

## 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="http://www.rcsdk12.org/schoolinnovation">www.rcsdk12.org/schoolinnovation</a>			
Edison Career and Technology High School	261600010095	Rochester City School District		Check which plan below applies:			
				SIG			SCEP
				Cohort: (6, or 7): N/A			X
Model: N/A							
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	Jacob Scott	Dr. Shirley JA Green - School Chief  Michele Alberti, <i>Executive Director of School Innovation</i>	9-12		17.1%	26.2%	1658*  *Internal data as of 6/14/20
	Appointment Date: March 2019						

<b>Executive Summary</b>
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> .
Edison Career and Technology High School will work on building teacher capacity and creating systems ( that allow for sustainability as schools re-engage students after being out during the end of the 19-20 school year due to COVID-19. There will be a systematic and planned approach for monitoring student growth and graduation progress as the Edison Campus addresses the gaps in student achievement. Datawise allows the staff to look at the gaps in instruction and identify strategies to support student growth. Edison Staff will ensure that systems are in place that will intentionally and methodically

track student progress. The 20-21 school year will build upon our improved focus regarding school culture and building relationships with all stakeholders to build upon the mission and vision of the Edison Tech Campus.

The school will plan for a more intentional shift towards Career and Technology Education (CTE)-based academy model, and has assigned an administrator that will directly support all pathways. Additionally support will be provided through the use of a Community Site Coordinator and other staff to research highly-performing schools with a strong CTE component. Edison currently has the following CTE Pathways: Construction, Architecture and Design, Automotive, Manufacturing, and Engineering, Digital Media, Arts, and Communications, PTech Rochester, and New York State Alternative Assessment (NYSAA), and the Seal of Biliteracy. Through this research, Edison will identify best practices to build upon and begin recruiting businesses with which to partner for alignment of pathways. The meeting will occur within the first month of the start of school. Integration of CTE with content areas has begun, with the TOA co-leading the CTE department meetings as well as actively participating in content area department meetings.

Our Community Engagement Team (CET) continued to meet during the school closure on April 23, May 21, June 3, and June 10 to review and analyze our needs assessment survey information along with discussing next steps on implementing ideas that came out of this data. This work will include our Community Site Coordinator taking the lead and working with the Parent Liaisons.

**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)*

<b><u>LEVEL 1 Indicators</u></b>		
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
5 - School Safety	All staff will increase their capacity to understand the Multi-Tiered System of Support (MTSS) process and implement restorative practices through professional learning, establishing community-building circles and development of relationships.	<p>The school will utilize various social emotional supports throughout the school in an effort to mitigate instances and events which may result in the reduction of instructional time for students. Pathways to Peace will continue to recruit students, with an emphasis on Seniors to meet the Demonstrable Indicator for Graduation, to focus on ways to decrease school violence, and promote intervention/prevention strategies.</p> <p>With the support of Restorative Resources at Edison (Student &amp; Family Services, Center for Youth, Pathways to Peace, and our Roc Restorative Coach) the school has been able to provide restorative circles and meditations on a case by case basis. The overall goal is to show continuous improvement on school safety and reduce</p>

		<p>school suspensions by 5% aligned with the DCIP. Initially the school has been more reactive than proactive because there was not enough data to identify which students needed support the most. Now that the school has completed two marking periods and there has been enough data gathered on students who have multiple suspensions for physical altercations/aggressions at each grade level. During the remote learning, we were not gathering data on suspensions, however in the upcoming year our Social-Emotional Learning (SEL) Team and Reengagement Team will monitor student social-emotional needs. During our remote learning, all students will participate in the daily Edison Connect consisting of 20 minutes at the beginning of every day with all staff focused on social-emotional learning with all students. Moving forward, Edison’s leadership team will assign each group with one of their restorative resources team members and they will be responsible for the following for each one of the students:</p> <ol style="list-style-type: none"> <li>1. Daily check-ins with the student to explore any needs of support or individual challenges the student may be dealing with.</li> <li>2. Weekly phone calls with the parents to explore if the student is having home or community issues.</li> <li>3. Weekly communication with the assigned students administrator.</li> </ol> <p>The leadership team will monitor this data monthly and assess if each individual student's suspensions have</p>
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		<p>decreased and if suspensions across each cohort have decreased as well.</p> <p>The school’s Help Zone has proven to be a huge asset to the building. They have built positive relationships with students and are able to mediate conflicts and crisis within the building and the community. They are a huge part of the restorative services offered here at Edison and efforts to decrease suspensions and improve school safety.</p>
<p>67 - 2019-20: 2018 Total Cohort (10th Graders) Passing Math Regents</p>	<p>See Indicator 70 and 130</p>	<ul style="list-style-type: none"> <li>● Review of the Algebra I Regents performance of all Cohort 2018 students who took the exam in August 2019, January 2020 or the Virtual Summer Academy. Using the math curriculum that addresses the learning gap, strategies will be applied during the synchronous and asynchronous needs. There are strategies that are built in the math curriculum that will address learning gaps, as well as, move students forward in their coursework.</li> <li>● Identification of all students who have scored between 50 % and 64% on the Algebra I Regents exam in June and/or August 2019.</li> <li>● The school has developed Common Formative Assessments across all subjects that are utilized to monitor performance and progress of students.</li> </ul>

		<ul style="list-style-type: none"> <li>● Refine the work on the development and implementation of the Algebra/Geometry Blended Curriculum.</li> <li>● When possible, full implementation of an afterschool and Saturday school program that is focused on Regents review will occur. The school leadership team is currently exploring possibilities of additional opportunities for students.</li> </ul>
69 - 2019-20: 2017 Total Cohort (11th Graders) Passing ELA Regent	See Indicator 70 and 120	<ul style="list-style-type: none"> <li>● Cohort Tracking Meetings with Teachers that includes review of students' ELA Regents performance previous year for Part 1, Part 2, Part 3 for those students that were eligible for exemption.</li> <li>● The school has developed Common Formative Assessments across all subjects that are utilized to monitor performance and progress of students.</li> <li>● Build reading and writing stamina via collaboratively developing writing tasks as a team and increase the number of rigorous reading and writing opportunities utilizing a scaffold towards students performing independently.</li> </ul>
70 - 2019-20: 2016 Total Cohort 4-Year Grad Rate - All Students	All staff will increase capacity to provide rigorous, standards-based instruction through professional learning, sharing of resources, and dedicated collaborative time to review data and make adjustments. Sessions will occur on Wednesdays during professional development, and department meetings.	<ul style="list-style-type: none"> <li>● Assign needed students with a Parent Liaison who will check in (weekly) to provide support and motivation for reengagement. This will occur during the Edison Connect time referenced in Indicator 5.</li> <li>● Bi-weekly tracking meetings will occur with students, parents, and program counselors.</li> <li>● Credit recovery/learning recovery</li> </ul>

<p>88 - 2019-20: 2015 Total Cohort 5-Year Grade Rate - All Students</p>	<p>See Indicator 70</p>	<ul style="list-style-type: none"> <li>● Assign needed students with a Parent Liaison who will check in (weekly) to provide support and motivation for reengagement. This will occur during the Edison Connect time referenced in Indicator 5.</li> <li>● Bi-weekly tracking meetings will occur with students, parents, and program counselors.</li> <li>● Credit recovery/learning recovery</li> </ul>
<p>120 - HS ELA All Students Performance Index</p>	<p>The ELA team will align with the RCSD 7-12 curriculum along with utilizing the recommendations and targets established by the Southern Regional Education Board report regarding quality instruction, aligned curriculum, systems of support, and leadership for continuous improvement.</p>	<ul style="list-style-type: none"> <li>● Professional development on Wednesdays will focus on building reading and writing stamina aligned with the RCSD Instructional Framework.</li> <li>● Cohort Tracking Meetings with Teachers that includes review of students' ELA Regents performance from January 2018 - January 2020 for Part 1, Part 2, Part 3. Students who did not meet the requirements for exemption will be the priority.</li> <li>● Determining student placement in appropriate programs (All City or New Beginnings) to work with programs to determine students support and prep for ELA Regents Exam</li> <li>● Working collaboratively with ENL teachers, and the Associate Director of Special Education to develop DLPs and transition plans to support ELL's and SWD</li> <li>● The school will continue to offer embedded professional learning to teachers. Teachers meet for 30 minutes in their respective department meetings which occur once a week as well as grade level team meetings once a week. Meetings focus on determining key strategies to use during instruction, such as the TEAL strategy for writing</li> </ul>

		<p>and additional strategies for vocabulary development.</p> <ul style="list-style-type: none"> <li>• Credit recovery/learning recovery will be offered daily.</li> <li>• Utilize Edison’s Student and Family Support Center to refer students for tutoring, mentorship and mental health support</li> </ul>
<p>130 - HS Math All Students Performance Index</p>	<p>The Math Department will increase capacity to provide rigorous, standards-based instruction aligned with the RCSD Math curriculum through professional learning, sharing of resources, and dedicated collaborative time to review data and make adjustments.</p>	<ul style="list-style-type: none"> <li>• The Instructional Leadership team with support from the School Counselor will target students who could be critical for the school’s performance index if they were to retake the Algebra, Geometry R and Algebra II exam. This group, in collaboration with cohort administrators and mathematic teachers participating in the after school review program, will work to ensure that students are targeted and prioritized based on growth. i.e. moving level 1’s to level 2, level 2’s to level 3, and so forth.</li> <li>• When possible, full implementation of an afterschool and Saturday school program that is focused on Regents review will occur. The school leadership team is currently exploring possibilities of additional opportunities for students through Virtual Academy or other resources.</li> </ul>
<p>140 - College, Career and Civic Readiness Index</p>	<p>The school will increase opportunities and access to students to participate in multiple pathways leading to graduation.</p>	<ul style="list-style-type: none"> <li>• Career Tech Coordinator along with the CTE Administrator will meet bi-weekly to track students and identify areas of need to provide support towards graduation.</li> <li>• Work based learning Coordinators will continue to work with business partners in identifying job shadowing and internships opportunities for</li> </ul>



		<p>students to gain GWEP hours. Disciplines include Construction, Architecture, and Design, and Culinary.</p>
<p>170 - HS Chronic Absenteeism - All Students</p>	<p>The school will increase progress monitoring of student attendance and provide support to students and families to address barriers impeding student attendance.</p>	<ul style="list-style-type: none"> <li>● The attendance team in collaboration with the Office of Accountability has right sized their cohorts since quarter 1. These changes have been the result of drops, dual enrollments, and students transferring in and out of the District..</li> <li>● The school continues to monitor their enrollment to ensure the accuracy of their attendance data as well as other cohort related data. Edison has appointed a Parent Engagement Coordinator, who has taken the lead on organizing efforts to address this indicator.</li> <li>● The Attendance Team has been working with the home school assistants and ROC the Future, and conducting a weekly check-in on absent and/or chronically missing students have been determined. Enrollment has been adjusted to reflect accurate numbers.</li> <li>● The Attendance Team is working weekly on identifying students who have missed 3-5-15 days of school to offer additional resources for their families in support of attending school more regularly, and will begin to provide tiered support to students missing between 11 - 16 days of school. During the remote learning, the attendance team will be meeting weekly with the District's Attendance Team.</li> </ul>

<p>190 - HS ELP Success Ratio - All Students</p>	<p>All teachers will increase capacity to provide rigorous, standards-based instruction through professional learning, sharing of resources, and dedicated collaborative time to review data and make adjustments, with particular attention on best practices in instruction and assessment of ELLs.</p>	<ul style="list-style-type: none"> <li>● ESOL teachers will provide professional development to staff on best practices in instruction and assessment of ELLs. ESOL teachers are involved in content area department meetings that will occur as part of the Wednesday schedule and are represented on the school’s Instructional Leadership Team.</li> <li>● Online credit recovery (OCR) classes are being equipped with an ENL teacher to lend support to ELLs.</li> <li>● ELLs will be offered expanded learning opportunities after school, Saturday through Virtual opportunities. The school leadership team will continue to explore other opportunities, such as community pods.</li> </ul>
<p>230 - HS Science All Students Performance Index</p>	<p>The Science Team will increase capacity to provide rigorous, standards-based instruction through professional learning, sharing of resources, and dedicated collaborative time to review data and make adjustments.</p>	<ul style="list-style-type: none"> <li>● Review Summer School Grades, including completions, and engagement data. All data is collected and shared by the Virtual Academy of Rochester.</li> <li>● The science department meets weekly on Wednesdays during the Professional Learning day, as a large department and then twice a week in their mini - content area. Teachers will design common labs/activities and common assessment for the school year.</li> <li>● Credit recovery/learning recovery</li> </ul>
<p>240 – HS Social Studies All Students Performance Index</p>	<p>Social Students staff will increase capacity to provide rigorous, standards-based instruction through professional learning, sharing of resources, and dedicated collaborative time to review data and make adjustments.</p>	<ul style="list-style-type: none"> <li>● Review Summer School Grades, including completions, and engagement data. All data is collected and shared by the Virtual Academy of Rochester.</li> </ul>

		<ul style="list-style-type: none"> <li>• During the Wednesday Professional Learning Time, the department has adopted the DataWise/Meeting Wise protocols. Time is built into each meeting to discuss the common assessments that are being developed by teams of teachers.</li> <li>• Credit recovery/learning recovery</li> </ul>
250 - 2019-20: 2014 Total Cohort 6-Year Grad Rate - All Students	All staff will increase capacity to provide rigorous, standards-based instruction through professional learning, sharing of resources, and dedicated collaborative time to review data and make adjustments.	<ul style="list-style-type: none"> <li>• Bi-weekly, during the Wednesday collaborative time,, each of the students identified will be tracked and updated with progress of the program. Each student will be provided a mentor to check in with and to solicit additional support if needed.</li> </ul>

Part II – Demonstrable Improvement Indicators (Level 2)

<b><u>LEVEL 2 Indicators</u></b>		
<i>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.</i>		
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

<p>2 - Plan for and Implement Community School Model</p>	<p>The Edison Campus is working with the RCSD to engage community partners to work with our school community to ensure the school is providing support to the whole child and their families, so that the school becomes a positive place for all the stakeholders.</p>	<p>The school has established partnerships with numerous community agencies, including Catholic Family Center, Center for Youth Services, Hillside Work Scholarship, In-Control, MCC/Liberty Partnership Program, RIT Gear Up Program, Pathways to Peace, Puerto Rican Youth Development, RIT, STEP Program, Rochester Regional Health, and the YWCA.</p> <p>The school is reviewing the possibility of partnering with a community agency to lead this work, and has scheduled a visit to a community school within the RCSD to determine if the scope of services provided at that school would be appropriate to be provided at Edison.</p> <p>In the meantime, the RCSD has hired a Director of Community Schools, who is providing guidance in undertaking the first steps of community school work, including:</p> <ul style="list-style-type: none"> <li>● Complete a needs assessment to school community</li> <li>● continue outreach with community partners</li> <li>● develop a process and resources for communicating and understanding the what programs we offer as a school and the services they provide</li> <li>● ensure that all partners have the proper contract/MOA</li> <li>● develop a schedule of community events</li> <li>● participate in the organization and schedule of the Community Engagement Team</li> </ul>
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<p>6 - Family and Community Engagement (Tenet 6)</p>	<p>The school will strengthen its provision of support to families and parents by expanding on Parent Center initiatives and increasing families’ access to community resources.</p> <p>School-wide student, parent, and teacher surveys were provided prior to COVID-19. Data collection has taken place to realign school mission and vision.</p> <p>The school parent liaisons will actively engage with families to find out what they need and what supports the school can offer to them. This will be researched using continued parent surveys and PTO meetings.</p>	<p>The school has identified a designated space and resource area for parents and families to conference and meet with teachers and staff. The 2A office suite is where the Parent Center will be located so parents will have access to the Parent Liaisons, computers, books, information regarding community resources and information regarding how to assist students in attending school and supporting them in academics. The school has planned multiple training opportunities for parents to take part throughout the year, including a Special Education Summit, a succession of Parent Leadership Training sessions, and summer outreach events. These activities will be led by the school’s parent liaisons/home school assistants, as well as Teacher on Assignment who is charged with facilitating parent engagement. The Community School Site Coordinator will organize work and utilize the Wednesday structure to coordinate and monitor using the assigned rubrics, and the Tenet 6 Phases of Implementation Guide.</p> <p>Reboot the PTO leadership to strengthen the parent voice.</p> <p>The Parent Liaison will re-engage efforts to support families. This staff member will communicate weekly with administration during Leadership Meeting during the Wednesday Professional Learning time. The Parent Liaison will work in conjunction with the Community Site Coordinator.</p>
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<p>65 - 2019-20: 2019 Total Cohort (9th Graders) with 5 or More Credits</p>	<p>The staff will increase the progress monitoring of this cohort of students, ensuring that students identified as off-track are provided with interventions immediately.</p>	<ul style="list-style-type: none"> <li>● Review Summer School Grades, including completions, and engagement data. All data is collected and shared by the Virtual Academy of Rochester.</li> <li>● Cohort Tracking Meetings with Teachers</li> <li>● Common Formative Assessments that were created by departments, and referenced in other Indicators.</li> <li>● January 2020 Regents Results, as well as Summer 2020 data.</li> <li>● Credit recovery/learning recovery</li> </ul>
<p>94 - Providing 200 Hours of Extended Day Learning Time (ELT)</p>	<p>The school goal is to invite 100% of our students and enroll at least 50% of our students in an academic enrichment program over February and April Recess times providing instructional support in both math and literacy.</p>	<p>Students will be provided 20 hours of additional learning time either during break programming or summer school.</p> <p>In the event reentry to school remains as partial or full closure, the school will provide tutoring and enrichment virtually.</p> <ul style="list-style-type: none"> <li>●</li> </ul>
<p>251 - 2019-20: 2014 Total Cohort 6-Year Grad Rate - SWD</p>	<p>The staff will increase the progress monitoring of this cohort of students, ensuring that students identified as off-track are provided with interventions immediately.</p>	<ul style="list-style-type: none"> <li>● Review Summer School Grades, including completions, and engagement data. All data is collected and shared by the Virtual Academy of Rochester.</li> <li>● Cohort Tracking Meetings with Teachers</li> <li>● Common Formative Assessments</li> <li>● January 2020 Regents Results, as well as Summer 2020 data</li> <li>● Credit recovery/learning recovery</li> </ul>

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

<i>Goals and/or Key Strategies</i> 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. Use of technology in the classroom to deliver instruction	Chrome books were delivered to 85% of Edison’s student population for use in the classroom and at home. Teachers have been provided Professional Development on Google classroom and other resources to best utilize the chromebooks.
2. PTECH and NYSAA Collaboration	The Edison Tech Principal and the PTECH Director conduct weekly collegial meetings on Wednesdays to discuss building wide collaboration and building expectations.  PTECH and NYSAA are program schools in which students are dually enrolled in Edison and the program; their performance is included within Edison’s accountability designations. Such as, Edison leadership and PTECH/NYSAA leadership work closely to ensure that systems and structures are consistent through the programs and that all stakeholders participate together in the review of data. Stakeholders from both programs participate on Edison’s Community Engagement Team and will meet monthly with the school’s ILT and administrative team to progress monitor.
3.	

**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**

The Community Engagement Team meetings continue to take place on the second and fourth Wednesday of each month. Agenda items for each meeting include the school's progress towards its indicators, identification of indicators needing additional supports, and brainstorming of ways to meet needs as identified through this process. Recruitment of CET members continues this year so that all constituents can be represented.

The school's CET roster can be found here: <https://www.rcsdk12.org/Page/52287>

**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

2.	
3.	

Part VII – Assurance and Attestation

By signing below, I attest to the fact that the information in this continuation plan is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): \_\_\_\_\_  
 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): Latresha Fuller  
 Signature of CET Representative: *Latresha Fuller*  
 Title of CET Representative: Director of PTECH  
 Date: 7/13/20

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	



Authorized Signature (in blue ink) <i>Lesli C. Myers-Small</i>	Title of Chief School/Administrative Officer <i>Superintendent of Schools</i>
Typed Name: <i>Lesli C. Myers-Small</i>	Date: <i>8/27/2020</i>

Rev. May 2020