

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: https://www.rcsdk12.org/Page/49867				
EAST EPO – Lower School	261600010105	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. Tanya Wilson	Steve Uebbing- Project Director Lorna Washington- Asst. Superintendent Susan Meier – Chief Academic Officer Jenn Rees – Chief Accountability Officer		6-8	NA	11%	17.2%	353
	Appointment Date: 7/1/2016							



<p>Executive Summary</p> <p>Please provide a <i>plain-language summary</i> 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 <i>no more than 500 words</i>.</p> <p>This year’s plan is both a continuation of content specific efforts and a response to challenges both 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.</p> <p>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</p>

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
#33 – 3-8 ELA All Student MGP	Due to COVID, our focus to meet this indicator shifted. Once distance learning was announced, we immediately deployed chromebooks to all scholars needing access to technology. Using Google classroom as our platform, teachers created a minimum of two assignments per week. We monitored scholar participation and reached out to families to overcome barriers to participation.	To ensure measurable progress, the English department Teacher Leader and administrator will work toward the following SMART goal: By the end of 2020-2021 school year, 80% of scholars will demonstrate improvement in the ability to independently write concise and coherent summary statements about the interaction of plot, setting, and character (people, events, and ideas) over the course of a text. This will be measured through regular (weekly, monthly) analysis of summary statements. They will write a strategic plan that will include the primary strategy of a school wide writing program (The Writing Revolution, aka The Hockman Method). Teachers will implement daily writing routines with scholars to build stamina and independence. Teachers will identify opportunities in curriculum units’ stage 3 and in daily instruction for scholars to learn, practice, and get feedback to TWR strategies beginning with sentence combining and expansion, and building toward concise, coherent summaries of how plot, character, and setting (people, events, and ideas) interact. It is noteworthy that TWR will be used across content areas as a school-wide

		<p>writing intervention at Lower School. We will continue to offer tiered interventions for identified goals in Support.</p> <p>In addition to English language arts class, all scholars are enrolled in a separate literacy program at one of four levels: HMH’s SYSTEM44 (phonics, decoding(; READ180 Daily; READ180 every other day; Workshop. The SMART goal for Lower School Literacy 2020-2021 is: Read 180: 40% of students show more than 1 year’s growth on their lexile score by the end of the course. System 44: 40% of students show more than 2 year’s growth on their lexile score by the end of the course. Workshop: 80% of students show grade level proficiency on CEPT rubrics by the end of the course.</p>
<p>#100 – 3-8 ELA All Students Core Subject Performance Index</p>	<p>Due to COVID, our focus to meet this indicator shifted. Once distance learning was announced, we immediately deployed chromebooks to all scholars needing access to technology. Using Google classroom as our platform, teachers created a minimum of two assignments per week. We monitored scholar participation and reached out to families to overcome barriers to participation.</p>	<p>See #33 above.</p>
<p>#110 – 3-8 Math All Students Core Subject Performance Index</p>	<p>Our Algebra scholars took the Regents in January. At this point, 89% of our Algebra students had passed the Regents.</p> <p>Due to COVID, our focus to meet this indicator shifted. Once distance learning was announced, we immediately deployed chromebooks to all scholars needing access to technology. Using Google classroom as our platform, teachers created a minimum of two assignments per week. We monitored scholar participation and reached out to families to overcome barriers to participation.</p>	<p>To ensure measurable progress, the math department Teacher Leader and administrator have written a SMART goal: Scholars will demonstrate the ability to provide specific mathematical evidence and explain their thinking, in writing, on tasks that assess grade level standards with appropriate sophistication for the grade and content level. In order to achieve this goal, teachers will provide opportunities for scholars within daily instruction to practice explaining their thinking on rich mathematical tasks and build in feedback opportunities. Progress of individual scholars will be measured against a common rubric when scholars complete the performance task at the end of each unit of study. The goal is for 75% of the students to score a 3 or 4 on each component of the rubric by the end of the school year. They will write a strategic plan to address the data-based goal area, which will include that they will complete the design of the Performance Tasks (PT) and Rubric with</p>

		<p>tasks that make thinking visible and allow students to explain their thinking with appropriate mathematical sophistication - SAMPLE. 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.</p>
<p>#150 – Grade 4 and 8 Science All Students Core Subject Performance Index</p>	<p>Due to COVID, our focus to meet this indicator shifted. Once distance learning was announced, we immediately deployed chromebooks to all scholars needing access to technology. Using Google classroom as our platform, teachers created a minimum of two assignments per week. We monitored scholar participation and reached out to families to overcome barriers to participation.</p>	<p>To ensure measurable progress, the science department Teacher Leader and administrator have written a SMART goal and will complete a strategic plan to address a data-based area of need: 85% of scholars will pass restructured assessments which have been reviewed and adjusted to include meaning making and transfer questions in alignment with NYS standards.</p> <p>Science 8: Use modeling to help students gain a deeper understanding of the three areas of struggle: weather, reproduction & genetics (now called heredity growth and development), forces & interactions. A daily constructed response assessment will be added to daily checks for understanding. Teachers will use this data to create and implement interventions. Additionally, time has been set aside for reteaching of 7th grade material during 4th marking period. This reteaching will be based on a pre-assessment of highly tested standards that should have been mastered in 7th grade.</p> <p>(Acceleration) Living Environment: 85% of scholars will participate in assessments including required NYS labs that have been reviewed for level of rigor and adjusted as needed to include meaning making and transfer questions.</p>

<p>#160 – 3-8 Chronic Absenteeism</p>	<p>LS was on track to meet this indicator with a percentage of 18.5% on March 10, 2020.</p> <p>Due to COVID, our focus to meet this indicator shifted. Once distance learning was announced, we immediately deployed chromebooks to all scholars needing access to technology. Using Google classroom as our platform, teachers created a minimum of two assignments per week. We monitored scholar participation and reached out to families to overcome barriers to participation.</p>	<p>East Lower School has worked throughout the COVID period to create quality, rigorous online experiences that bridge the gap of in-person instruction. As we plan for the 2020-21 school year, we are prepared to offer both in-person and distance learning opportunities as needed. We recognize that families may opt to keep their children home during the 2020-21 school year for many reasons and we are prepared to meet their children wherever they attend school (physically in person or online).</p> <p>Additionally, we are starting our work to curb chronic absenteeism prior to the start of the 2020-2021 school year. Using historical data, scholars have been identified as “at-risk” for being chronically absent. The team (administration and attendance liaison) will be conducting home visits for these scholars, identifying previous roadblocks to attendance and offering support as needed.</p> <p>Also, new tools have been identified to support scholars and families in tracking their attendance. Each identified scholar will be provided with a calendar to track their own attendance, giving them ownership of the impact of missing a day of school. This will be done in school as well through the Family Group structure.</p>
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Part II – Demonstrable Improvement Indicators (Level 2)

<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
#86 – Teacher Turnover	East Lower School lost six teachers from the start of 18-19 to the end of 19-20 for various reasons. East Lower School lost one teacher from the 18-19 staff list because of the RCSD reduction in force. Additionally, one teacher resigned from teaching, one transferred within RCSD, one transferred to Upper School due to staffing needs, two transferred out of RCSD (one due to a promotion). We ended the year with 13.6% percentage of teacher turnover.	East Lower School was greatly impacted by the budget deficit and subsequent layoffs both in January 2020 and in June 2020. In total, East Lower School lost eight teachers because of the RCSD reduction in force. Additionally, one teacher took a transfer within RCSD. As a result, we are going into the 2020-2021 School Year with 19.5% percentage of teacher turnover. Our goal for this year is 21%.
#102 – 3-8 ELA Black Core Subject Performance Index	Due to COVID, our focus to meet this indicator shifted. Once distance learning was announced, we immediately deployed chromebooks to all scholars needing access to technology. Using Google classroom as our platform, teachers created a minimum of two assignments per week. We monitored scholar participation and reached out to families to overcome barriers to participation.	See #33.
#105 – 3-8 ELA ED Core Subject Performance Index	Due to COVID, our focus to meet this indicator shifted. Once distance learning was announced, we immediately deployed chromebooks to all scholars needing access to technology. Using Google classroom as our platform, teachers created a minimum of two assignments per week. We monitored scholar participation and reached out to families to overcome barriers to participation.	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 area: students will be able to write summaries for the purpose of both connecting and building on ideas and for providing context to their audience when writing analytical/expository writing. We will continue to prioritize short and extended responses to text dependent questions using the Cceaeac strategy. We will prioritize analysis of the development of a Central Idea over the course of a text. We will continue building scholars' autonomy in writing to think—from gisting, note-taking, double-entry journals, quick writes, exit tickets (and relevant MAC protocols). Strategies will include: The Writing Revolution (Hochmann method)-sentence expansion (writing to think); Single paragraph Outline; Common annotation strategies across disciplines. We

		<p>will also provide fewer scaffolds to scholars who are moving toward independence with writing/analyzing texts’ central ideas. We will continue to offer tiered interventions for identified goals in Support.</p>
<p>#112 - 3-8 Math Black Core Subject Performance Index</p>	<p>Due to COVID, our focus to meet this indicator shifted. Once distance learning was announced, we immediately deployed chromebooks to all scholars needing access to technology. Using Google classroom as our platform, teachers created a minimum of two assignments per week. We monitored scholar participation and reached out to families to overcome barriers to participation.</p>	<p>In addition to the plan listed for #110, the Lower School Math department will be completing a book study and implementation of learnings using “The Impact of Identity in K-8 Mathematics: Rethinking Equity-Based Practices” by Julia Aguirre, Karen Mayfield-Ingram, and Danny Bernard Martin. This book reframes instruction using five practices to benefit students who have been marginalized by race, class, ethnicity, or gender. The math staff will use five equity-based practices: going deep with mathematics, leveraging multiple mathematical competencies, affirming math learners’ identities, challenging spaces of marginality, and drawing on multiple resources of knowledge to improve instruction and outcomes for our Black students.</p>
<p>#115 – 3-8 Math ED Core Subject Performance Index</p>	<p>Due to COVID, our focus to meet this indicator shifted. Once distance learning was announced, we immediately deployed chromebooks to all scholars needing access to technology. Using Google classroom as our platform, teachers created a minimum of two assignments per week. We monitored scholar participation and reached out to families to overcome barriers to participation.</p>	<p>In addition to the plan listed for #110, the Lower School Math department will be completing a book study and implementation of learnings using “The Impact of Identity in K-8 Mathematics: Rethinking Equity-Based Practices” by Julia Aguirre, Karen Mayfield-Ingram, and Danny Bernard Martin. This book reframes instruction using five practices to benefit students who have been marginalized by race, class, ethnicity, or gender. The math staff will use five equity-based practices: going deep with mathematics, leveraging multiple mathematical competencies, affirming math learners’ identities, challenging spaces of marginality, and drawing on multiple resources of knowledge to improve instruction and outcomes for our Economically Disadvantaged students.</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.)

<u>Goals and/or Key Strategies</u> 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. The development of content-specific SMART goals and strategic plans, in addition to the school wide plans, to ensure measurable student progress in an area critical to that content area. The SMART goals and strategic plans, which are living documents, will be publicly available after August 27, 2021.	<p>SMART Goals to date are: Social Studies: 75% of our Lower School scholars will be able to use appropriate and relevant evidence and explain how the evidence supports or connects back to the claim as assessed in our unit CEPTS/performance tasks. We will evaluate the quality of the explanation using a LS rubric. These skills are critical to constructing quality arguments. 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. Additionally, 85% of students will be moderately successful in swimming assessments as the result of our Increase of swimming units at lower school. 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.</p>
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

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.

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)

<u>Budget Amendments</u>
<p>ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:</p> <ul style="list-style-type: none"> ● SIG FS-10 2020-21 BUDGET AND BUDGET NARRATIVE ● CSG AND PSSG AMENDMENTS <p>BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/.</p>

Part VI: Best Practices (Optional)

<u>Best Practices</u>	
<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	We will continue with this practice.
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.	We will continue with this practice.
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,	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>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 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

District Name East EPO - RCSD	
School Name East EPO	
Contact Person Lorna Washington	Telephone (585) 324 - 3652
E-Mail Address Lorna.washington@rcsdk12.org	
<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



	East EPO Superintendent
Typed Name: Shaun Nelms	Date: 7.31.2020

Rev. May 2020