ● Targeted support for students enrolled in math over the summer; ● Create and launch a full-staff summer institute, articulated instructional priorities and coherent professional learning plan supported by structures throughout the year; ● Refreshing of the Datawise Instructional Leadership Team and Inquiry cycles; ● Double-block Algebra I for majority of incoming 9th graders; UPDATE: 1.5 block (class + attached AIS) ● Northeast will partner with the District’s leadership on common formative assessments. <p>UPDATE: After launching the year, the adjustments include:</p> <ul style="list-style-type: none"> ● participation in the District’s pilot on curriculum pacing, active progress monitoring and formative assessments; ● a professional learning emphasis on visible learning/assessment practices in the virtual space; ● a narrowing scope for Datawise cycles; ● Leadership Team focus on establishing norms as well as a system for walkthroughs and a shared lens on instruction.
<p>#140</p> <p>College, Career and Civic Readiness Index - All Students</p>	<p>Northeast continues to use the master schedule to ensure that all students access college and career opportunities such as Advanced Placement course, work-based learning and/or SkillsUSA coursework and assessment. Previous sections also outline the school’s work to deepen the level of rigor and quality products for learning, which will better prepare students for post-secondary opportunities.</p>	<p>Specific strategies include:</p> <ul style="list-style-type: none"> ● Ensuring that each student is scheduled into the appropriate offerings for SkillsUSA and AP coursework; ● Utilize Naviance to promote and track college and career interests and exploration; ● Begin to explore opportunities for dual credit coursework at Monroe Community College

	<p>Supported by the Community School strategy, community partners and counselors work to offer students college and career exploration opportunities, as well as individualized supports in applications, college/career guidance, financial aid, etc.</p>	<ul style="list-style-type: none"> ● Develop more opportunities for students to build relationships with community members in a wide array of career pathways, paying attention to representation so that our students can see themselves. <p>UPDATE: The community site coordinator is exploring various internship opportunities for students to expand options for seniors.</p> <p>While the Student Voice Committees are not formally contributing to the CCC Readiness Index, they absolutely are fostering the spirit and experience of civic readiness.</p>
<p>#170 HS Chronic Absenteeism - All Students</p>	<p>This year was one of constant adjustment to Northeast’s systems for attendance monitoring and intervention. Midyear layoffs of key staff members, and the abrupt shift to distance learning essentially disrupted new and consistent systems to incentivize attendance and to intervene proactively.</p> <p>There were several systems developed in response to COVID, including newly formed “contact teams” for each cohort, daily and creative outreach to students and families, and home deliveries of over 50 Chromebooks.</p>	<p>These strategies will be flexible based on whether school is in person or virtual. However the actions include:</p> <ul style="list-style-type: none"> ● Summer outreach including home visits to students who are chronically absent in typical, previous years. <ul style="list-style-type: none"> ○ Update: This occurred for a small number of students. ● Creation of cohort-based contact teams / assigned caseloads, and common tracking tools so that the work of community partners and support staff can be integrated more efficiently; ● Schoolwide, yearlong plans to incentive attendance. ● Creation of weekly Advisory structure to promote sense of belonging to school, and strong relationships. <p>UPDATE: Being 100% remote exacerbates the challenges of chronic absence. On the reporting side, late work is accepted as “present-Asynchronous” which means that teachers go back and update attendance, making attendance more fluid and therefore less actionable. Furthermore, the challenges that our students face to</p>

		<p>participating virtually are well-documented and significant. That said, teachers and the school’s systems for outreach including Advisory calls, engagement team calls, Attendance team problem-solving, home visits, cohort team-outreach, etc. are focused on the need to get more students to participate/attend regularly. Students are more engaged than they were in the Spring, which is encouraging and conferences about progress reports should also increase attendance.</p> <p>Northeast is investing considerable efforts in incentivizing student engagement and achievement, and improved attendance. There is a consistent and more-focused attendance team meeting schedule, linking to the County for support.</p> <p>Long-term, Northeast firmly sees our work to launch Student Voice Committees, and partner with MIKVA on this work, as a driver of student engagement and attendance.</p>
<p>#230 HS Science All Students Performance Index</p>	<p>As stated above, the work to improve the performance index rests on Northeast’s ability to steadily strengthen the instructional program, increasing the level of cognitive demand and supporting more students in both skill-building and in building an academic mindset.</p> <p>Northeast’s stated priorities of fostering a culturally responsive community and deepening work around an instructional priority on literacy practices will support this work.</p> <p>This year, the cancelation of the Regents exams, preclude Northeast from monitoring progress.</p>	<p>Specific activities supporting this indicator include:</p> <ul style="list-style-type: none"> ● Investment in summer collaboration and planning, within the context of clear and supported instructional priorities; ● At the time of writing, Northeast has a vacancy in Living Environment, for a position that was vacant most of last year as well. Seeking a strong teacher for this position is critical this summer. ● Create and launch a full-staff summer institute, articulated instructional priorities and coherent professional learning plan supported by structures throughout the year ● Refreshing of the Datawise Instructional Leadership Team and Inquiry cycles

		<p>Update: The Datawise work will focus on revitalizing the Instructional Leadership Team and supporting cycles in ELA and Math, not Science this year.</p> <p>UPDATE: After launching the year, the adjustments include:</p> <ul style="list-style-type: none"> • a professional learning emphasis on visible learning/assessment practices in the virtual space; • Leadership Team focus on establishing norms as well as a system for walkthroughs and a shared lens on instruction.
<p>#240</p> <p>HS Social Studies All Students Performance Index</p>	<p>As stated above, the work to improve the performance index rests on Northeast’s ability to steadily strengthen the instructional program, increasing the level of cognitive demand and supporting more students in both skill-building and in building an academic mindset.</p> <p>Northeast’s stated priorities of fostering a culturally responsive community and deepening work around an instructional priority on literacy practices will support this work.</p> <p>This year, the cancelation of the Regents exams, preclude Northeast from monitoring progress.</p>	<p>Specific activities supporting this indicator include:</p> <ul style="list-style-type: none"> • Investment in summer collaboration and planning, within the context of clear and supported instructional priorities; • Create and launch a full-staff summer institute, articulated instructional priorities and coherent professional learning plan supported by structures throughout the year • Refreshing of the Datawise Instructional Leadership Team and Inquiry cycles <p>Update: The Datawise work will focus on revitalizing the Instructional Leadership Team and supporting cycles in ELA and Math, not Science this year.</p> <p>UPDATE: After launching the year, the adjustments include:</p> <ul style="list-style-type: none"> • a professional learning emphasis on visible learning/assessment practices in the virtual space; • Leadership Team focus on establishing norms as well as a system for walkthroughs and a shared lens on instruction.

<p>#250</p> <p>Total Cohort 6-Year Grad Rate All Students</p> <p>Cohort = 2015</p>	<p>Northeast has and will continue to invest significantly in keeping our 6th year seniors engaged and connected, and in resourcing flexible supports such as the STAR program, as well as strong partnership with All City High School.</p> <p>Northeast supported 7 students from the 2014 cohort to graduation in June. This exceeds the progress target for 6-year graduation rate.</p>	<p>Meeting this indicator will require Northeast to continue to:</p> <ul style="list-style-type: none"> ● Utilize cohort tracking and strong relationships to maintain contact with any 2015 cohort students who remain; ● Staff and operate STAR, which allows individualized accelerated credit recovery to get students on-track for graduation; ● Maximize the use of online credit recovery offerings.
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Part II – Demonstrable Improvement Indicators (Level 2)

LEVEL 2 Indicators

Please list the school's Level 2 indicators and complete all columns below. This information should provide details about the implementation of strategies that will support progress toward the Demonstrable Improvement Indicators.

<p>Identify Indicator</p>	<p>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.</p>	<p>2020-21 School Year Continuation Plan for Meeting this Indicator</p>
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<p>#65 Total Cohort (9th Graders) with 5 or more credits by June Cohort = 2020</p>	<p>Continuing to utilize cohorts as an organizing structure, Northeast will maintain the 9th grade Panther Lair, an academy approach designed to transition students into high school. Reductions in budgetary resources will mean that we cannot devote a counselor and administrator to this cohort; however the structures will remain in place.</p> <p>The new principal has already engaged School-based Planning Team in plans to re-launch a weekly Advisory which will support community building and academic mindset. Northeast will prioritize utilizing a mixture of culturally responsive strategies, competition and community building to make school a more engaging place for young people.</p> <p>The 2019 cohort was significantly affected by the abrupt shift to virtual learning; most students developmentally struggled to become independent learning who had to balance 7 courses with home responsibilities and a pandemic. It also robbed them of all second semester in-person opportunities to complete credit recovery. However, the 9th grade team persevered, tried creative approaches to distance learning and ultimately came extremely close to achieving this metric. This knowledge will be used to support the 9-go-10s proactively and to inform the 9th grade experience for the 2020 cohort, especially if a virtual/hybrid model becomes the norm next year.</p>	<p>Northeast continues to develop the 9th grade academy in the following ways:</p> <ul style="list-style-type: none"> ● Investing in a devoted team of teachers with common planning to promote unified themes and student problem-solving; ● Increasing a sense of belonging, engagement, and goal-setting through Advisory structure, regular Town Halls and community building events, ● Reserving resources to deploy several flexible interventions to disrupt failure during the year, including screening all 9th graders for reading levels, Saturday school, and marking period/credit recovery before the end of the year. ● Schoolwide instructional focus on building a culturally responsive community and increasing literacy across the content areas. <p>UPDATE: The regular cohort team time allows for collective and responsive approaches to barrier removal, and to learning what is working to engage students. This work will be ongoing and evolving. Initially a heavy focus was technology; right now the focus is on making sure students examine and reflect on progress reports, and on refining supports such as Office Hours so that more students are successful by the end of the marking period.</p>
<p>#66 Total Cohort (10th Graders) with 5 or more credits July – June Cohort = 2019</p>	<p>Northeast’s increasing graduation rates have largely been driven by a consistent cohort tracking approach, whereby a devoted administrator and counselor lead a team in reviewing the entire cohort’s progress in frequent cycles. This allows responsive problem-solving and interventions, working to keep as many students as possible on-track in terms of credit accrual. Reductions in budgetary resources will mean that we cannot devote a counselor and administrator to each cohort; however the structures will remain in place.</p>	<p>Northeast will support this indicator in the following ways:</p> <ul style="list-style-type: none"> ● Devoting resources to summer credit recovery and support. ● Investing in a devoted team of teachers with common planning to promote unified themes and student problem-solving;

	<p>The cohort approach is also used in building the master schedule, which aims to maintain the cohort and grade projected sequence of courses, while also building in and supporting necessary credit recovery.</p> <p>Throughout this year, the fact that the 2019 cohort (next year’s 10th graders) was comprised of 42% students with disabilities taxed the structures and supports. Year-end grades/credit accrual for both students in self-contained settings and those newly transitioning into Integrated co-teaching settings underscore the need to better meet these students’ needs. Northeast will continue to partner with the District about the continuum and appropriate resources, at the same time we continue to strengthen co-teaching and school-based practices to best support students.</p>	<ul style="list-style-type: none"> ● Increasing a sense of belonging, engagement, and goal-setting through Advisory structure, regular Town Halls and community building events, ● Reserving resources to deploy several flexible interventions to disrupt failure during the year, including Saturday school, and marking period/credit recovery before the end of the year. ● Building in cohort-specific offerings such as two-credit Global History through Literature so that students can recover 2 courses from 9th grade. ● Schoolwide instructional focus on building culturally responsive community and increasing literacy across the content areas. <p>UPDATE: The regular cohort team time allows for collective and responsive approaches to barrier removal, and to learning what is working to engage students. This work will be ongoing and evolving. Initially a heavy focus was technology; right now the focus is on making sure students examine and reflect on progress reports, and on refining supports such as Office Hours so that more students are successful by the end of the marking period.</p>
<p>#68 Total Cohort (11th Graders) with 5 or more credits July - June Cohort = 2018</p>	<p>Northeast’s increasing graduation rates have largely been driven by a consistent cohort tracking approach, whereby a devoted administrator and counselor lead a team in reviewing the entire cohort’s progress in frequent cycles. This allows responsive problem-solving and interventions, working to keep as many students as possible on-track in terms of credit accrual. Reductions in budgetary resources will mean that we cannot devote a counselor and administrator to each cohort; however the structures will remain in place.</p> <p>The cohort approach is also used in building the master schedule, which aims to maintain the cohort and grade projected sequence of courses, while also building in and supporting necessary credit recovery.</p>	<p>Northeast will support this indicator in the following ways:</p> <ul style="list-style-type: none"> ● Devoting resources to summer credit recovery and support. ● Investing in a devoted team of teachers with common planning to promote unified themes and student problem-solving; ● Increasing a sense of belonging, engagement, and goal-setting through Advisory structure,

		<p>regular Town Halls and community building events,</p> <ul style="list-style-type: none"> ● Reserving resources to deploy several flexible interventions to disrupt failure during the year, including Saturday school, and marking period/credit recovery before the end of the year. ● Building in cohort-specific offerings such as two-credit Global History through Literature so that students can recover 2 courses from 9th grade. ● Schoolwide instructional focus on building culturally responsive community and increasing literacy across the content areas. <p>UPDATE: The regular cohort team time allows for collective and responsive approaches to barrier removal, and to learning what is working to engage students. This work will be ongoing and evolving. Initially a heavy focus was technology; right now the focus is on making sure students examine and reflect on progress reports, and on refining supports such as Office Hours so that more students are successful by the end of the marking period.</p>
<p>#89 Total Cohort 5-Year Grad Rate - SWD Students Cohort = 2016</p>	<p>Please see narrative for Indicator #88. This progress target has been met for this school year.</p> <p>Students with Disabilities were particularly affected by the dramatic shift to virtual learning, and moving forward we will need to build specific supports to get more students back on track toward graduation.</p>	<p>Please see narrative for Indicator #88.</p> <p>Furthermore, Northeast continues to invest efforts in strengthening both self-contained settings as well as the co-teaching model.</p>
<p>#253 Total Cohort 6-Year Grad Rate - Hispanic Students Cohort = 2015</p>	<p>Please see narrative for Indicator #250. This progress target has been met for this school year.</p>	<p>Please see narrative for Indicator #250.</p> <p>Northeast is also being intentional about our growing Latino population, as we seek to make curriculum more culturally responsive.</p>

		UPDATE: Ensuring representation and participation in the newly forming student voice committees will assist in Northeast learning more about student experience.
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Part III – Goals and/or Key Strategies – (As applicable)

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

Goals and/or Key Strategies Identify the goals and key strategies in the approved SIG or SCEP plan that were implemented during the reporting period but were NOT already discussed in the section above. (Add additional rows as needed.)	
List the Key Strategy from your approved intervention plan (SIG or SCEP).	2020-21 School Year Continuation Plan
1.	
2.	
3.	

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. What additional CET changes are you anticipating (If any) for the 2020-21 school year?
Report Out of CET Plan Implementation

After COVID-19 forced school closure, the CET continued to meet bi-weekly through Zoom. Each meeting addressed three of our highest priorities based on our needs assessment: 1) increasing parent engagement; 2) improving school culture and 3) effective behavior management. The committee shared strategies that have already been implemented in the building and brainstormed different ideas for strategies that should be adopted moving forward.

The most effective recent adaption to the CET is launching three sub-committees relative to each priority. These have been conducted through breakout rooms on Zoom and result in action steps shared with the whole group. Ideally, this work will help form systems, processes and practices to strengthen each of the mentioned priorities. The structure and focus of the team will remain the same moving into the 2020-2021 school year with an added emphasis on creating surveys for each stakeholder group to begin the completion of a current needs assessment.

The Community Site Coordinator continues to work as part of the Leadership Team, shaping the continual work to be more strategic about the partnerships that support the school and more integrated in the systems of support and communication.

Powers of the Receiver

Describe the anticipated use of the School Receiver’s powers for the 2020-2021 school year (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.

Report Out

The Superintendent Receiver Authority continues to be utilized in multiple ways for the 20-21 school year:

- Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools.
- Staffing continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools 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 Office of School Innovation holds monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning.
- Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed.
- Support the schools in the continued implementation of the Community Schools.

Additionally, the Superintendent Receiver will utilize the Powers of Receiver as needed:

- Review and make changes to the school budget.
- Create/change school program and curriculum.
- Supersede a decision made by the Board of Education.
- Require all staff to reapply for their positions.
- Implement professional development for staff.
- Expand the school day or year.
- Request additional changes to the collective bargaining agreement.

Part V – Budget – (As applicable)

Budget Amendments

ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT AS APPLICABLE:

- **SIG FS-10 2020-21 BUDGET AND BUDGET NARRATIVE**
- **CSG AND PSSG AMENDMENTS**

BUDGET FORMS ARE AVAILABLE AT: <http://www.oms.nysed.gov/cafe/forms/>.

Part VI: Best Practices (Optional)

Best Practices

<p>The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices that will be implemented in the 2020-2021 school year that will result in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.</p>	
<p>List the best practice that will be or is currently being implemented in the school.</p>	<p>Describe a best practice that will be in place for the 2020-21 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.</p>
<p>1. Community building</p>	<p>Community building will be a major focus during the 2020-2021 school. This will include and advisory structure, Cohort Town Hall meetings, Student Voice Committees and monthly and yearly competitions between cohorts.</p>
<p>2. Focus on high quality instruction and making thinking visible</p>	<p>Professional learning emphasis on visible learning/assessment practices in the virtual space; Leadership Team focus on establishing norms as well as a system for walkthroughs and a shared lens on instruction.</p>
<p>3. DataWise</p>	<p>Participation in the District’s pilot on curriculum pacing, active progress monitoring and formative assessments; A narrowing scope for Datawise cycles; A focus on the established of ILT, norms and protocols</p>

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): _____

Signature of Receiver: _____

Date: _____

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 2020-2021 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____
Signature of CET Representative: _____
Title of CET Representative: _____
Date: _____

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, NY 12234
2020-21
School Improvement Grant
Continuation Plan Cover Page

District Name	
School Name	
Contact Person	Telephone ()

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

Rev. May 2020