

## Receivership 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: <a href="https://www.rcsdk12.org/Page/49867">https://www.rcsdk12.org/Page/49867</a>			
EAST EPO – Upper School	261600010000	Rochester City School District	University of Rochester	Check which plan below applies:			
				SIG			SCEP
				Cohort:			
Model:							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Shaun C. Nelms, Ed.D	*If new, attach resume. Marlene Blocker	Steve Uebbing- Project Director Lorna Washington- Asst. Superintendent Susan Meier – Chief Academic Officer Jenn Rees – Chief Accountability Officer	9-12	77%	13.4%	15.7%	723
	Appointment Date: 7/1/2015						



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*.

This year’s plan is both a continuation of content specific efforts and a response to challenges current and past. There are three tiers to our response: to prioritize culturally relevant and responsive pedagogy (CRRP); to provide the highest quality online instruction; and to continue to pursue content-specific goals in line with our mission of building students’ ability to be productive thinkers who are tenacious and who advocate for themselves and others. While we have worked on CRRP for years, we now plan to capitalize on the current groundswell of support for racial justice to bring CRRP to the forefront of our planning. We will use the current uncertain state of school access to increase our expertise and effectiveness using technology at school and at home to enhance learning experiences for young people. This work is intended also to assist with issues related to poor school attendance after the current crisis has passed. Finally, in our extensive curriculum development work (Understanding by Design, UbD), we have created data cycles where teachers look at student work (LASW) from our stage 2 Unit Plans (see UbD model) performance assessments to identify areas of strength and areas of need; these then in turn lead to curricular, instructional, and support revisions, adjustments, and/or plans. We will continue to use our advisory structure (Family Group) and our Support Model (virtually all students assigned additional periods with certified teachers for both generic and targeted interventions) to build positive relationships and a culture of caring while attending to the learning and social-emotional needs of our scholars grades 6-12.

Therefore, we have set goals in seven areas 1) CRRP 2) Online Learning 3) Guaranteed and Viable Curriculum (GVC): written; 4) GVC enacted; 5) GVC supported; 6) GVC learned; 7) see content specific goals to support that the curriculum is learned. Additionally, we have set content-specific goals and written strategic plans for each content area.

**Attention** – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). 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
<b>#67 – 2019-2020:2018 Total Cohort (10<sup>th</sup> Graders) Passing Math Regents</b>	Due to COVID19, our focus to meet this indicator shifted. Once distance learning was announced we created systems to meet the needs of our learners. Each classroom teacher was required to create two lessons per week and to offer office hours to meet individual learning needs. Google Classroom was our platform. We monitored scholar participation and reached out to families to overcome barriers to participation. Regents exams were not given, thus no updates are provided.	To ensure measurable progress, the math department Teacher Leader and administrator will write a SMART goal and strategic plan to address the following data based goal area: Complete the design of the Performance Tasks (PT) and Rubric with tasks that make thinking visible and allow students to explain their thinking with appropriate mathematical sophistication - <a href="#">SAMPLE</a> . Administer PT as a common formative assessment and use the data cycle to analyze and address results. Teachers will complete the plan and create models during the August professional learning week.
<b>#69 – 2019-20: 2017 Total Cohort (11<sup>th</sup> Graders) Passing ELA Regents</b>	Due to COVID19, our focus to meet this indicator shifted. Once distance learning was announced we created systems to meet the needs of our learners. Each classroom teacher was required to create two lessons per week and to offer office hours to meet individual learning needs. Google Classroom was our platform. We monitored scholar participation and reached out to families to overcome barriers to participation. Regents exams were not given, thus no updates are provided.	To ensure measurable progress, the English department Teacher Leader and administrator have written the following SMART goal: -By the end of the 2020-2021 school year, 85% of measured students will demonstrate improvement in the ability to analyze how evidence supports a self developed claim. Analysis will be defined as the ability to paraphrase the evidence, identify the authorial choices made in that evidence, and discuss the relationship between that evidence and the claim. This will be measured through independent performance tasks that are administered at least twice a year. (*note:

		<p>the rubrics in these tasks should have a standards aligned analysis category that is standardized across grade levels). They will write a strategic plan to address the following data-based goal areas: 1) The shift from summary to analysis. and 2) shift towards independent mastery. Their primary strategies for improving these areas include: using writing to leverage more complex thinking; in particular, focus on moving students beyond identifying related evidence to a topic and towards analysis; implementing The Writing Revolution (The Hochmann Method) to become more targeted in our instruction for writing (Sentence combining, sentence expansion, use of conjunctions); improve student independence through teaching students to apply strategies from TWR adaptably (in contrast to using scaffolds directly designed for a specific context); implementing growth based mindset and goal-setting through the use of conferencing quarterly; conferences would include both a literacy (Reading Inventory) and writing component.</p>
<p><b>#70 – 2019-20: 2016 Total Cohort 4-Year Grad Rate – All Students</b></p>	<p>77% 2016 Cohort Graduation Rate          Due to COVID19, our focus to meet this indicator shifted. Once distance learning was announced we created systems to meet the needs of our learners. Each classroom teacher was required to create two lessons per week and to offer office hours to meet individual learning needs. Google Classroom was our platform. We monitored scholar participation and reached out to families to overcome barriers to participation. Regents exams were not given, thus no updates are provided. Special attention was provided to seniors and adults were specifically assigned to own and reach out to those that were exhibiting difficulty in keeping up with the required weekly lessons.</p>	<p>Since all content areas contribute toward the graduation rate, we have devised a plan for each content area to ensure measurable student progress in a data-based critical content area via a SMART Goal and strategic plan. The plan will detail the specific steps that will be taken to ensure progress and will be led by the content area Teacher Leader and administrator. Each department’s goal and plan will be publicly available after August 27, 2020. SMART Goals to date are:          Chemistry, Physics, Earth Science: Students will support science arguments with relevant evidence from documents and data.. 85% of the class will demonstrate their understanding by achieving a satisfactory score on the East-developed rubric for Argumentation from Evidence (NYSSLS Science and Engineering Practices) when writing a conclusion for a lab. Living Environment: 85% of scholars will participate in assessments including required NYS labs that have been</p>



reviewed for level of rigor and adjusted as needed to include meaning making and transfer questions. World Languages: We will improve speaking and writing skills in the target language to bring all students to the appropriate benchmarked performance indicators for Checkpoints A, B and C as determined by the ACTFL Organization\*. WL courses and teachers will immediately incorporate the new WL standards in all courses to prepare for the statewide rollout for 2022-2023 for all 7th grade Spanish / ASL courses; Focus Learning through Standards and Can-Do Statements; place Greater emphasis on Standard 3: Presentation and Communication. Art/music: By the end of 2020-2021 school year, 85% of scholars will demonstrate the ability to make at least one personal connection tied to current life experiences (emotion, societal trends, identity, etc) for every unit taught and use this to create up to 5 original works and critiques that reflect the connection to the world around them as measured by the individual unit rubric and CFAs. Physical Education: 90% of students will demonstrate growth in personal fitness as the result of our increase in FITT( frequency, intensity, time, and type of exercise) content across units during unit revision process. Health: Scholars will demonstrate their understanding of health content when 85% of Curriculum Embedded Performance Tasks submitted by scholars in the 2020-2021 School year accurately summarize health content with minimal copying and pasting from internet sources. CTE: 100% of our scholars make significant progress toward the industry level standards assessed in their CTE industry-specific exit exams, 80% will meet industry standards, as measured by the difference between the industry exam pre-assessments, quarterly common formative assessments and the industry exam post-assessments for each program specifically to align assessment, curriculum, and instruction to an external standard.

<p><b>#88 – 2019-20: 2015 Total Cohort 5-Year Grad Rate – All Students</b></p>	<p>Due to COVID19, our focus to meet this indicator shifted. Once distance learning was announced we created systems to meet the needs of our learners. Each classroom teacher was required to create two lessons per week and to offer office hours to meet individual learning needs. Google Classroom was our platform. We monitored scholar participation and reached out to families to overcome barriers to participation. Regents exams were not given, thus no updates are provided.</p>	<p>To ensure measurable student progress, each content area will create content-specific SMART goals and strategic plans to address their data-based highest areas of need by August 27, 2020. For example, World Language content specific goals are to improve speaking and writing skills in the target language to bring all students to the appropriate benchmarked performance indicators for Checkpoints A, B and C as determined by the ACTFL Organization. This will enable the department to grow and maintain enrollment through Checkpoint C classes where more students become NYS Seal of Biliteracy recipients in ASL, Spanish and other World Languages.</p>
<p><b>#120 - HS ELA All Students Performance Index</b></p>	<p>Due to COVID19, our focus to meet this indicator shifted. Once distance learning was announced we created systems to meet the needs of our learners. Each classroom teacher was required to create two lessons per week and to offer office hours to meet individual learning needs. Google Classroom was our platform. We monitored scholar participation and reached out to families to overcome barriers to participation. Regents exams were not given, thus no updates are provided.</p>	<p>To ensure measurable progress, the English department Teacher Leader and administrator will write a SMART goal and strategic plan to address the following data-based goal areas: 1) The shift from summary to analysis. and 2) shift towards independent mastery. Our primary strategies for improving these areas include: using writing to leverage more complex thinking; in particular, focus on moving students beyond identifying related evidence to a topic and towards analysis; implementing The Writing Revolution (The Hochmann Method) to become more targeted in our instruction for writing (Sentence combining, sentence expansion, use of conjunctions); improve student independence through teaching students to apply strategies from TWR adaptably (in contrast to using scaffolds directly designed for a specific context); implementing growth based mindset and goal-setting through the use of conferencing quarterly; conferences would include both a literacy (Reading Inventory) and writing component.</p>
<p><b>#130 – HS Math All Students Performance Index</b></p>	<p>Due to COVID19, our focus to meet this indicator shifted. Once distance learning was announced we created systems to meet the needs of our learners. Each classroom teacher was required to create two lessons per week and to offer office hours to meet individual learning needs. Google Classroom was our platform. We monitored scholar participation and reached out to families to overcome barriers to participation. Regents exams were not given, thus no updates are provided.</p>	<p>To ensure measurable progress, the math department Teacher Leader and administrator will write a SMART goal and strategic plan to address the following data-based goal area: Complete the design of the Performance Tasks (PT) and Rubric with tasks that make thinking visible and allow students to explain their thinking with</p>



		appropriate mathematical sophistication - <a href="#">SAMPLE</a> . Administer PT as a common formative assessment and use the data cycle to analyze and address results. Teachers will complete the plan and create models during the August professional learning week.
<b>#140 – College, Career and Civic Readiness Index – All Students</b>	Due to COVID19, our focus to meet this indicator shifted. Once distance learning was announced we created systems to meet the needs of our learners. Each classroom teacher was required to create two lessons per week and to offer office hours to meet individual learning needs. Google Classroom was our platform. We monitored scholar participation and reached out to families to overcome barriers to participation. Regents exams were not given, thus no updates are provided. In addition, we sought out all Seal of Biliteracy candidates and conducted their presentations via ZOOM in order to meet guidelines.	CTE has several CTE Industry Exams/Certifications that our scholars take over their years in the program. We are looking to better align our instruction with the industry exams we give. We will pull out the competencies from the various exams, look at any previous data we have, and then go about creating Common Formative Assessments that fit those competencies that can be given regularly to better inform both curriculum and instruction.
<b>#170 – HS Chronic Absenteeism – All Students</b>	East used a tracking system through Distance Learning to determine which scholars were or were not engaged in the weekly lessons. Protocols were set up for Family Group parents to reach out to them along with counselors, SW and administrative team. Barriers to signing on were identified such as Wifi needs, broken Chromebooks, logging on difficulties, etc.	East will identify individuals that were labeled as having Chronic Absenteeism through historical data and we will be reaching out to those individuals over the summer to determine what supports can be put in place to assist them to start the year. We identified scholars disengaged through Distance learning through COVID and will continue to monitor that through tracking and follow up support with SW, counselors, admin and Family Group parents.
<b>#230 – HS Science All Students Performance Index</b>	Due to COVID19, our focus to meet this indicator shifted. Once distance learning was announced we created systems to meet the needs of our learners. Each classroom teacher was required to create two lessons per week and to offer office hours to meet individual learning needs. Google Classroom was our platform. We monitored scholar participation and reached out to families to overcome barriers to participation. Regents exams were not given, thus no updates are provided.	East will write a SMART Goal and strategic plan to address the following data-based areas of need: Living Environment: planning and designing experiments, models, labs (lack of exposure in current curriculum), creating arguments from evidence, homeostasis, reproduction and genetics.
<b>#240 – HS Social Studies All Students Performance Index</b>	Due to COVID19, our focus to meet this indicator shifted. Once distance learning was announced we created systems to meet the needs of our learners. Each classroom teacher was required to create two lessons per week and to offer office hours to meet individual learning needs. Google Classroom was our platform. We monitored scholar participation and reached out to families to overcome barriers to participation. Regents exams were not given, thus no updates are provided.	To ensure measurable progress, the social studies department Teacher Leader and administrator will write a SMART goal and strategic plan to address the following data-based goal areas:

<u>LEVEL 2 Indicators</u> 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.		
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
<b>#72 – 2019-20: 2016 Total Cohort 4-Year Grad Rate – Black Students</b>	Due to COVID19, our focus to meet this indicator shifted. Once distance learning was announced we created systems to meet the needs of our learners. Each classroom teacher was required to create two lessons per week and to offer office hours to meet individual learning needs. Google Classroom was our platform. We monitored scholar participation and reached out to families to overcome barriers to participation. Regents exams were not given, thus no updates are provided.	CRRP practices are now integrated into our foundation Principles and Practices document. In addition to our previous five year plan's emphasis on culturally responsive and relevant pedagogy (CRRP) with Dr. Sonia James-Wilson, we have continued to engage her services and have elevated the goal area of CRRP. This means that all SMART goals for 2020-2021 will have a CRRP component; all unit plans and lesson plans will explicitly address the specific areas of focus relative to CRRP (see Principles and Practice document); our full week of summer professional learning for 100% of our faculty will include, be framed by, and be co-planned through the CRRP lens. In addition, we offered a summer CRRP institute (Dr. James-Wilson led) and a specific teacher book club on White Fragility, (Teacher leader led); both were oversubscribed and we opened additional sections. Additionally, specific plans for addressing student disorientation and distress due to the COVID pandemic and the ongoing issues with racial injustice are being made by our Social Emotional Learning (SEL) Committee, which will be presenting to faculty for 6 of the 30 hours of our summer PL time.
<b>#90 - 2019-20: 2015 Total Cohort 5-Year Grad Rate – Black Students</b>	Due to COVID19, our focus to meet this indicator shifted. Once distance learning was announced we created systems to meet the needs of our learners. Each classroom teacher was required to create two lessons per week and to offer office hours to meet individual learning needs. Google Classroom was our platform. We monitored scholar participation and reached out to families to overcome barriers to participation. Regents exams were not given, thus no updates are provided.	See Indicator #72 above.



<b>#93 – 2019-20: 2015 Total Cohort 5-Year Grad Rate – ED Students</b>	<p>Due to COVID19, our focus to meet this indicator shifted. Once distance learning was announced we created systems to meet the needs of our learners. Each classroom teacher was required to create two lessons per week and to offer office hours to meet individual learning needs. Google Classroom was our platform. We monitored scholar participation and reached out to families to overcome barriers to participation. Regents exams were not given, thus no updates are provided.</p>	<p>See Indicator #72 above.</p>
<b>#252 - 2019-20: 2014 Total Cohort 6-Year Grad Rate – Black Students</b>	<p>Due to COVID19, our focus to meet this indicator shifted. Once distance learning was announced we created systems to meet the needs of our learners. Each classroom teacher was required to create two lessons per week and to offer office hours to meet individual learning needs. Google Classroom was our platform. We monitored scholar participation and reached out to families to overcome barriers to participation. Regents exams were not given, thus no updates are provided.</p>	<p>See Indicator #72 above.</p>
<b>#255 - 2019-20: 2014 Total Cohort 6-Year Grad Rate – ED Students</b>	<p>Due to COVID19, our focus to meet this indicator shifted. Once distance learning was announced we created systems to meet the needs of our learners. Each classroom teacher was required to create two lessons per week and to offer office hours to meet individual learning needs. Google Classroom was our platform. We monitored scholar participation and reached out to families to overcome barriers to participation. Regents exams were not given, thus no updates are provided.</p>	<p>See Indicator #72 above.</p>

**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.)*

<p><b><u>Goals and/or Key Strategies</u></b> 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.)</p>	
List the Key Strategy from your approved intervention plan (SIG or SCEP).	2020-21 School Year Continuation Plan
<p>1. Continue to use Family Group (daily advisory meetings) as a primary tool of social emotional support, primary family contact, online sync support, and culturally relevant discussions</p>	<p>We will continue with this practice.</p>
<p>2. Continue to use the East EPO Support Model to invert the multitiered system of supports so that almost all students receive Tier II and a significantly high number of students receive Tier III interventions.</p>	<p>We will continue with this practice.</p>
<p>3. Continue to pursue our “guaranteed and viable curriculum” SMART Goals that ensure the curriculum is written, enacted, supported, and learned. This involves 100% of the East faculty in writing, reviewing,</p>	<p>Continue. In addition, we have identified priority standards to teach during distance learning and adjusted our Stages 1,2 and 3 for Distance Learning.</p>

<p>assessing, and revising curriculum units, using extensive materials developed for this purpose such as the Unit Checklist.</p>	
<p>4. Continue to use the Lesson Quality Checklist which defines our instructional model, the Principles and Practices Document, which crosswalks our instructional model with culturally responsive pedagogy and online practices recommended by research, on walk throughs and observations and evaluations as well as coaching cycles and collaborative planning time meetings.</p>	<p>Continue all of the previous.</p> <p>Walkthrough look fors through the lens of Distance Learning will be identified by the administrative team and utilized to provide feedback to both inform and change practices.</p>

Part IV – Community Engagement Team and Receivership Powers

<p><b><u>Community Engagement Team (CET)</u></b> 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?</p>
<p>Report Out of CET Plan Implementation</p>
<p>We continued to meet virtually throughout the remainder of the 2019-20 school year. Meetings were held via Zoom on April 23rd, May 21st and June 18th. We also partnered with our local Parent Leadership Training Institute (PLTI) to hold a parent exchange forum on June 17th, which allowed parents the opportunity to share their thoughts and ideas about parent empowerment and leadership during the pandemic, with district leadership. All meetings provided an opportunity for parents to provide input about how they may best support their children with district learning as well as to gain insight into what they believed was working well and what needed to be revised moving forward. As a result of these meetings and parent input, we invited parents to participate on our school reopening planning team. There have been no changes with our FACE/CET leadership structure as we are looking to maintain continuity with our current parent co-leads. We anticipate that future planning will include more detailed discussions around remote learning and parental access to resources as well as advocacy for their child(ren) should we need to conduct school outside of the traditional in-person meeting structure.</p>

**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**

We do not anticipate needing to invoke the use of our Receivership powers with the exception of the following:

- 1) Review, alter or replace curriculum and program offerings of the school; the curriculum is continually being reviewed and revised. This year there will continue to be a focus on distance learning and CRRP.
- 2) Negotiate a Receivership agreement that modifies the existing collective bargaining agreement(s); We just recently completed contract re-negotiation for the extension of the EPO renewal with the RCSD. Changes or revisions to the CBAs are possible, but not anticipated.
- 3) Replace teachers and administrators-. We have found that the vast majority of staff hired, truly embrace the “all-in” philosophy and culture we are building at EAST. With the exception of the cuts resulting from the RCSD budget crisis, we do not anticipate the need to replace teachers/administrators during the upcoming year.
- 4) Increase salaries to attract and retain high-quality teachers and leaders; on average teachers receive an approximate 9% increase to work at East- which has assisted us in providing a consistent cadre of adults to support our scholars on a daily basis. Additionally, the EPO has negotiated and implemented an incentive for Bilingual teachers which we do intend to continue in the upcoming year.
- 5) Expand the school day; The goal of expanding the school day was to allow for more time for our scholars to receive quality academic programming and to increase student achievement. The extended learning time has been embedded into the school day. Lower School students attend school from 7:30-3pm and Upper School from 8-3:30 pm.

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)

<p><i>Best Practices</i></p> <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>	
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 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.
1. Continue to use Family Group (daily advisory meetings) as a primary tool of social emotional support, primary family contact, online sync support, and culturally relevant discussions	Family Group Carents will be required to make direct contact with a SocialWorker and Administrator when social emotional support needs surface. A process of reaching out and closing the loop will be used to know that contact was made and to determine ongoing needs or to close out the case with future touching base expected.
2. Continue to use the East EPO Support Model to invert the multitiered system of supports so that almost all students receive Tier II and a significantly high number of students receive Tier III interventions.	Support Room teachers will provide a focus on Distance Learning troubleshooting as well as opportunities for resources to be utilized on line to strengthen and/or expand content knowledge.
3. Continue to pursue our “guaranteed and viable curriculum” SMART Goals that ensure the curriculum is written, enacted, supported, and learned. This involves 100% of the East faculty in writing, reviewing, assessing, and revising curriculum units, using extensive materials developed for this purpose such as the Unit Checklist.	Teacher leaders with content area teachers will identify key content to be covered through Distance learning and effective ways to deliver this content through DL.
4. Continue to use the Lesson Quality Checklist which defines our instructional model, the Principles and Practices Document, which crosswalks our instructional model with culturally responsive pedagogy and online practices recommended by research, on walk throughs and observations and evaluations as well as coaching cycles and collaborative planning time meetings.	Walkthrough look fors through the lens of Distance Learning will be identified by the administrative team and utilized to provide feedback to both inform and change practices.

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): Shaun Nelms



Signature of Receiver:

Date: 7.31.2020

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): Angel Alicea

Signature of CET Representative: Angel Alicea

Title of CET Representative: Home School Assistant


Date: 7.31.2020



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

<b>District Name EAST EPO- RCSD</b>	
<b>School Name East EPO</b>	
<b>Contact Person Lorna Washington</b>	<b>Telephone ( 585 ) 324 - 3652</b>
<b>E-Mail Address Lorna.washington@rcsdk12.org</b>	
<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>	
<b>Authorized Signature (in blue ink)</b>	<b>Title of Chief School/Administrative Officer</b> East EPO Superintendent



	
Typed Name: Shaun Nelms	Date: 7.31.2020

Rev. May 2020