

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:				
Sheridan Preparatory Academy	010100010044	City School District of Albany		Check which plan below applies:				
				SIG			SCEP	
				Cohort: 2				
				Model: Transformation				
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Kaweeda G. Adams	Zuleika Sanchez-Gayle Appointment Date: 7/1/2011	Suzann Cornell, Assistant Principal for School Improvement, Michele Bridgewater, District Improvement Director Dr. Cecily Wilson-Turner, Assistant Superintendent for Elementary Instruction		Pre K-5		11%	11%	324

Executive Summary

Please provide a *plain-language summary* of this combined report and continuation plans in terms of implementing key strategies, engaging the community, and enacting Receivership. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*.

Our quarterly plan, implemented both in-person, (February - mid March) and virtually after building closure due to the Covid-19 pandemic (mid March-June), centered on providing professional development and coaching support focused on lesson rigor, standards-based instruction and learning targets for all grades. Teachers and students received differentiated support aligned to identified needs based on data. Instructional support included: for teachers: grade level/individual coaching cycles and data team support; for students: increased minutes of small group instruction in both ELA and Math. With the transition to online instruction, our focus was student participation, engagement, and demonstrated evidence of learning. Teachers and staff provided

outreach to families to remove barriers to the new mode of instruction including: basic familial needs, access to computers, access to the internet, and support using the online platforms.

Walkthroughs by administrators, (February - mid March) and informal observations of Google classrooms, Google live meets, and grade level meetings, (mid March - June) informed the impact of elements within our plan, including evidence of Tenet 3 Curriculum, professional development, and coaching support. Ongoing targeted feedback, was provided to teachers. Results and an analysis of data were shared with the school's Building Leadership Team and teaching staff.

Chronic Absenteeism continued to be a focus of our monitoring and data review. Strategies focused on improving chronic absenteeism and increasing communication to the school community with the outcome of removing barriers to attendance. Strategies included: targeting students on the cusp of chronic absenteeism; Home School Coordinators increased communication with families, Tier 3 attendance plans were created, and students participation in targeted after-school programming was contingent on regular attendance.

Our Building Leadership Team engaged in professional development sessions with our consultant, Dr. Carmen Jiminez, as outlined in our continuation plan. The focus was on teacher practices including: standards-based instruction, standards-aligned learning targets for each lesson, and instruction that is planned around the school's definition of rigor.

Our Continuation Plan for the 2020-2021 school year is aligned with our School-wide Comprehensive Education Plan for 2020-21; developed to reach progress targets for our Level 1 and Level 2 indicators as well as meet ESSA Accountability Measures for our 2020-2021 Academic Achievement Indices. A significant focus of the plan centers on: implementing standards-based practices and providing congruent instruction across all providers with fidelity; providing an equitable education for all students; data driven decision making; developing collaborative and collegial relationships among staff; and engaging all stakeholders in decision making processes.

Our Attendance Committee will continue to monitor chronic absenteeism. An MTSS tiered approach will be implemented, while working within our PBIS framework, encouraging all students and families to improve attendance.

The Community Engagement team reviewed and provided feedback for the Continuation Plan. The team will meet, four times per year. Meetings will be scheduled prior to submission of reports to review progress on the implementation of the plan and meeting annual indicators.

The School Receiver negotiated with the Teachers' Union, and an MOA was passed, mid-year, adding an additional two hours of professional development for instructional staff.

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. <i>Final report of activities completed from January -June</i>	2020-21 School Year Continuation Plan for Meeting this Indicator <i>Based on SCEP</i>
#33 ELA All Students MGP Baseline: 41.9 Progress Target: 43.9	<p>Year Long Goal: Increase lesson rigor using standards based instruction and learning targets.</p> <p>January to March:</p> <ul style="list-style-type: none"> ● ELA Instructional Coach provided several professional development opportunities to instructional staff focused on rigor of instruction including looking deeply at curriculum content and created lessons designed to promote higher-level thinking, and providing students with multiple modes of engagement along with opportunities to be active participants in their learning. ● Administrators participated in classroom walkthroughs to measure application of January PD in instructional practices ● Data teams closed out cycles and began new long-term cycles ● ELA Instructional Coach supported classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities 	<p>Theories or hypotheses as to why the school has its current outcomes: Instructional staff continues to work on:</p> <ul style="list-style-type: none"> ● developing rigorous tasks ● giving students more opportunities to engage with the task ● how to make sure all students have an entry point into the learning <p>Action Plan to address root causes listed above:</p> <ul style="list-style-type: none"> ● Grade level standards will continue to be posted outside of classroom doors in support of 2019-2020 SCEP initiative ● Learning Targets/ “I Can” statements will be posted and aligned to grade level standards and

	<p>March to June:</p> <ul style="list-style-type: none"> ● Coaching cycles/PD looked different from that of when in session at the building; daily virtual common planning time [CPT] ● ELA District Google Classrooms were created to support virtual learning around priority standards ● Formal walkthroughs discontinued; administrators conduct drop-ins to live Meets and CPTs ● NYS Assessment and benchmarking cancelled due to closure 	<p>content specific practices in support of 2019-2020 SCEP initiative</p> <ul style="list-style-type: none"> ● Instructional Staff and Coaches will <ul style="list-style-type: none"> ○ review the beginning of year data to develop a Tier 1 support plan to ensure student growth ● Teacher leaders and Academic Coaches for Reading and Math will <ul style="list-style-type: none"> ○ provide professional development (PD) to all instructional staff on pedagogical flow-map, as a tool for instructional planning for rigorous tasks ● The Community schools Coordinator and the BLT will <ul style="list-style-type: none"> ○ After reviewing fall data, determine the focus of the afterschool clubs so that the clubs are aligned with our 2020-2021 SCEP goals ● Administrators will conduct informal walkthroughs to <ul style="list-style-type: none"> ○ collect baseline anecdotal evidence of student tasks ○ collect evidence of planning ○ collect anecdotal evidence of student “Capstone Project” and evidence of planning ● Academic Coach for Reading will <ul style="list-style-type: none"> ○ provide PD and coaching support to instructional staff in Kindergarten, 1st, and 2nd grades (primary grades) and 3rd, 4th, 5th (intermediate grades), using the pedagogical flow-map (PFM), to plan a unit of study focused on Next Generation (Next Gen) Standards, rigorous tasks, and data driven instruction (DDI)
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- Intermediate Core ELA Teachers and the Academic Coach for Reading will
 - engage in peer observations to develop text sets to align social studies content with ELA units of study
 - provide PD on Next Gen Standards, using curricular resources for primary grades to begin planning a unit of study, using the PFM, to be implemented during the winter and spring
 - provide embedded PD to Intermediate Core ELA Teachers that will include a planning to develop text sets to align social studies content with ELA units of study and a peer observation of ELA Core teacher in grades 4 and 5
 - provide PD to primary grades on text complexity and scaffolding strategies for grade level accessibility to all students
 - implement a unit of study planned during winter of 2021 PDs, using the PFM, Next Gen Standards, and rigorous tasks and complete the “Capstone Project.”
- The Building Leadership Team (BLT) will
 - meet with the consultant to analyze the anecdotal notes from the walkthroughs to support development of professional development (PD) to be offered to instructional staff
 - meet with the consultant to analyze the anecdotal notes from walkthroughs and evidence of planning are aligned and reflective of PD provided from Sept. 2020 through November 2020, to make



		<p>any mid-course corrections or adjustments</p> <ul style="list-style-type: none"> ○ meet with the consultant to analyze students' performance on spring benchmarks and student tasks from “Capstone Project” to develop 2021-2022 SCEP ● Administrators and Academic Coach for ELA will <ul style="list-style-type: none"> ○ facilitate planning using the PFM during intermediate grades’ data team meetings to establish learning targets aligned to the Next Gen Standards for a planned unit of study for implementation during 2021-2022 school year ○ facilitate planning using the pedagogical flow-map, during intermediate grades’ data team meetings to develop rigorous tasks and scaffolding strategies, so that complex grade level text is accessible to all students for the unit of study for implementation during the 2021-2022 school year ● Primary Grades will <ul style="list-style-type: none"> ○ implement unit of study planned during Fall 2020 PD, using the PFM, Next Gen Standards, and rigorous tasks <p>Assessment of progress:</p> <p>NWEA –Reading</p> <p>3-8 ELA Level 2 Projections</p>
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		<p>Addressing COVID-19 Related Challenges:</p> <ul style="list-style-type: none"> ● <u>Student attendance may decline:</u> Home School Coordinator will support student attendance rate by supporting families navigate online learning platforms ● <u>Students may have unfinished learning:</u> Coaching support to scaffold to grade level standards. Development of Tier 1 Support plans
<p>#39 3-8 Math All Students MGP</p> <p>Baseline: 36</p> <p>Progress Target: 38.5</p>	<p>Year Long Goal: Increase lesson rigor using standards based instruction and learning targets.</p> <p>January to March:</p> <ul style="list-style-type: none"> ● Math Instructional Coach provided several professional development opportunities to instructional staff focused on rigor of instruction including looking deeply at curriculum content and created lessons designed to promote higher-level thinking, and providing students with multiple modes of engagement along with opportunities to be active participants in their learning. ● Administrators participated in classroom walkthroughs to measure application of January PD in instructional practices ● Data teams closed out cycles and began new long-term cycles ● Math Instructional Coach supported classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities ● Based on 2018-2019 NWEA data, Math coach provided Kindergarten teachers with a coaching cycle/Math workshop so that classroom instruction was reflective of strategies focused on Next Generation Standards and student data. ● Based on 2018-2019 NWEA data, Math Instructional Coaches supported grades 3,4, and 5 teachers math studio/workshop professional development. Instructional coaches will support based on consultant teachings and teacher needs. <p>March to June:</p>	<p>Theories or hypotheses as to why the school has its current outcomes:</p> <p>Instructional staff continues to:</p> <ul style="list-style-type: none"> ● develop an understanding of grade level rigorous tasks ● develop practices that allow students to engage at a higher level ● develop standard based lessons that allow for students to facilitate their learning in purposeful and productive ways <p>Action Plan to address root causes listed above:</p> <ul style="list-style-type: none"> ● Grade level standards will continue to be posted outside of classroom doors in support of 2019-2020 SCEP initiative ● Learning Targets/ “I Can” statements will be posted and aligned to grade level standards and content specific practices in support of 2019-2020 SCEP initiative ● Identified teachers will <ul style="list-style-type: none"> ○ participate in embedded professional development using a studio model



	<ul style="list-style-type: none"> ● Coaching cycles/PD looked different from that of when in session at the building; daily virtual common planning time [CPT] ● Math District Google Classrooms were created to support virtual learning around priority standards ● Formal walkthroughs discontinued; administrators conduct drop-ins to live Meets and CPTs ● NYS Assessment and benchmarking cancelled due to closure 	<p>based on the next generation learning standards and math teaching practices as well as the student math practices. Implementation will occur using the math language routines</p> <ul style="list-style-type: none"> ● Teacher leaders and Academic Coaches for Reading and Math will <ul style="list-style-type: none"> ○ provide professional development (PD) to all instructional staff on pedagogical flow-map, as a tool for instructional planning for rigorous tasks ○ review beginning of year data to develop a Tier 1 support plan to ensure student growth ● Academic Coach for Math will <ul style="list-style-type: none"> ○ provide PD and coaching support to instructional staff in 3rd, 4th, and 5th grades (intermediate grades), using the pedagogical flow-map (PFM), to plan a unit of study focused on Next Generation (Next Gen) Standards, rigorous tasks, and data driven instruction (DDI) ○ provide coaching support to instructional staff in kindergarten, 1st, and 2nd grades (primary grades), using the pedagogical flow-map (PFM), to plan a unit of study focused on Next Generation (Next Gen) Standards, rigorous tasks, and data driven instruction (DDI) for a planned unit of study for implementation during 2021-2022 school year ○ provide professional development on the pedagogical flow-map in Math for intermediate grades. The focus will be
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		<p>on developing rigorous tasks using grade level standards. Development of release of the task will be used with an understanding of the Math Language Routines (MLR), the math teaching practices (MTP) and the Student Math Practices (SMP)</p> <ul style="list-style-type: none">○ provide PD and coaching support to instructional staff in primary grades, using the (PFM), to plan a unit of study focused on Next Generation (Next Gen) Standards, rigorous tasks, and data driven instruction (DDI) that will commence with a “Capstone Project” to be implemented in the spring○ provide professional development on the pedagogical flow-map in Math for primary grades. The focus will be on developing rigorous tasks using grade level standards. Development of release of the task will be used with an understanding of the Math Language Routines (MLR), the math teaching practices (MTP) and the Student Math Practices (SMP) for a unit of study that will commence with a “Capstone Project” in the spring○ Community schools Coordinator and the BLT will use data to determine the focus of the afterschool clubs so that the clubs are aligned with our 2020-2021 SCEP goals● Administrators will<ul style="list-style-type: none">○ conduct informal walkthroughs to collect baseline anecdotal evidence of student tasks
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- collect anecdotal evidence of student tasks and evidence of planning
- collect anecdotal evidence of student tasks and teacher release of that task
- collect anecdotal evidence of teacher release of rigorous tasks and students “explaining” the learning target/goal
- collect anecdotal evidence of student “Capstone Project” and evidence of planning
- The Building Leadership Team (BLT) will
 - meet with the consultant to analyze the anecdotal notes from the walkthroughs to support development of professional development (PD) to be offered to instructional staff.
 - meet with the consultant to analyze the consultant to analyze the anecdotal notes from walkthroughs and evidence of planning are aligned and reflective of PD provided from Sept. 2020 through November 2020, to make any mid-course corrections or adjustments
 - analyze student data from winter NWEA-Reading Benchmark to inform professional development topics
- Primary grades will
 - plan a unit of study using the PFM with the assistance of the Academic Coach for Math. Development of release of the task will be used with an understanding of the Math Language Routines (MLR), the math teaching practices (MTP) and the Student Math Practices (SMP) for a unit of study to be



		<p>implemented during the 2021-2022 school year</p> <ul style="list-style-type: none">○ implement unit of study planned during winter of 2021 PDs, using PFM, Next Gen Standards, and rigorous tasks and complete the “Capstone Project.”● Intermediate grades will<ul style="list-style-type: none">○ implement unit of study planned during fall 2020 PD, using the PFM, Next Gen Standards, MLR, MTP, SMP, and rigorous tasks○ begin to use the PFM to plan a spring unit of study in math that will commence with a “Capstone Project” (a student-led project that offers alternative demonstration of learning (aligned to Next Gen Standards) from the traditional math Benchmark assessment) to be implemented in the 2021-2022 school year○ plan a unit of study using the PFM with the assistance of the Academic Coach for Math. Development of release of the task will be used with an understanding of the Math Language Routines (MLR), the math teaching practices (MTP) and the Student Math Practices (SMP) for a unit of study that will commence with a “Capstone Project” to be implemented during the 2021-2022 school year● Students will<ul style="list-style-type: none">○ verbally, be able to identify the learning task/goal using the standard, SMP (student math practices) and task language embedded within that goal
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		<ul style="list-style-type: none"> ● Administrators and BLT will <ul style="list-style-type: none"> ○ meet with the consultant to analyze the anecdotal notes from the walkthroughs to support the development of further Coaching Cycles and/or professional development ○ meet to analyze students' performance on spring benchmarks and student tasks from “Capstone Project” to develop 2021-2022 SCEP <p>Assessment of progress: NWEA 3-5 Level 2 Projections–Math</p> <p>Addressing COVID-19 Related Challenges:</p> <ul style="list-style-type: none"> ● <u>Student attendance may decline:</u> Home School Coordinator will support student attendance rate by supporting families navigate online learning platforms ● <u>Students may have unfinished learning:</u> Coaching support to scaffold to grade level standards. Development of Tier 1 Support plans
<p>#100 3-8 ELA All Students Core Subject Performance Index</p> <p>Baseline: 60.9</p> <p>Progress Target: 65.9</p>	<p>Year Long Goal: Increase lesson rigor using standards based instruction and learning targets.</p> <p>January to March:</p> <ul style="list-style-type: none"> ● ELA Instructional Coach provided several professional development opportunities to instructional staff focused on rigor of instruction including looking deeply at curriculum content and created lessons designed to promote higher-level thinking, and providing students with multiple modes of engagement along with opportunities to be active participants in their learning. ● Administrators participated in classroom walkthroughs to measure application of January PD in instructional practices ● Data teams closed out cycles and began new long-term cycles 	<p>Theories or hypotheses as to why the school has its current outcomes: Instructional staff continues to work on:</p> <ul style="list-style-type: none"> ● developing rigorous tasks ● giving students more opportunities to engage with the task ● how to make sure all students have an entry point into the learning <p>Action Plan to address root causes listed above:</p>

	<ul style="list-style-type: none"> ● ELA Instructional Coach supported classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities <p>March to June:</p> <ul style="list-style-type: none"> ● Coaching cycles/PD looked different from that of when in session at the building; daily virtual common planning time [CPT] ● ELA District Google Classrooms were created to support virtual learning around priority standards ● Formal walkthroughs discontinued; administrators conduct drop-ins to live Meets and CPTs ● NYS Assessment and benchmarking cancelled due to closure 	<ul style="list-style-type: none"> ● Grade level standards will continue to be posted outside of classroom doors in support of 2019-2020 SCEP initiative ● Learning Targets/ “I Can” statements will be posted and aligned to grade level standards and content specific practices in support of 2019-2020 SCEP initiative ● Instructional Staff and Coaches will <ul style="list-style-type: none"> ○ review the beginning of year data to develop a Tier 1 support plan to ensure student growth ● Teacher leaders and Academic Coaches for Reading and Math will <ul style="list-style-type: none"> ○ provide professional development (PD) to all instructional staff on pedagogical flow-map, as a tool for instructional planning for rigorous tasks ● The Community schools Coordinator and the BLT will <ul style="list-style-type: none"> ○ After reviewing fall data, determine the focus of the afterschool clubs so that the clubs are aligned with our 2020-2021 SCEP goals ● Administrators will conduct informal walkthroughs to <ul style="list-style-type: none"> ○ collect baseline anecdotal evidence of student tasks ○ collect evidence of planning ○ collect anecdotal evidence of student “Capstone Project” and evidence of planning ● Academic Coach for Reading will <ul style="list-style-type: none"> ○ provide PD and coaching support to instructional staff in Kindergarten, 1st, and 2nd grades (primary grades) and
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		<p>3rd, 4th, 5th (intermediate grades), using the pedagogical flow-map (PFM), to plan a unit of study focused on Next Generation (Next Gen) Standards, rigorous tasks, and data driven instruction (DDI)</p> <ul style="list-style-type: none">● Intermediate Core ELA Teachers and the Academic Coach for Reading will<ul style="list-style-type: none">○ engage in peer observations to develop text sets to align social studies content with ELA units of study○ provide PD on Next Gen Standards, using curricular resources for primary grades to begin planning a unit of study, using the PFM, to be implemented during the winter and spring○ provide embedded PD to Intermediate Core ELA Teachers that will include a planning to develop text sets to align social studies content with ELA units of study and a peer observation of ELA Core teacher in grades 4 and 5○ provide PD to primary grades on text complexity and scaffolding strategies for grade level accessibility to all students○ implement a unit of study planned during winter of 2021 PDs, using the PFM, Next Gen Standards, and rigorous tasks and complete the “Capstone Project.”● The Building Leadership Team (BLT) will<ul style="list-style-type: none">○ meet with the consultant to analyze the anecdotal notes from the walkthroughs to support development
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		<p>of professional development (PD) to be offered to instructional staff</p> <ul style="list-style-type: none"> ○ meet with the consultant to analyze the anecdotal notes from walkthroughs and evidence of planning are aligned and reflective of PD provided from Sept. 2020 through November 2020, to make any mid-course corrections or adjustments ○ meet with the consultant to analyze students' performance on spring benchmarks and student tasks from "Capstone Project" to develop 2021-2022 SCEP <ul style="list-style-type: none"> ● Administrators and Academic Coach for ELA will <ul style="list-style-type: none"> ○ facilitate planning using the PFM during intermediate grades' data team meetings to establish learning targets aligned to the Next Gen Standards for a planned unit of study for implementation during 2021-2022 school year ○ facilitate planning using the pedagogical flow-map, during intermediate grades' data team meetings to develop rigorous tasks and scaffolding strategies, so that complex grade level text is accessible to all students for the unit of study for implementation during the 2021-2022 school year ● Primary Grades will <ul style="list-style-type: none"> ○ implement unit of study planned during Fall 2020 PD, using the PFM, Next Gen Standards, and rigorous tasks <p>Assessment of progress:</p>
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		<p>NWEA –Reading</p> <p>3-8 ELA Level 2 Projections</p> <p>Addressing COVID-19 Related Challenges:</p> <ul style="list-style-type: none"> ● <u>Student attendance may decline:</u> Home School Coordinator will support student attendance rate by supporting families navigate online learning platforms ● <u>Students may have unfinished learning:</u> Coaching support to scaffold to grade level standards. Development of Tier 1 Support plans
<p>#110 3-8 Math All Students Core Subject Performance Index</p> <p>Baseline: 46.3</p> <p>Progress Target: 56.3</p>	<p>Year Long Goal: Increase lesson rigor using standards based instruction and learning targets.</p> <p>January to March:</p> <ul style="list-style-type: none"> ● Math Instructional Coach provided several professional development opportunities to instructional staff focused on rigor of instruction including looking deeply at curriculum content and created lessons designed to promote higher-level thinking, and providing students with multiple modes of engagement along with opportunities to be active participants in their learning. ● Administrators participated in classroom walkthroughs to measure application of January PD in instructional practices ● Data teams closed out cycles and began new long-term cycles ● Math Instructional Coach supported classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities ● Based on 2018-2019 NWEA data, Math coach provided Kindergarten teachers with a coaching cycle/Math workshop so that classroom instruction was reflective of strategies focused on Next Generation Standards and student data. ● Based on 2018-2019 NWEA data, Math Instructional Coaches supported grades 3,4, and 5 teachers math studio/workshop professional development. Instructional coaches will 	<p>Theories or hypotheses as to why the school has its current outcomes:</p> <p>Instructional staff continues to:</p> <ul style="list-style-type: none"> ● develop an understanding of grade level rigorous tasks ● develop practices that allow students to engage at a higher level ● develop standard based lessons that allow for students to facilitate their learning in purposeful and productive ways <p>Action Plan to address root causes listed above:</p> <ul style="list-style-type: none"> ● Grade level standards will continue to be posted outside of classroom doors in support of 2019-2020 SCEP initiative ● Learning Targets/ “I Can” statements will be posted and aligned to grade level standards and content specific practices in support of 2019-2020 SCEP initiative

	<p>support based on consultant teachings and teacher needs.</p> <p>March to June:</p> <ul style="list-style-type: none"> ● Coaching cycles/PD looked different from that of when in session at the building; daily virtual common planning time [CPT] ● Math District Google Classrooms were created to support virtual learning around priority standards ● Formal walkthroughs discontinued; administrators conduct drop-ins to live Meets and CPTs ● NYS Assessment and benchmarking cancelled due to closure 	<ul style="list-style-type: none"> ● Identified teachers will <ul style="list-style-type: none"> ○ participate in embedded professional development using a studio model based on the next generation learning standards and math teaching practices as well as the student math practices. Implementation will occur using the math language routines ● Teacher leaders and Academic Coaches for Reading and Math will <ul style="list-style-type: none"> ○ provide professional development (PD) to all instructional staff on pedagogical flow-map, as a tool for instructional planning for rigorous tasks ○ review beginning of year data to develop a Tier 1 support plan to ensure student growth ● Academic Coach for Math will <ul style="list-style-type: none"> ○ provide PD and coaching support to instructional staff in 3rd, 4th, and 5th grades (intermediate grades), using the pedagogical flow-map (PFM), to plan a unit of study focused on Next Generation (Next Gen) Standards, rigorous tasks, and data driven instruction (DDI) ○ provide coaching support to instructional staff in kindergarten, 1st, and 2nd grades (primary grades), using the pedagogical flow-map (PFM), to plan a unit of study focused on Next Generation (Next Gen) Standards, rigorous tasks, and data driven instruction (DDI) for a planned unit of study for implementation during 2021-2022 school year
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- provide professional development on the pedagogical flow-map in Math for intermediate grades. The focus will be on developing rigorous tasks using grade level standards. Development of release of the task will be used with an understanding of the Math Language Routines (MLR), the math teaching practices (MTP) and the Student Math Practices (SMP)
- provide PD and coaching support to instructional staff in primary grades, using the (PFM), to plan a unit of study focused on Next Generation (Next Gen) Standards, rigorous tasks, and data driven instruction (DDI) that will commence with a “Capstone Project” to be implemented in the spring
- provide professional development on the pedagogical flow-map in Math for primary grades. The focus will be on developing rigorous tasks using grade level standards. Development of release of the task will be used with an understanding of the Math Language Routines (MLR), the math teaching practices (MTP) and the Student Math Practices (SMP) for a unit of study that will commence with a “Capstone Project” in the spring
- Community schools Coordinator and the BLT will use data to determine the focus of the afterschool clubs so that the clubs are aligned with our 2020-2021 SCEP goals
- Administrators will



- conduct informal walkthroughs to collect baseline anecdotal evidence of student tasks
- collect anecdotal evidence of student tasks and evidence of planning
- collect anecdotal evidence of student tasks and teacher release of that task
- collect anecdotal evidence of teacher release of rigorous tasks and students “explaining” the learning target/goal
- collect anecdotal evidence of student “Capstone Project” and evidence of planning
- The Building Leadership Team (BLT) will
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- Primary grades will
 - plan a unit of study using the PFM with the assistance of the Academic Coach for Math. Development of release of the task will be used with an understanding of the Math Language Routines (MLR), the math teaching



		<p>practices (MTP) and the Student Math Practices (SMP) for a unit of study to be implemented during the 2021-2022 school year</p> <ul style="list-style-type: none">○ implement unit of study planned during winter of 2021 PDs, using PFM, Next Gen Standards, and rigorous tasks and complete the “Capstone Project.” <ul style="list-style-type: none">● Intermediate grades will<ul style="list-style-type: none">○ implement unit of study planned during fall 2020 PD, using the PFM, Next Gen Standards, MLR, MTP, SMP, and rigorous tasks○ begin to use the PFM to plan a spring unit of study in math that will commence with a “Capstone Project” (a student-led project that offers alternative demonstration of learning (aligned to Next Gen Standards) from the traditional math Benchmark assessment) to be implemented in the 2021-2022 school year○ plan a unit of study using the PFM with the assistance of the Academic Coach for Math. Development of release of the task will be used with an understanding of the Math Language Routines (MLR), the math teaching practices (MTP) and the Student Math Practices (SMP) for a unit of study that will commence with a “Capstone Project” to be implemented during the 2021-2022 school year● Students will<ul style="list-style-type: none">○ verbally, be able to identify the learning task/goal using the standard,
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		<p>SMP (student math practices) and task language embedded within that goal</p> <ul style="list-style-type: none"> ● Administrators and BLT will <ul style="list-style-type: none"> ○ meet with the consultant to analyze the anecdotal notes from the walkthroughs to support the development of further Coaching Cycles and/or professional development ○ meet to analyze students' performance on spring benchmarks and student tasks from “Capstone Project” to develop 2021-2022 SCEP <p>Assessment of progress: NWEA 3-5 Level 2 Projections–Math</p> <p>Addressing COVID-19 Related Challenges:</p> <ul style="list-style-type: none"> ● <u>Student attendance may decline:</u> Home School Coordinator will support student attendance rate by supporting families navigate online learning platforms ● <u>Students may have unfinished learning:</u> Coaching support to scaffold to grade level standards. Development of Tier 1 Support plans
<p>#150 Grades 4 and 8 Science All Students core Subject Performance Index</p> <p>Baseline: 185</p> <p>Progress Target: 189.2</p>	<p>Year-long goal: Sheridan Prep will monitor progress towards science core performance index by providing a pre, mid-year, and post assessment using previously available NYS Science exams.</p> <p>January - March</p> <ul style="list-style-type: none"> ● PD occurred at the district level and to 4th/5th grade teachers which included ‘unpacking’ units and the modeling of instruction/delivery ● 4th grade students took the previous NYS Science exam to monitor their progress towards 	<p>Theories or hypotheses as to why the school has its current outcomes: Focus in primary grades on ELA and Math foundational skills has contributed to less explicit science instruction, which has led to intermediate students under-performance.</p> <p>Action Plan to address root causes listed above:</p> <ul style="list-style-type: none"> ● Building leaders and instructional supervisor will

	<p>4th grade Science Standards</p> <ul style="list-style-type: none"> ● 4th grade teachers received support connected to their pre/post assessments from math coach ● 3rd, 4th, and 5th grade Science teachers implemented an instructional strategy introduced at their professional development Science Studio focused on increased exposure for students in 21st century skills, such as collaboration, digital literacy, critical thinking, and problem solving ● Administrator walkthroughs continued up until closure <p>March - June</p> <ul style="list-style-type: none"> ● 4th Grade students were unable to take post assessment due to closure ● FOSS science resource was limited at the virtual level since it is hands-on focused ● A district Science Google Classroom was created for teachers to utilize during closure ● Possible next steps for next year were discussed based on changes to science instructional minutes and resources 	<ul style="list-style-type: none"> ○ conduct walkthroughs on a core group of 2nd-5th grade science teachers with a focus on effective implementation of labs, and the embedding of Science and Engineering Practices 1,3,4,5 followed-up by written and/or face to face feedback ○ conduct walkthroughs on a core group of 2nd-5th grade science teachers with a focus on effective implementation of labs, and the embedding of Science and Engineering Practices 1,3,4,5 followed-up by written and/or face to face feedback ● Instructional Supervisor/ESCRC/FOSS will <ul style="list-style-type: none"> ○ provide professional development to 2nd & 3rd grade teams, Community School Site Coordinator and community stakeholders in 90 minute sessions ○ provide professional development to "new to" 4th & 5th grade teachers Community School Site Coordinator and community stakeholders in a 2 hour session at the Science Resource Center ○ professional development via Teacher PD sessions to 2nd-4th grade teams unpacking investigations with a focus on ow to enhance student engagement with targets Science and Engineering Practices (1,3,4,5) ○ provide professional development to 2nd & 3rd grade teams, Community School Site Coordinator and community stakeholders in 90 minute sessions ○ ● Community School Site Coordinator will
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- encourage clubs to incorporate physical science topics not covered in FOSS, into enrichment clubs
- Grade 4 students will
 - take a modified written and performance assessment, for the purposes of establishing a baseline for the New York State Science Test
 - take the modified written and performance post assessment, to note growth and instructional needs still existing
- The instructional coach will
 - work with grade 4 teachers to review the results of the written and performance baseline assessment and offer strategies for implementing the strategies during instruction
 - continue to use the Pedagogical Flow-Map to plan for spring unit of study and an appropriate “Capstone Project” during data teams
- Grade level teams will
 - teach the spring Unit of Study and complete the “Capstone Project”
- Science Studio for grades 3,4,5 Focusing on science and engineering practices (building a collaborating classroom with both live instruction and virtual learning)

Assessment of progress:

Science Studio Mid-Year Benchmark exam

		<p>Addressing COVID-19 Related Challenges:</p> <ul style="list-style-type: none"> ● <u>Student attendance may decline:</u> Home School Coordinator will support student attendance rate by supporting families navigate online learning platforms ● <u>Students may have unfinished learning:</u> Coaching support to scaffold to grade level standards. Development of Tier 1 Support plans
<p>#160 3-8 Chronic Absenteeism - All Students</p> <p>Baseline: 38%</p> <p>Progress Target: 34%</p>	<p>Year long goals: Increase Parent/Building Communication, Staff to parent communication, Staff to staff communication as measured by DTSDE district-wide and building family surveys; Increase attendance rates for Kindergarten & 1st grade students; differentiate services for families based on determined need; transportation for after school enrichment program</p> <p>January - March</p> <ul style="list-style-type: none"> ● Attendance meetings occurred weekly; action steps and plans for students who had attendance concerns were developed and implemented ● Remind App was used by Home School Coordinator as a 2-way communication platform with families. Families were encouraged to use the app to communicate tardiness or absences. Parents received notifications and updates ● Monthly Recognition of Attendance during Blue & Gold days. Classes with best attendance and children with 100% attendance will be recognized monthly with an invitation to families. <p>March - June</p> <ul style="list-style-type: none"> ● Chromebook distribution occurred in two phases to assist with access to instruction ● Weekly activity form identified students that were inactive in Google Classroom ● HSCs utilized this form to identify inactive students as Tier 3 for attendance ● HSCs reached out to Tier 3 students via phone calls and social media outlets to assist and remind families of Google classroom 	<p>Theories or hypotheses as to why the school has its current outcomes:</p> <ul style="list-style-type: none"> ● Family surveys indicate that: <ul style="list-style-type: none"> ○ Parents communicated need for more communication from/with building staff ○ Parents need more information about the PBIS model implementation ○ families have varying support needs i.e., transportation, childcare, work readiness <p>Action Plan to address root causes listed above:</p> <ul style="list-style-type: none"> ● Home School Coordinator will <ul style="list-style-type: none"> ○ ensure that all students are equipped with a computer/laptop and/or internet access for start of school year ○ conduct home visits & one-on-one meetings (virtually or in person) prior to start of school year with students (Tier 2 & Tier 3) on attendance watch ○ continue to monitor student access to internet and computer/chrome books to ensure consistent student access and identify potential barriers to successful on-line learning



- conduct home visits & one-on-one meetings (virtually or in person) with (Tier 2 & Tier 3) parents & students on attendance watch list from Fall semester
- compile 2021-2022 Attendance Watch List along with academic and behavior data for each student
- Attendance Committee will
 - streamline attendance procedures in collaboration with the District Attendance Teacher. Information will be prepared for dissemination to families, students, and staff in their respective languages
 - create attendance handout to be shared at Attendance Town Hall and across all communication methods
 - monitor all students' attendance for the first ten days of school. Strategic plans will be developed for students who are showing warning signs of chronic absenteeism
 - disseminate information via all communication platforms to parents and students about attendance prior to recess seasons (Thanksgiving & Holiday Recess)
 - acknowledge and present recognition awards, monthly, to students and their parents that are at 95% or better attendance at our monthly Blue and Gold days
 - prepare chronic students and students on watch attendance status report to



		<p>be sent home prior to “Virtual” Town Hall</p> <ul style="list-style-type: none">○ send a recorded “Virtual” Town Hall for students and parents to remind them about attendance goals and share Chronic students and students on watch their attendance status○ monitor all students’ attendance for the first ten days of school after Holiday Recess. Strategic plans will be developed for students who are showing warning signs of chronic absenteeism○ share new goals, if any, for students on Fall watch list, with Success Mentors & parents and develop a plan for success for each student○ disseminate information via all communication platforms to parents and students about attendance prior to recess seasons (Winter & Spring Recess).○ acknowledge and present recognition awards, monthly, to students and their parents that are at 95% or better attendance at our monthly Blue and Gold days○ review attendance students enrolled in Extended Day and Academic Enrichment activities and execute the attendance procedure applicable to these specific students○ continue to monitor the progress of students who’ve participated in the Attendance Study Hall sessions
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- disseminate weekly Feed & Read food bags and books to identified students. Community School Site Coordinator will monitor these specific students to ensure that they are meeting the requirements of the program
- begin preparing to celebrate students and their parents, who've had 95% or better attendance for the entirety of the school year
- Attendance & PBIS Committee will
 - reconfiguration: specified roles will be assigned to members of each committee to ensure momentum and growth
 - host a mandatory attendance town hall meeting, for all parents at the start of the school year, for students to qualify for after school programs
- Leadership team will
 - streamline the health center procedures
 - identify and notify Success Mentors. These persons will serve as an informal daily check-in support for Tier 2 attendance students
- Community School Site Coordinator will
 - renew Remind App contract, complete updates, create training videos for staff and families, and relaunch

Assessment of progress:

% of students with 9 or more absences (mid-year)

% of students with 18 or more absences (end of year)



		<p>Addressing COVID-19 Related Challenges:</p> <ul style="list-style-type: none"> ● <u>Student attendance may decline:</u> Home School Coordinator will support student attendance rate by supporting families navigate online learning platforms ● <u>Students may have unfinished learning:</u> Coaching support to scaffold to grade level standards. Development of Tier 1 Support plans
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Part II – Demonstrable Improvement Indicators (Level 2)

<p><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.</p>		
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>#8 Curriculum Development and Support (DTSDE Tenet 3)</p> <p>Baseline: 60% Phase 1, 25% Phase 2</p>	<p>Year-long goal: Based on the anecdotal data and DTSDE recommendations, Sheridan Preparatory Academy (Sheridan Prep) recognized the need to provide students with rigorous, coherent, and relevant curricula that prepares students for success. Specifically focusing on the depth and breadth of instruction, the lesson focus and organization, and relevance, challenge, and enjoyment of students.</p>	<p>Theories or hypotheses as to why the school has its current outcomes:</p> <ul style="list-style-type: none"> ● Instructional staff continue to work on aligning student tasks to grade level standards, while filling gaps in the curriculum, and students learning <p>Action Plan to address root causes listed above:</p>

<p>Progress Target: 100% Phase 1, 50% Phase 2, 4 elements Phase 3</p>	<p>January - March</p> <ul style="list-style-type: none"> ● Consultant worked with the Building Leadership Team, to support the building’s instructional focus around standards-based instructional practices, learning targets aligned to standards, and instructional practices that follow school-based definition of rigor ● Teacher leaders and administrative staff attended the National Standards Conference and turn-keyed the information to the remaining instructional staff ● Instructional Coaches provided several professional development opportunities to instructional staff around data analysis of NWEA data to develop data driven instructional practices and standards-based instructional practices, specifically rigor of student tasks. ● Instructional leaders' support of data teams was evaluated based on a team's familiarity with the process of looking at student work, aligning to standards, and digital fluency ● Instructional leaders provided data analysis from mid-year assessment data to instructional staff, to inform of data trends, mid-year adjustments, and progress of initiatives ● Administrators conducted informal walkthroughs with a focus on learning targets and alignment to NYS standards ● BLT and the consultant conducted and analyzed informal walkthroughs for evidence of learning targets and alignment to NYS standards ● Coaches (English Language Arts, Mathematics, and Behavior Specialist), conducted coaching cycles with homerooms based on fall 2019 to winter 2020 NWEA data and VADIR data ● Peer observations of best practices occurred facilitated by ELA coach <p>March - June</p> <ul style="list-style-type: none"> ● Consultant professional development continued virtually with the Building Leadership Team ● The Building Leadership Team developed a building-wide definition of rigor to inform curriculum implementation and lesson planning ● Sheridan Preparatory Academy's Response to Intervention team continued to meet weekly to identify evidence-based interventions for students in need of intervention/support identified via the Multi-Tiered Support Systems process (MTSS) to support student progress 	<ul style="list-style-type: none"> ● Grade level standards will continue to be posted outside of classroom doors in support of 2019-2020 SCEP initiative ● Learning Targets/ “I Can” statements will be posted and aligned to grade level standards and content specific practices in support of 2019-2020 SCEP initiative ● BLT will <ul style="list-style-type: none"> ○ meet to develop an exemplar unit of study using the NUA Pedagogical Flow-Map to use during September 2020 Staff Professional Development ○ meet with consultant to analyze all anecdotal evidence collected from informal walkthroughs, to plan professional development based on instructional needs and growth areas ○ will analyze units of study developed for alignment across grade levels ○ analyze anecdotal evidence of planning and student tasks to measure level of rigor and alignment of planning to grade level standards ○ analyze student data from winter NWEA and 4th Grade Science Studio Winter Benchmark to evaluate student data trends and needs to inform professional development topics ○ work with consultant to analyze students' performance on spring benchmarks and student tasks from “Capstone Project” to develop 2021-2022 SCEP ● Coaches and teacher leaders will
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	<p>and success towards grade level standards.</p>	<ul style="list-style-type: none"> ○ provide professional development on the NUA Pedagogical Flow-Map to be utilized as a framework for instructional planning and rigorous tasks ○ provide professional development to develop a unit of study using the pedagogical flow-map in ELA (3-5) and Math (K-2) ○ provide Professional Development on alternative methods of summative assessments to support spring unit of study ○ provide professional development to grade levels planning a unit of study in the opposite content area (for example, if grade level plans in ELA, they will attend PD in math) ● Administrators will conduct informal walkthroughs to <ul style="list-style-type: none"> ○ collect baseline anecdotal evidence of student tasks and evidence of planning ○ focus on student tasks and level of rigor ○ collect evidence of “Capstone Project” student tasks ● Data teams will <ul style="list-style-type: none"> ○ plan a unit of study using the pedagogical flow-map. K-2 will plan in ELA and 3-5 will plan in math ○ begin to use the Pedagogical Flow-Map to plan a spring unit of study in ELA, Math, and/or Science that will commence with a “Capstone Project” ○ continue to use the Pedagogical Flow-Map to plan for the spring unit of study and an appropriate “Capstone Project.”
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		<ul style="list-style-type: none"> ● Grade levels will <ul style="list-style-type: none"> ○ begin teaching the Capstone Project in the content area selected <p>Assessment of progress: Anecdotal walkthrough evidence NWEA Winter ELA and Math CGP</p> <p>Addressing COVID-19 Related Challenges:</p> <ul style="list-style-type: none"> ● <u>Student attendance may decline:</u> Home School Coordinator will support student attendance rate by supporting families navigate online learning platforms ● <u>Students may have unfinished learning:</u> Coaching support to scaffold to grade level standards. Development of Tier 1 Support plans
<p>#35 3-8 ELA Black Students MGP</p> <p>Baseline: 41.2</p> <p>Progress Target: 43.2</p>	<p>Year Long Goal: Increase lesson rigor using standards based instruction and learning targets.</p> <p>January to March:</p> <ul style="list-style-type: none"> ● ELA Instructional Coach provided several professional development opportunities to instructional staff focused on rigor of instruction including looking deeply at curriculum content and created lessons designed to promote higher-level thinking, and providing students with multiple modes of engagement along with opportunities to be active participants in their learning. ● Administrators participated in classroom walkthroughs to measure application of January PD in instructional practices ● Data teams closed out cycles and began new long-term cycles ● ELA Instructional Coach supported classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities <p>March to June:</p> <ul style="list-style-type: none"> ● Coaching cycles/PD looked different from that of when in session at the building; daily virtual 	<p>Theories or hypotheses as to why the school has its current outcomes: Instructional staff continues to work on:</p> <ul style="list-style-type: none"> ● developing rigorous tasks ● giving students more opportunities to engage with the task ● how to make sure all students have an entry point into the learning <p>Action Plan to address root causes listed above:</p> <ul style="list-style-type: none"> ● Grade level standards will continue to be posted outside of classroom doors in support of 2019-2020 SCEP initiative ● Learning Targets/ “I Can” statements will be posted and aligned to grade level standards and content specific practices in support of 2019-2020 SCEP initiative ● Instructional Staff and Coaches will

	<p>common planning time [CPT]</p> <ul style="list-style-type: none"> ● ELA District Google Classrooms were created to support virtual learning around priority standards ● Formal walkthroughs discontinued; administrators conduct drop-ins to live Meets and CPTs ● NYS Assessment and benchmarking cancelled due to closure 	<ul style="list-style-type: none"> ○ review the beginning of year data to develop a Tier 1 support plan to ensure student growth ● Teacher leaders and Academic Coaches for Reading and Math will <ul style="list-style-type: none"> ○ provide professional development (PD) to all instructional staff on pedagogical flow-map, as a tool for instructional planning for rigorous tasks ● The Community schools Coordinator and the BLT will <ul style="list-style-type: none"> ○ After reviewing fall data, determine the focus of the afterschool clubs so that the clubs are aligned with our 2020-2021 SCEP goals ● Administrators will conduct informal walkthroughs to <ul style="list-style-type: none"> ○ collect baseline anecdotal evidence of student tasks ○ collect evidence of planning ○ collect anecdotal evidence of student “Capstone Project” and evidence of planning ● Academic Coach for Reading will <ul style="list-style-type: none"> ○ provide PD and coaching support to instructional staff in Kindergarten, 1st, and 2nd grades (primary grades) and 3rd, 4th, 5th (intermediate grades), using the pedagogical flow-map (PFM), to plan a unit of study focused on Next Generation (Next Gen) Standards, rigorous tasks, and data driven instruction (DDI) ● Intermediate Core ELA Teachers and the Academic Coach for Reading will
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- engage in peer observations to develop text sets to align social studies content with ELA units of study
- provide PD on Next Gen Standards, using curricular resources for primary grades to begin planning a unit of study, using the PFM, to be implemented during the winter and spring
- provide embedded PD to Intermediate Core ELA Teachers that will include a planning to develop text sets to align social studies content with ELA units of study and a peer observation of ELA Core teacher in grades 4 and 5
- provide PD to primary grades on text complexity and scaffolding strategies for grade level accessibility to all students
- implement a unit of study planned during winter of 2021 PDs, using the PFM, Next Gen Standards, and rigorous tasks and complete the “Capstone Project.”
- The Building Leadership Team (BLT) will
 - meet with the consultant to analyze the anecdotal notes from the walkthroughs to support development of professional development (PD) to be offered to instructional staff
 - meet with the consultant to analyze the anecdotal notes from walkthroughs and evidence of planning are aligned and reflective of PD provided from Sept. 2020 through November 2020, to make any mid-course corrections or adjustments



- meet with the consultant to analyze students' performance on spring benchmarks and student tasks from “Capstone Project” to develop 2021-2022 SCEP
- Administrators and Academic Coach for ELA will
 - facilitate planning using the PFM during intermediate grades’ data team meetings to establish learning targets aligned to the Next Gen Standards for a planned unit of study for implementation during 2021-2022 school year
 - facilitate planning using the pedagogical flow-map, during intermediate grades’ data team meetings to develop rigorous tasks and scaffolding strategies, so that complex grade level text is accessible to all students for the unit of study for implementation during the 2021-2022 school year
- Primary Grades will
 - implement unit of study planned during Fall 2020 PD, using the PFM, Next Gen Standards, and rigorous tasks

Assessment of progress:

NWEA –Reading

3-8 ELA Level 2 Projections

Addressing COVID-19 Related Challenges:

		<ul style="list-style-type: none"> ● <u>Student attendance may decline:</u> Home School Coordinator will support student attendance rate by supporting families navigate online learning platforms ● <u>Students may have unfinished learning:</u> Coaching support to scaffold to grade level standards. Development of Tier 1 Support plans
<p>#41 3-8 Math Black Students MGP</p> <p>Baseline: 35.2</p> <p>Progress Target: 37.6</p>	<p>Year Long Goal: Increase lesson rigor using standards based instruction and learning targets.</p> <p>January to March:</p> <ul style="list-style-type: none"> ● Math Instructional Coach provided several professional development opportunities to instructional staff focused on rigor of instruction including looking deeply at curriculum content and created lessons designed to promote higher-level thinking, and providing students with multiple modes of engagement along with opportunities to be active participants in their learning. ● Administrators participated in classroom walkthroughs to measure application of January PD in instructional practices ● Data teams closed out cycles and began new long-term cycles ● Math Instructional Coach supported classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities ● Based on 2018-2019 NWEA data, Math coach provided Kindergarten teachers with a coaching cycle/Math workshop so that classroom instruction was reflective of strategies focused on Next Generation Standards and student data. ● Based on 2018-2019 NWEA data, Math Instructional Coaches supported grades 3,4, and 5 teachers math studio/workshop professional development. Instructional coaches will support based on consultant teachings and teacher needs. <p>March to June:</p> <ul style="list-style-type: none"> ● Coaching cycles/PD looked different from that of when in session at the building; daily virtual common planning time [CPT] ● Math District Google Classrooms were created to support virtual learning around priority 	<p>Theories or hypotheses as to why the school has its current outcomes:</p> <p>Instructional staff continues to:</p> <ul style="list-style-type: none"> ● develop an understanding of grade level rigorous tasks ● develop practices that allow students to engage at a higher level ● develop standard based lessons that allow for students to facilitate their learning in purposeful and productive ways <p>Action Plan to address root causes listed above:</p> <ul style="list-style-type: none"> ● Grade level standards will continue to be posted outside of classroom doors in support of 2019-2020 SCEP initiative ● Learning Targets/ “I Can” statements will be posted and aligned to grade level standards and content specific practices in support of 2019-2020 SCEP initiative ● Identified teachers will <ul style="list-style-type: none"> ○ participate in embedded professional development using a studio model based on the next generation learning standards and math teaching practices as well as the student math practices.

	<p>standards</p> <ul style="list-style-type: none"> ● Formal walkthroughs discontinued; administrators conduct drop-ins to live Meets and CPTs ● NYS Assessment and benchmarking cancelled due to closure 	<p>Implementation will occur using the math language routines</p> <ul style="list-style-type: none"> ● Teacher leaders and Academic Coaches for Reading and Math will <ul style="list-style-type: none"> ○ provide professional development (PD) to all instructional staff on pedagogical flow-map, as a tool for instructional planning for rigorous tasks ○ review beginning of year data to develop a Tier 1 support plan to ensure student growth ● Academic Coach for Math will <ul style="list-style-type: none"> ○ provide PD and coaching support to instructional staff in 3rd, 4th, and 5th grades (intermediate grades), using the pedagogical flow-map (PFM), to plan a unit of study focused on Next Generation (Next Gen) Standards, rigorous tasks, and data driven instruction (DDI) ○ provide coaching support to instructional staff in kindergarten, 1st, and 2nd grades (primary grades), using the pedagogical flow-map (PFM), to plan a unit of study focused on Next Generation (Next Gen) Standards, rigorous tasks, and data driven instruction (DDI) for a planned unit of study for implementation during 2021-2022 school year ○ provide professional development on the pedagogical flow-map in Math for intermediate grades. The focus will be on developing rigorous tasks using grade level standards. Development of release of the task will be used with an
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		<p>understanding of the Math Language Routines (MLR), the math teaching practices (MTP) and the Student Math Practices (SMP)</p> <ul style="list-style-type: none">○ provide PD and coaching support to instructional staff in primary grades, using the (PFM), to plan a unit of study focused on Next Generation (Next Gen) Standards, rigorous tasks, and data driven instruction (DDI) that will commence with a “Capstone Project” to be implemented in the spring○ provide professional development on the pedagogical flow-map in Math for primary grades. The focus will be on developing rigorous tasks using grade level standards. Development of release of the task will be used with an understanding of the Math Language Routines (MLR), the math teaching practices (MTP) and the Student Math Practices (SMP) for a unit of study that will commence with a “Capstone Project” in the spring○ Community schools Coordinator and the BLT will use data to determine the focus of the afterschool clubs so that the clubs are aligned with our 2020-2021 SCEP goals● Administrators will<ul style="list-style-type: none">○ conduct informal walkthroughs to collect baseline anecdotal evidence of student tasks○ collect anecdotal evidence of student tasks and evidence of planning
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- collect anecdotal evidence of student tasks and teacher release of that task
- collect anecdotal evidence of teacher release of rigorous tasks and students “explaining” the learning target/goal
- collect anecdotal evidence of student “Capstone Project” and evidence of planning
- The Building Leadership Team (BLT) will
 - meet with the consultant to analyze the anecdotal notes from the walkthroughs to support development of professional development (PD) to be offered to instructional staff.
 - meet with the consultant to analyze the consultant to analyze the anecdotal notes from walkthroughs and evidence of planning are aligned and reflective of PD provided from Sept. 2020 through November 2020, to make any mid-course corrections or adjustments
 - analyze student data from winter NWEA-Reading Benchmark to inform professional development topics
- Primary grades will
 - plan a unit of study using the PFM with the assistance of the Academic Coach for Math. Development of release of the task will be used with an understanding of the Math Language Routines (MLR), the math teaching practices (MTP) and the Student Math Practices (SMP) for a unit of study to be implemented during the 2021-2022 school year



- implement unit of study planned during winter of 2021 PDs, using PFM, Next Gen Standards, and rigorous tasks and complete the “Capstone Project.
- Intermediate grades will
 - implement unit of study planned during fall 2020 PD, using the PFM, Next Gen Standards, MLR, MTP, SMP, and rigorous tasks
 - begin to use the PFM to plan a spring unit of study in math that will commence with a “Capstone Project” (a student-led project that offers alternative demonstration of learning (aligned to Next Gen Standards) from the traditional math Benchmark assessment) to be implemented in the 2021-2022 school year
 - plan a unit of study using the PFM with the assistance of the Academic Coach for Math. Development of release of the task will be used with an understanding of the Math Language Routines (MLR), the math teaching practices (MTP) and the Student Math Practices (SMP) for a unit of study that will commence with a “Capstone Project” to be implemented during the 2021-2022 school year
- Students will
 - verbally, be able to identify the learning task/goal using the standard, SMP (student math practices) and task language embedded within that goal
- Administrators and BLT will

		<ul style="list-style-type: none"> ○ meet with the consultant to analyze the anecdotal notes from the walkthroughs to support the development of further Coaching Cycles and/or professional development ○ meet to analyze students' performance on spring benchmarks and student tasks from “Capstone Project” to develop 2021-2022 SCEP <p>Assessment of progress: NWEA 3-5 Level 2 Projections–Math</p> <p>Addressing COVID-19 Related Challenges:</p> <ul style="list-style-type: none"> ● <u>Student attendance may decline:</u> Home School Coordinator will support student attendance rate by supporting families navigate online learning platforms ● <u>Students may have unfinished learning:</u> Coaching support to scaffold to grade level standards. Development of Tier 1 Support plans
<p>#11 NWEA All students Math Growth Grades 1 & 2</p> <p>Baseline: 37.7</p> <p>Progress Target: 39.7</p>	<p>Year Long Goal: Increase lesson rigor using standards based instruction and learning targets.</p> <p>January to March:</p> <ul style="list-style-type: none"> ● Math Instructional Coach provided several professional development opportunities to instructional staff focused on rigor of instruction including looking deeply at curriculum content and created lessons designed to promote higher-level thinking, and providing students with multiple modes of engagement along with opportunities to be active participants in their learning. ● Administrators participated in classroom walkthroughs to measure application of January PD in instructional practices ● Data teams closed out cycles and began new long-term cycles ● Math Instructional Coach supported classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities 	<p>Theories or hypotheses as to why the school has its current outcomes:</p> <p>Instructional staff continues to:</p> <ul style="list-style-type: none"> ● develop an understanding of grade level rigorous tasks ● develop practices that allow students to engage at a higher level ● develop standard based lessons that allow for students to facilitate their learning in purposeful and productive ways <p>Action Plan to address root causes listed above:</p>

	<ul style="list-style-type: none"> ● Based on 2018-2019 NWEA data, Math coach provided Kindergarten teachers with a coaching cycle/Math workshop so that classroom instruction was reflective of strategies focused on Next Generation Standards and student data. ● Based on 2018-2019 NWEA data, Math Instructional Coaches supported grades 3,4, and 5 teachers math studio/workshop professional development. Instructional coaches will support based on consultant teachings and teacher needs. <p>March to June:</p> <ul style="list-style-type: none"> ● Coaching cycles/PD looked different from that of when in session at the building; daily virtual common planning time [CPT] ● Math District Google Classrooms were created to support virtual learning around priority standards ● Formal walkthroughs discontinued; administrators conduct drop-ins to live Meets and CPTs ● NYS Assessment and benchmarking cancelled due to closure 	<ul style="list-style-type: none"> ● Grade level standards will continue to be posted outside of classroom doors in support of 2019-2020 SCEP initiative ● Learning Targets/ “I Can” statements will be posted and aligned to grade level standards and content specific practices in support of 2019-2020 SCEP initiative ● Identified teachers will <ul style="list-style-type: none"> ○ participate in embedded professional development using a studio model based on the next generation learning standards and math teaching practices as well as the student math practices. Implementation will occur using the math language routines ● Teacher leaders and Academic Coaches for Reading and Math will <ul style="list-style-type: none"> ○ provide professional development (PD) to all instructional staff on pedagogical flow-map, as a tool for instructional planning for rigorous tasks ○ review beginning of year data to develop a Tier 1 support plan to ensure student growth ● Academic Coach for Math will <ul style="list-style-type: none"> ○ provide PD and coaching support to instructional staff in 3rd, 4th, and 5th grades (intermediate grades), using the pedagogical flow-map (PFM), to plan a unit of study focused on Next Generation (Next Gen) Standards, rigorous tasks, and data driven instruction (DDI) ○ provide coaching support to instructional staff in kindergarten, 1st,
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		<p>and 2nd grades (primary grades), using the pedagogical flow-map (PFM), to plan a unit of study focused on Next Generation (Next Gen) Standards, rigorous tasks, and data driven instruction (DDI) for a planned unit of study for implementation during 2021-2022 school year</p> <ul style="list-style-type: none">○ provide professional development on the pedagogical flow-map in Math for intermediate grades. The focus will be on developing rigorous tasks using grade level standards. Development of release of the task will be used with an understanding of the Math Language Routines (MLR), the math teaching practices (MTP) and the Student Math Practices (SMP)○ provide PD and coaching support to instructional staff in primary grades, using the (PFM), to plan a unit of study focused on Next Generation (Next Gen) Standards, rigorous tasks, and data driven instruction (DDI) that will commence with a “Capstone Project” to be implemented in the spring○ provide professional development on the pedagogical flow-map in Math for primary grades. The focus will be on developing rigorous tasks using grade level standards. Development of release of the task will be used with an understanding of the Math Language Routines (MLR), the math teaching practices (MTP) and the Student Math Practices (SMP) for a unit of study that
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		<p>will commence with a “Capstone Project” in the spring</p> <ul style="list-style-type: none">○ Community schools Coordinator and the BLT will use data to determine the focus of the afterschool clubs so that the clubs are aligned with our 2020-2021 SCEP goals● Administrators will<ul style="list-style-type: none">○ conduct informal walkthroughs to collect baseline anecdotal evidence of student tasks○ collect anecdotal evidence of student tasks and evidence of planning○ collect anecdotal evidence of student tasks and teacher release of that task○ collect anecdotal evidence of teacher release of rigorous tasks and students “explaining” the learning target/goal○ collect anecdotal evidence of student “Capstone Project” and evidence of planning● The Building Leadership Team (BLT) will<ul style="list-style-type: none">○ meet with the consultant to analyze the anecdotal notes from the walkthroughs to support development of professional development (PD) to be offered to instructional staff.○ meet with the consultant to analyze the consultant to analyze the anecdotal notes from walkthroughs and evidence of planning are aligned and reflective of PD provided from Sept. 2020 through November 2020, to make any mid-course corrections or adjustments
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- analyze student data from winter NWEA-Reading Benchmark to inform professional development topics
- Primary grades will
 - plan a unit of study using the PFM with the assistance of the Academic Coach for Math. Development of release of the task will be used with an understanding of the Math Language Routines (MLR), the math teaching practices (MTP) and the Student Math Practices (SMP) for a unit of study to be implemented during the 2021-2022 school year
 - implement unit of study planned during winter of 2021 PDs, using PFM, Next Gen Standards, and rigorous tasks and complete the “Capstone Project.”
- Intermediate grades will
 - implement unit of study planned during fall 2020 PD, using the PFM, Next Gen Standards, MLR, MTP, SMP, and rigorous tasks
 - begin to use the PFM to plan a spring unit of study in math that will commence with a “Capstone Project” (a student-led project that offers alternative demonstration of learning (aligned to Next Gen Standards) from the traditional math Benchmark assessment) to be implemented in the 2021-2022 school year
 - plan a unit of study using the PFM with the assistance of the Academic Coach for Math. Development of release of the task will be used with an



		<p>understanding of the Math Language Routines (MLR), the math teaching practices (MTP) and the Student Math Practices (SMP) for a unit of study that will commence with a “Capstone Project” to be implemented during the 2021-2022 school year</p> <ul style="list-style-type: none"> ● Students will <ul style="list-style-type: none"> ○ verbally, be able to identify the learning task/goal using the standard, SMP (student math practices) and task language embedded within that goal ● Administrators and BLT will <ul style="list-style-type: none"> ○ meet with the consultant to analyze the anecdotal notes from the walkthroughs to support the development of further Coaching Cycles and/or professional development ○ meet to analyze students' performance on spring benchmarks and student tasks from “Capstone Project” to develop 2021-2022 SCEP <p>Assessment of progress: NWEA 3-5 Level 2 Projections–Math</p> <p>Addressing COVID-19 Related Challenges:</p> <ul style="list-style-type: none"> ● <u>Student attendance may decline:</u> Home School Coordinator will support student attendance rate by supporting families navigate online learning platforms ● <u>Students may have unfinished learning:</u> Coaching support to scaffold to grade level standards. Development of Tier 1 Support plans
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<p>#112 NWEA All students Reading Growth Grades 1 & 2</p> <p>Baseline: 42.28</p> <p>Progress Target: 44.28</p>	<p>Year Long Goal: Increase lesson rigor using standards based instruction and learning targets.</p> <p>January to March:</p> <ul style="list-style-type: none"> ● ELA Instructional Coach provided several professional development opportunities to instructional staff focused on rigor of instruction including looking deeply at curriculum content and created lessons designed to promote higher-level thinking, and providing students with multiple modes of engagement along with opportunities to be active participants in their learning. ● Administrators participated in classroom walkthroughs to measure application of January PD in instructional practices ● Data teams closed out cycles and began new long-term cycles ● ELA Instructional Coach supported classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities <p>March to June:</p> <ul style="list-style-type: none"> ● Coaching cycles/PD looked different from that of when in session at the building; daily virtual common planning time [CPT] ● ELA District Google Classrooms were created to support virtual learning around priority standards ● Formal walkthroughs discontinued; administrators conduct drop-ins to live Meets and CPTs ● NYS Assessment and benchmarking cancelled due to closure 	<p>Theories or hypotheses as to why the school has its current outcomes: Instructional staff continues to work on:</p> <ul style="list-style-type: none"> ● developing rigorous tasks ● giving students more opportunities to engage with the task ● how to make sure all students have an entry point into the learning <p>Action Plan to address root causes listed above:</p> <ul style="list-style-type: none"> ● Grade level standards will continue to be posted outside of classroom doors in support of 2019-2020 SCEP initiative ● Learning Targets/ “I Can” statements will be posted and aligned to grade level standards and content specific practices in support of 2019-2020 SCEP initiative ● Instructional Staff and Coaches will <ul style="list-style-type: none"> ○ review the beginning of year data to develop a Tier 1 support plan to ensure student growth ● Teacher leaders and Academic Coaches for Reading and Math will <ul style="list-style-type: none"> ○ provide professional development (PD) to all instructional staff on pedagogical flow-map, as a tool for instructional planning for rigorous tasks ● The Community schools Coordinator and the BLT will <ul style="list-style-type: none"> ○ After reviewing fall data, determine the focus of the afterschool clubs so that the clubs are aligned with our 2020-2021 SCEP goals ● Administrators will conduct informal walkthroughs to
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- collect baseline anecdotal evidence of student tasks
- collect evidence of planning
- collect anecdotal evidence of student “Capstone Project” and evidence of planning
- Academic Coach for Reading will
 - provide PD and coaching support to instructional staff in Kindergarten, 1st, and 2nd grades (primary grades) and 3rd, 4th, 5th (intermediate grades), using the pedagogical flow-map (PFM), to plan a unit of study focused on Next Generation (Next Gen) Standards, rigorous tasks, and data driven instruction (DDI)
- Intermediate Core ELA Teachers and the Academic Coach for Reading will
 - engage in peer observations to develop text sets to align social studies content with ELA units of study
 - provide PD on Next Gen Standards, using curricular resources for primary grades to begin planning a unit of study, using the PFM, to be implemented during the winter and spring
 - provide embedded PD to Intermediate Core ELA Teachers that will include a planning to develop text sets to align social studies content with ELA units of study and a peer observation of ELA Core teacher in grades 4 and 5
 - provide PD to primary grades on text complexity and scaffolding strategies for grade level accessibility to all students



- implement a unit of study planned during winter of 2021 PDs, using the PFM, Next Gen Standards, and rigorous tasks and complete the “Capstone Project.”
- The Building Leadership Team (BLT) will
 - meet with the consultant to analyze the anecdotal notes from the walkthroughs to support development of professional development (PD) to be offered to instructional staff
 - meet with the consultant to analyze the anecdotal notes from walkthroughs and evidence of planning are aligned and reflective of PD provided from Sept. 2020 through November 2020, to make any mid-course corrections or adjustments
 - meet with the consultant to analyze students' performance on spring benchmarks and student tasks from “Capstone Project” to develop 2021-2022 SCEP
- Administrators and Academic Coach for ELA will
 - facilitate planning using the PFM during intermediate grades’ data team meetings to establish learning targets aligned to the Next Gen Standards for a planned unit of study for implementation during 2021-2022 school year
 - facilitate planning using the pedagogical flow-map, during intermediate grades’ data team meetings to develop rigorous tasks and scaffolding strategies, so that complex grade level text is accessible to

		<p>all students for the unit of study for implementation during the 2021-2022 school year</p> <ul style="list-style-type: none"> ● Primary Grades will <ul style="list-style-type: none"> ○ implement unit of study planned during Fall 2020 PD, using the PFM, Next Gen Standards, and rigorous tasks <p>Assessment of progress:</p> <p>NWEA –Reading</p> <p>3-8 ELA Level 2 Projections</p> <p>Addressing COVID-19 Related Challenges:</p> <ul style="list-style-type: none"> ● <u>Student attendance may decline:</u> Home School Coordinator will support student attendance rate by supporting families navigate online learning platforms ● <u>Students may have unfinished learning:</u> Coaching support to scaffold to grade level standards. Development of Tier 1 Support plans
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Part III – Goals and/or Key Strategies – (As applicable)

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

<p><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.)</p>	
List the Key Strategy from your approved intervention plan (SIG or SCEP).	2020-21 School Year Continuation Plan

Use of technology in the classroom to deliver instruction

Use of technology in the classroom to deliver instruction

January - March

Weekly use of Dreambox and Lexia, math and ELA instructional programming for all students. These programs provide standards and skill-based instruction that is differentiated for individual student needs based on proficiency. They are directly connected to NWEA scores of students. Learning pathways are created for students based on the performance of the NWEA local assessment. Teachers integrate the computer based program into their Rtl ELA rotations. Currently, based on our growth data, this program is assisting in student progress along individual student learning targets.

March - June

Ater closure, students continued to use both computer platforms to work on skills based on need and/or unit of study. Data was compiled weekly to inform participation and need; feedback was provided to students. In addition, reading teachers used the data to plan for 1 to 1 instruction with students who lacked skill proficiency in grade-level language arts areas.

- Weekly use of Dreambox and Lexia, math and ELA instructional programming for all students. These programs provide standards and skill-based instruction that is differentiated for individual student needs based on proficiency. They are directly connected to NWEA scores of students. Learning pathways are created for students based on the performance of the NWEA local assessment. Teachers integrate the computer based program into their Rtl ELA rotations. Currently, based on our growth data, this program is assisting in student progress along individual student learning targets
- A combination of both in-person and virtual learning opportunities will exist for both students and teachers to provide instruction in the 20.21 school year. (ie. Google Meets, Google Classroom Nearpod...).

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

The Community Engagement Team (CET) met to review data relevant to Receivership. The team also met to review and provide input into the development of the Continuation Plan. The CET will meet quarterly at a minimum. The meetings will occur prior to quarterly report submission. Meetings are established to provide opportunities for the CET to provide input on the development of the continuation plan and to monitor its implementation. The building principal will ensure that the CET receives all necessary reports, data and information to enable them to assess the impact of the comprehensive education plan.

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 School Receiver negotiated with the Teachers’ Union, and an MOA was passed, mid-year, which has added an additional two hours of professional development for instructional staff.

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



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.	
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.	
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): _____
 Signature of CET Representative: _____
 Title of CET Representative: _____
 Date: _____

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
 Albany, NY 12234
 2020-21



School Improvement Grant
Continuation Plan Cover Page

District Name	
School Name	
Contact Person	Telephone ()
E-Mail Address	
<p>I hereby certify that I am the applicant’s chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer
Typed Name:	Date: