

2020-21 Receivership School Final Report and Continuation Plan
 Final Report: *January 16, 2021 to June 30, 2021*
 Continuation Plan for the 2021-22 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	N/A	Receivership: Sheridan Preparatory Academy				
Superintendent	School Principal (If new, please attach resume)	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	Remote-Only Student Enrollment	% ELL	% SWD
Kaweeda G. Adams	Zueleika Sanchez-Gayle Appointment Date: 7/1/2011	Dr. Cecily Wilson-Turner, Assistant Superintendent for Elementary Michele Bridgewater, District Improvement Director	PreK-5		315	178	10.48	14.6

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*.

Although the 2020-2021 school year was one that we had never experienced, Sheridan Prep was able to implement many of the initiatives that were outlined in the 2020-2021 SCEP. Classroom teachers and instructional staff worked on professional development that focused on planning instruction that was aligned to the New York State Standards with specific attention to student data and student tasks. As the professional development was given, assessments were also conducted to analyze exactly student strengths and areas for growth. With administrative informal and formal observations, it was clear that it was necessary to incorporate culturally responsive teaching into the professional development. Beginning in January, every common planning time had time dedicated to culturally responsive teaching. These two initiatives along with the focus on chronic absenteeism and the school's attendance procedures, were the primary strategies implemented.

The above strategies will remain for the upcoming school year. Professional Development will continue to focus on teacher planning and instructional practices that enable students to perform at grade level. Support from instructional coaches, district Instructional Supervisors and Build level administrators will be provided on a regular basis. Administrators will conduct walkthroughs to provide feedback to teachers to support continuous growth. Coaches will provide professional development in ELA and math, plan with grade level teams and provide support to instructional staff as they implement new practices.

The members of the Community Engagement Team continue to review and provide recommendations to the school improvement plan. Members include school staff, parents, and community members. The community and families were also included through outreach from staff. Outreach strategies included home-visits, meetings with families and community members, open forums (Star Talks with Mrs. Gayle), and through video uploads. The School Receiver negotiated with the Teachers' Union in 2018 and an MOA was passed which added an additional two hours of professional development for instructional staff. There are no changes to the MOA as of this date.

Attention – This document is intended to be completed by the School Receiver and/or their 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 in its entirety must be posted on the district website.



Please note - All responses submitted under the “2021-22 School Year Continuation Plan” heading should directly align with or be adaptations to the previously approved intervention plans and must have input from community engagement teams.

Directions for Parts I, II, and III - 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 the 2021-2022 Continuation Plan to include anticipated processes for implementation and measuring impact on student learning outcomes.

The 2021-2022 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 a *framework* by which the school transitions from the current year to the upcoming school year in a manner that represents *continuous and comprehensive planning*, with a clear focus on supporting student well-being, equity, and engagement. 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 –Lead Strategies for Improvement

Lead Strategies for School Improvement <i>Identify up to 4 lead strategies that are central to the school's improvement plan. Lead strategies are key levers for improvement that are identified based on trends in student performance data to serve as overarching approaches for implementing strategically focused action plans for achieving demonstrable improvement.</i>			
Final Report and Reflection on Lead Strategies Applied during January 16, 2021 - June 30, 2021		Lead Strategies that will Guide the 2021-22 School Year Continuation Plan	
List the lead strategies that guided the school's improvement work during the 2020-21 school year, including any that were discontinued.	For each lead strategy, provide context for why the strategy was selected as a key lever for improvement based on data trends, as well as whether or not the lead strategy will be maintained during the next school year.	List the lead strategies that will guide the school's improvement plan during the 2021-22 school year.	Explain why the lead strategy listed was selected based on current data trends, and how the lead strategy will help to achieve progress toward this year's demonstrable improvement targets.
Bi-weekly 2.5 hours Common Planning Time	Common planning time was structured for teachers to understand their student data and make sense of what instructional moves were necessary to increase student achievement. Instructional Coaches led this work. This strategy will be maintained during the next school year.	Professional Development will focus on teacher instructional decisions, specifically focusing on how student voice is used for scaffolding	Common planning time will be used for teachers to understand their student data and plan for instructional moves necessary to increase student achievement. Based on informal and formal walkthroughs, teacher planning is aligned to New York State Standards, however when implemented, instruction tends to be scaffolded to the disadvantage of student voice.
Weekly Attendance Review Meetings	Attendance meetings were moved from bi-weekly to weekly meetings. The reasoning for this move was to be able to watch ALL students' attendance on a week-to-week basis. Every week, decisions were made based on students change in attendance rate, week-to-week. This strategy will be maintained during the next school year.	Attendance incentives and barriers identification	Attendance meetings were moved from bi-weekly to weekly meetings. The reasoning for this move was to be able to watch ALL students' attendance on a week-to-week basis. Every week, decisions were made based on students change in attendance rate, week-to-week. In order to address our Chronic Absenteeism rate, a "Barriers Worksheet" will be completed with

			families. The school will develop incentives and address barriers to have a more culturally responsive approach to attendance, that isn't antagonistic.
Use of Pedagogical Flow-Map for planning	Teachers needed a planning framework that supported planning rigorous tasks using student data and aligning to standards. This strategy will be maintained during the next school year.	Use of Pedagogical Flow-Map for planning	Teachers will continue to use the PFM framework to support the planning of rigorous, grade level tasks using student data and aligning to standards.
Coaching	Instructional coaches supported classroom teachers through coaching cycles from group planning, teaching demonstrations, and providing instructional strategies for implementation. This strategy will be maintained during the next school year.	Coaching	Instructional coaches will support classroom teachers through coaching cycles, group planning, teaching demonstrations, and providing instructional strategies for implementation. This includes ongoing of student data. The coaching strategy will be enhanced this school year, by adding informal walkthroughs from administration to provide feedback to classroom teachers.

Part II – Demonstrable Improvement Indicators-Level 1

Level 1 Indicators

Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and action steps that will support progress toward the Demonstrable Improvement Indicators.

Identify Indicator	Final Report and Reflection on Activities Completed during January 16, 2021 - June 30, 2021	2021-22 School Year Continuation Plan for Meeting this Indicator
	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2021-22 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> Provide a data-informed rationale for the strategies and action steps indicated. Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment.

33: 3-8 ELA All Students MGP

Strategies implemented to support progress for ELA:

- Professional Development on the Pedagogical Flow-Map
- Coaching Cycles based on student data
- Instructional support models at Tier 1

A review of the NWEA benchmark data from Winter to Spring indicates that in grades 3-5, the following percentage of students met their growth target from Winter to Spring:

- Grade 3 - 55%
- Grade 4 - 59%
- Grade 5- 57%

We also compared the conditional growth percentile in the Spring of 2019 and Spring 2021 (Assessment wasn't given in Spring 2020 due to COVID Pandemic)

- Grade 3 - 17 %ile points lower than 2019
- Grade 4 - 1%ile point higher than 2019
- Grade 5 - 8%ile points lower than 2019

Based on the NWEA Spring performance, using NWEA as a predictor of State performance, overall growth was 53.2 which is 9.3 points above the target of 43.9 for 2020-2021 school year.

These data points show a trend that has been consistent for Sheridan Prep. Students in 3rd through 5th grades are more consistently meeting their growth target. What the data does not show is that in our primary grades, the meeting of growth targets are less consistent. This particular trend has put 3rd-5th grades in a “catch-up” cycle. Pointing to the why behind 3rd grade’s numbers in comparison to 4th and 5th grade’s data. We will continue to focus on supporting more consistent data in the primary grades, while simultaneously providing the intermediate grades with the support necessary to close instructional gaps.

As mentioned, there has been much work around building up teachers’ abilities to plan using the New York State Standards. Teachers’ plans are incorporating resources and student tasks aligned to the standards. The next step in the work is focusing on the implementation of those plans and ensuring that students are being provided the opportunity to demonstrate what they know and understand, without having teachers’ instructional moves be where all the academic thinking lives. Current end of year student data supports the need for continuous professional development on effective instructional practices with support throughout the year from coaches and administrators.

The specific strategies:

- Continue work with Pedagogical Flow-Map
- Coaching Cycles focused on instructional moves
- Informal and formal observations focused on student voice and work

The action steps that align with these strategies are as follows:

August - January

- The instructional staff, literacy specialists, and ELA coach will review the beginning of the year data to develop a Tier 1 support plan to identify instructional gaps.
- After reviewing fall data, the Building Leadership Team will determine the focus of the Super Star after school clubs, so that the club foci are aligned with our 2021-2022 SCEP goals to provide additional opportunities to support instructional gaps.
- The data from the Lori Strong (LS) will be shared with the Play, Learn, Soar program so that programming can be based on school needs. The goal is for 80% of 2022-2023 incoming Kindergartners to score proficiently in Lori Strong (LS) assessment.
- Administrators will conduct informal walkthroughs and classroom visits to collect anecdotal evidence of rigorous student tasks in ELA.
- ELA instructional coach will provide targeted professional development (PD) to all instructional staff on researched based strategies that support the processing (i.e. introducing the text and release of the lesson) element of the Pedagogical Flow-Map (PFM). PD will focus on planning and implementation of rigorous and culturally responsive student tasks.
- Administrators will conduct informal walkthroughs of instructional staff to provide feedback on PD provided. Specifically addressing release of lesson and rigor of student tasks.



		<ul style="list-style-type: none"> • Common Planning Time (CPT) will focus on monitoring of student data as it relates to rigor and culturally responsive tasks. • The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support the planning of professional development (PD) to be offered to the instructional staff (Student Voice, Rigor, and Equity). • ELA coach will plan and provide four-week coaching cycles that include peer observation to support one grade level at a time with the development and implementation of rigorous tasks. Based on data (ie. NWEA and walkthrough data). • Intermediate CORE ELA teachers and the ELA coach will engage in vertically aligned coaching cycles that include peer observations based on the PFM, and development and implementation of rigorous writing tasks. • ELA instructional coach will provide targeted PD to all instructional staff on researched based strategies that support the processing (i.e. asking additional questions that deepen student understanding and approach incorrect answers as learning opportunities) element of the PFM. • Administrators will conduct informal walkthroughs and classroom visits of instructional staff to provide feedback on PD provided. Specifically addressing questions that deepen student understanding and approach incorrect answers as learning opportunities. • Common Planning Time (CPT) will focus on monitoring student data as it relates to questions that deepen student understanding and approach incorrect answers as learning opportunities. • The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support the planning of professional development (PD) to be offered to the instructional staff (Student Voice, Rigor, and Equity). • Teachers, literacy specialists, and the ELA coach will meet monthly to evaluate Tier 1 data and plan instruction that supports students’ needs. <p>January –June</p> <ul style="list-style-type: none"> • The instructional staff, literacy specialists, and ELA coach will review the mid- year data (NWEA, Easy CBM, Lori Strong, and Wonders Benchmarks) to analyze the Tier 1 support plan’s effectiveness. • ELA coach will provide targeted professional development (PD) to all instructional staff on researched based strategies that support the retaining for mastery (i.e. review, student reflection of learning and assessment with feedback) element of the
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		<p>Pedagogical Flow-Map (PFM), to focus on culturally responsive and rigorous student tasks.</p> <ul style="list-style-type: none">• ELA coach will plan and provide four-week coaching cycles to support one grade level at a time with the development and implementation of rigorous tasks based on data (i.e. NWEA, easyCBM or Wonders data).• Intermediate CORE ELA teachers and the ELA coach will engage in vertically aligned coaching cycles that include peer observations based on the PFM, and development and implementation of rigorous writing tasks.• Communicate Lori Strong data with community organizations to add outside support; specifically Growing Readers Albany Public Library program, (library card registration); train volunteers on how to support students using the L. Strong deficit data in grades Kindergarten through 2nd grade.• Administrators will conduct informal walkthroughs and classroom visits of instructional staff to provide feedback on PD provided. Specifically addressing student reflection of learning and rigor of student tasks.• The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support planning of professional development (PD) to be offered to instructional staff.• ELA coach will use Parent University to build workshops based on the leaning gaps identified by Lori Strong results.• Teachers, reading teachers, and the ELA coach will meet monthly to evaluate Tier 1 data and plan instruction that supports students' needs.• ELA coach will provide targeted professional development (PD) to all instructional staff on researched based strategies that support the retaining for mastery (i.e.review, student reflection of learning and assessment with feedback) element of the Pedagogical Flow-Map (PFM), to focus on asking additional questions that deepen student understanding and approach incorrect answers as learning opportunities.• Administrators will conduct informal walkthroughs and classroom visits of instructional staff to provide feedback on PD provided. Specifically addressing and asking additional questions that deepen student understanding and approach incorrect answers as learning opportunities, as students reflect on learning.• The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support planning of 2022-2023 SCEP Plan.
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100: 3-8 ELA All
Students Core
Subject PI

Strategies implemented to support progress for ELA:

- Professional Development on the Pedagogical Flow-Map
- Coaching Cycles based on student data
- Instructional support models at Tier 1

The percentage of students who are performing at the grade level RIT for NWEA is:

- Grade 3 - 15%
- Grade 4 - 30%
- Grade 5 - 37%

Based on the NWEA Spring performance, using NWEA as a predictor of State performance, overall growth was 64.4 which is 6.5 points below the target of 70.9.

These data points show a trend that has been consistent for Sheridan Prep. Students in 3rd through 5th grades are more consistently meeting their growth target. What the data does not show is that in our primary grades, the meeting of growth targets are less consistent. This particular trend has put 3rd-5th grades in a “catch-up” cycle. Pointing to the why behind 3rd grade’s numbers in comparison to 4th and 5th grade’s data. We will continue to focus on supporting more consistent data in the primary grades, while simultaneously providing the intermediate grades with the support necessary to close instructional gaps

As mentioned, there has been much work around building up teachers’ abilities to plan using the New York State Standards. Teachers’ plans are incorporating resources and student tasks aligned to the standards. The next step in the work is focusing on the implementation of those plans and ensuring that students are being provided the opportunity to demonstrate what they know and understand, without having teachers’ instructional moves be where all the academic thinking lives. Current student data supports the need for continuous professional development on effective instructional practices with support throughout the year from coaches and administrators.

The specific strategies:

- Continue work with Pedagogical Flow-Map
- Coaching Cycles focused on instructional moves
- Informal and formal observations focused on student voice and work

The action steps that align with these strategies are as follows:

August - January

- The instructional staff, literacy specialists, and ELA coach will review the beginning of the year data to develop a Tier 1 support plan to identify instructional gaps.
- After reviewing fall data, the Building Leadership Team will determine the focus of the Super Star after school clubs, so that the club foci are aligned with our 2021-2022 SCEP goals to provide additional opportunities to support instructional gaps.
- The data from the Lori Strong (LS) will be shared with the Play, Learn, Soar program so that programming can be based on school needs. The goal is for 80% of 2022-2023 incoming Kindergartners to score proficiently in Lori Strong (LS) assessment.
- Administrators will conduct informal walkthroughs and classroom visits to collect anecdotal evidence of rigorous student tasks in ELA.
- ELA instructional coach will provide targeted professional development (PD) to all instructional staff on researched based strategies that support the processing (i.e. introducing the text and release of the lesson) element of the Pedagogical Flow-Map (PFM). PD will focus on planning and implementation of rigorous and culturally responsive student tasks.
- Administrators will conduct informal walkthroughs of instructional staff to provide feedback on PD provided. Specifically addressing release of lesson and rigor of student tasks.



		<ul style="list-style-type: none"> • Common Planning Time (CPT) will focus on monitoring of student data as it relates to rigor and culturally responsive tasks. • The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support the planning of professional development (PD) to be offered to the instructional staff (Student Voice, Rigor, and Equity). • ELA coach will plan and provide four-week coaching cycles that include peer observation to support one grade level at a time with the development and implementation of rigorous tasks. Based on data (ie. NWEA and walkthrough data). • Intermediate CORE ELA teachers and the ELA coach will engage in vertically aligned coaching cycles that include peer observations based on the PFM, and development and implementation of rigorous writing tasks. • ELA instructional coach will provide targeted PD to all instructional staff on researched based strategies that support the processing (i.e. asking additional questions that deepen student understanding and approach incorrect answers as learning opportunities) element of the PFM. • Administrators will conduct informal walkthroughs and classroom visits of instructional staff to provide feedback on PD provided. Specifically addressing questions that deepen student understanding and approach incorrect answers as learning opportunities. • Common Planning Time (CPT) will focus on monitoring student data as it relates to questions that deepen student understanding and approach incorrect answers as learning opportunities. • The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support the planning of professional development (PD) to be offered to the instructional staff (Student Voice, Rigor, and Equity). • Teachers, literacy specialists, and the ELA coach will meet monthly to evaluate Tier 1 data and plan instruction that supports students’ needs. <p>January –June</p> <ul style="list-style-type: none"> • The instructional staff, literacy specialists, and ELA coach will review the mid- year data (NWEA, Easy CBM, Lori Strong, and Wonders Benchmarks) to analyze the Tier 1 support plan’s effectiveness. • ELA coach will provide targeted professional development (PD) to all instructional staff on researched based strategies that support the retaining for mastery (i.e. review, student reflection of learning and assessment with feedback) element of the
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		<p>Pedagogical Flow-Map (PFM), to focus on culturally responsive and rigorous student tasks.</p> <ul style="list-style-type: none">• ELA coach will plan and provide four-week coaching cycles to support one grade level at a time with the development and implementation of rigorous tasks based on data (i.e. NWEA, easyCBM or Wonders data).• Intermediate CORE ELA teachers and the ELA coach will engage in vertically aligned coaching cycles that include peer observations based on the PFM, and development and implementation of rigorous writing tasks.• Communicate Lori Strong data with community organizations to add outside support; specifically Growing Readers Albany Public Library program, (library card registration); train volunteers on how to support students using the L. Strong deficit data in grades Kindergarten through 2nd grade.• Administrators will conduct informal walkthroughs and classroom visits of instructional staff to provide feedback on PD provided. Specifically addressing student reflection of learning and rigor of student tasks.• The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support planning of professional development (PD) to be offered to instructional staff.• ELA coach will use Parent University to build workshops based on the leaning gaps identified by Lori Strong results.• Teachers, reading teachers, and the ELA coach will meet monthly to evaluate Tier 1 data and plan instruction that supports students' needs.• ELA coach will provide targeted professional development (PD) to all instructional staff on researched based strategies that support the retaining for mastery (i.e.review, student reflection of learning and assessment with feedback) element of the Pedagogical Flow-Map (PFM), to focus on asking additional questions that deepen student understanding and approach incorrect answers as learning opportunities.• Administrators will conduct informal walkthroughs and classroom visits of instructional staff to provide feedback on PD provided. Specifically addressing and asking additional questions that deepen student understanding and approach incorrect answers as learning opportunities, as students reflect on learning.• The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support planning of 2022-2023 SCEP Plan.
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<p>39: 3-8 Math All Students MGP</p>	<p>Strategies implemented to support progress for Math:</p> <ul style="list-style-type: none"> - Professional Development on the Pedagogical Flow-Map and number talks - Coaching Cycles based on student data - Instructional support models at Tier 1 <p>A review of the NWEA benchmark data from Winter to Spring indicates that in grades 3-5, the following percentage of students met their growth target from Winter to Spring:</p> <ul style="list-style-type: none"> • Grade 3 - 56% • Grade 4 - 65% • Grade 5- 45% <p>We also compared the conditional growth percentile in the Spring of 2019 and Spring 2021 (Assessment wasn't given in Spring 2020 due to COVID Pandemic)</p> <ul style="list-style-type: none"> • Grade 3 - 14 %ile points lower than 2019 • Grade 4 - 6%ile points higher than 2019 • Grade 5 - 25%ile points lower than 2019 <p>Based on the NWEA Spring performance, using NWEA as a predictor of State performance, overall growth was 51.5 which is 13 points above the target of 38.5 for 2020-2021 school year.</p> <p>The data trends in math are similar to those in ELA. Our intermediate grades are showing more consistency in students meeting their growth targets, while our primary grades are less consistent. This points to a need to focus on foundational math skills and fact fluency, so that our intermediate students are better prepared for the complexities of intermediate math. Our intermediate students will continue needing an RtI block that focuses on foundational gaps to access grade level instruction. Our primary grades will need tier 1 support.</p>	<p>While instructional staff have developed planning practices that incorporate the NYS standards, instructional release moves that allow students to engage at a high level (rigorous tasks, application of multiple strategies) still need to be developed. The school did not have an intervention resource or interventionist to address gaps in mathematical reasoning and understanding.</p> <p>August to January</p> <ul style="list-style-type: none"> • The building principal, instructional coach and math interventionist will meet to craft a professional learning plan around Tier 2 Math support for grades 3-5. • The building principal and the instructional coach will create a schedule for Bridges Intervention module work that will be implemented during pre-determined RTI Blocks. • The instructional coach will provide targeted professional development around the implementation of the Bridges Curriculum (i.e., lesson structure, Domain alignment, progress monitoring, etc.) • Administrator walkthroughs/instructional rounds will allow for consistent monitoring of the implementation of high leverage Tier 1 launch routines that supports rigorous, standards aligned instruction. • Embedded professional development will focus on facilitating high leverage number talk routines to increase student engagement and discourse and to provide access to grade level math instruction. • Coaching cycles will be utilized to model and/or co-teach high leverage launch routines to promote re-engagement around pre-requisite standards, problem solving routines, and accountable talk. • During weekly Common Planning Time meetings teachers will provide evidence of instructional strategies through student work and ACS D data points. • During core instruction time, the launch routine has to be related to the priority standard. Students will be actively participating in the number talks and sharing their thoughts. <p>January to June</p> <p>Embedded professional development will focus on facilitating high leverage tasks/routines (“Explore” portion of lesson) to promote reasoning and problem solving using the math language routines, math teaching practices, and student math practices.</p>
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		<p>Coaching cycles will be utilized to model and/or co-teach high leverage tasks/routines with a focus on teacher monitoring and questioning, task complexity based on the standards’ rigor, and accountable talk.</p> <p>The instructional coach will provide targeted professional development around the implementation of the Bridges Curriculum (i.e., lesson structure, domain alignment, and progress monitoring, etc.)</p> <ul style="list-style-type: none"> • During weekly data team meetings teachers will provide evidence of instructional strategies through student work and ACSD data points. • Administrator walkthroughs/instructional rounds and classroom visits will allow for consistent monitoring of the implementation of Tier 1, standards aligned instruction. • During weekly data team meetings teachers will provide evidence of instructional strategies through student work and ACSD data points. • Embedded professional development will focus on teacher selection of student work samples for the debrief conversation centered on sequencing and connecting student work to create math meaning, link math ideas and relationships as well as making the math concepts visible and understandable. • Coaching cycles will be utilized to model and/or co-teach the debrief section of the three phase instructional model.
<p>110: 3-8 Math All Students Core Subject PI</p>	<p>Strategies implemented to support progress for Math:</p> <ul style="list-style-type: none"> - Professional Development on the Pedagogical Flow-Map and number talks - Coaching Cycles based on student data - Instructional support models at Tier 1 <p>The average proficiency rate on the curriculum aligned assessment are:</p> <ul style="list-style-type: none"> • Grade 3 - 43.6% • Grade 4 - 46.7% • Grade 5 - 4% 	<p>While instructional staff have developed planning practices that incorporate the NYS standards, instructional release moves that allow students to engage at a high level (rigorous tasks, application of multiple strategies) still need to be developed. The school did not have an intervention resource or interventionist to address gaps in mathematical reasoning and understanding.</p> <p>August to January</p> <ul style="list-style-type: none"> • The building principal, instructional coach and math interventionist will meet to craft a professional learning plan around Tier 2 Math support for grades 3-5.

Based on the NWEA Spring performance, using NWEA as a predictor of State performance, overall growth was 36.5 which is 19.8 points below the target of 56.3 for 2020-2021 school year.

The data trends in math are similar to those in ELA. Our intermediate grades are showing more consistency in students meeting their growth targets, while our primary grades are less consistent. This points to a need to focus on foundational math skills and fact fluency, so that our intermediate students are better prepared for the complexities of intermediate math. Our intermediate students will continue needing an RtI block that focuses on foundational gaps to access grade level instruction. Our primary grades will need tier 1 support.

- The building principal and the instructional coach will create a schedule for Bridges Intervention module work that will be implemented during pre-determined RTI Blocks.
- The instructional coach will provide targeted professional development around the implementation of the Bridges Curriculum (i.e., lesson structure, Domain alignment, progress monitoring, etc.)
- Administrator walkthroughs/instructional rounds will allow for consistent monitoring of the implementation of high leverage Tier 1 launch routines that supports rigorous, standards aligned instruction.
- Embedded professional development will focus on facilitating high leverage number talk routines to increase student engagement and discourse and to provide access to grade level math instruction.
- Coaching cycles will be utilized to model and/or co-teach high leverage launch routines to promote re-engagement around pre-requisite standards, problem solving routines, and accountable talk.
- During weekly Common Planning Time meetings teachers will provide evidence of instructional strategies through student work and ACSD data points.
- During core instruction time, the launch routine has to be related to the priority standard. Students will be actively participating in the number talks and sharing their thoughts.

January to June

Embedded professional development will focus on facilitating high leverage tasks/routines (“Explore” portion of lesson) to promote reasoning and problem solving using the math language routines, math teaching practices, and student math practices. Coaching cycles will be utilized to model and/or co-teach high leverage tasks/routines with a focus on teacher monitoring and questioning, task complexity based on the standards’ rigor, and accountable talk.

The instructional coach will provide targeted professional development around the implementation of the Bridges Curriculum (i.e., lesson structure, domain alignment, and progress monitoring, etc.)

		<ul style="list-style-type: none"> • During weekly data team meetings teachers will provide evidence of instructional strategies through student work and ACSD data points. • Administrator walkthroughs/instructional rounds and classroom visits will allow for consistent monitoring of the implementation of Tier 1, standards aligned instruction. • During weekly data team meetings teachers will provide evidence of instructional strategies through student work and ACSD data points. • Embedded professional development will focus on teacher selection of student work samples for the debrief conversation centered on sequencing and connecting student work to create math meaning, link math ideas and relationships as well as making the math concepts visible and understandable. • Coaching cycles will be utilized to model and/or co-teach the debrief section of the three phase instructional model.
<p>150: Grades 4 and 8 Science All Students Core Subject PI</p>	<p>Strategies implemented to support progress for Math:</p> <ul style="list-style-type: none"> - Increase student access to hands on lab experiments - Coaching support to 4th grade Science teachers <p>4th Grade Pre-Assessment (Magnetism and simple Machines): 31 students assessed Level 1: 23 (74%) Level 2: 4 (13%) Level 3: 1 (3%) Level 4: 3 (10%)</p> <p>4th Grade Post-Assessment (Magnetism and simple Machines): 29 students assessed Level 1: 5 (12%) Level 2: 5 (12%) Level 3: 14 (35%) Level 4: 17 (41%)</p>	<p>Faculty need to engage in more training in FOSS to plan for comprehensive implementation. My Brothers Keeper Training will continue with K-1 so that science standards will be taught. Faculty 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>August to January:</p> <ul style="list-style-type: none"> • (K-5th) Instruction on the importance of active student engagement with the three dimensions of learning: Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. • (K-5th) Spotlight on the various uses of science journals and the essential need for a writing component. Will include 8 practices with a special focus on 1, 3, 4, &5. <ul style="list-style-type: none"> – 1. Asking questions and defining problems – 3. Planning and carrying out investigations – 4. Analyzing and interpreting data – 5. Using mathematics and computational thinking • Sheridan Preparatory Academy will have (4) days to provide (2) 90 minute small grade level training or departmentalized training (3rd-5th). (October/November) • Community school coordinator will have the opportunity to attend science trainings. Closer collaboration around building level STEM activities will be a focus to ensure integration and alignment with Next Generation expectations.

- Building and instructional supervisor will conduct walkthroughs and classroom visits 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.
- The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support planning of professional development (PD) to be offered to instructional staff.
- Instructional coaches will provide professional development on high leverage routines that can be implemented within the Pedagogical Flow-Map to promote student engagement, high level thinking, and rigorous tasks.
- Grade 3-4 students will take FOSS written and performance pre-assessment, to note instructional needs in anticipation of taking the new grade 5 science assessment (June 2023).
- Staff will engage in 2nd-5th lab based training with primary resource Full Option Science Systems(FOSS).
- Administrators will conduct informal/formal walkthroughs to collect evidence of student voice.
- Based on the professional development provided by the instructional supervisor/elementary curriculum resource coordinator /FOSS representative, the community school site coordinator will encourage clubs to incorporate physical science topics not covered in FOSS, into enrichment clubs (MadLab & Shooting Stars Basketball).

January to June:

- Sheridan Preparatory Academy will have (4) days to provide (2) 90 minute small grade level training or departmentalized training (3rd-5th). (January/February).
- Building and instructional supervisor will conduct walkthroughs and classroom visits 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.
- Elementary curriculum resource coordinator will provide professional development via Teacher PD sessions to 2nd-4th grade teams unpacking investigations with a focus on how to enhance student engagement with the targeted Science and Engineering Practices (1,3,4,5).
- (K-5th) Spotlight on the various uses of science journals and the essential need for a writing component. Will include 8 practices with a special focus on 1, 3, 4, & 5.

		<ul style="list-style-type: none"> - 1. Asking questions and defining problems - 3. Planning and carrying out investigations - 4. Analyzing and interpreting data - 5. Using mathematics and computational thinking • Instructional coach for science will use the Pedagogical Flow-Map to plan for the spring unit of study and an appropriate “Capstone Project” during CPT. • Grade level teams will teach the spring Unit of Study and complete the “Capstone Project” . • Grade 3-4 students will take the FOSS written and performance post-test, to note instructional needs in anticipation of taking the new grade 5 science assessment (June 2023). • Based on the professional development provided by the instructional supervisor/elementary curriculum resource coordinator /FOSS representative, the community school site coordinator will encourage clubs to incorporate physical science topics not covered in FOSS, into enrichment clubs. (for planning for 2022-2023 school year).
<p>160: EM Chronic Absenteeism - All Students</p>	<p>Strategies</p> <ul style="list-style-type: none"> - Streamlined procedures and processes - Tiered support to students with attendance challenges - Increased communication regarding procedures to staff and families <p>Q3: 176 (55%) Chronic Absent Students Q4: 164 (52%) Chronic Absent Students</p> <p>Q4 Chronically Absent Student Breakdown 39 students at 85-89% 37 students at 80-84% 28 students at 75-79% 22 students at 70-74% 14 students at 65-69% 23 students at >64%</p> <p>As of June 24, the Chronic Absence rate was _57%</p>	<p>Based on anecdotal evidence, barriers for families to access all educational opportunities have to be identified and addressed.</p> <p>August to January</p> <ul style="list-style-type: none"> • Home school coordinator will continue home-visits throughout the summer months to focus on Kindergarten, 1st, and 2nd grade students, who fell below Sheridan Preparatory’s attendance average (85%) during the 2020-2021. Home-visits will focus on eliminating barriers, by way of our community school model’s Pillars (Targeted Student Supports, Extended Learning Opportunities, Family Partnerships, and Comprehensive Support Services) for students and their families. • Kickboard App will be used by Attendance Committee members as a 2-way communication platform with parents/families. With automated messages sent monthly to update families on their child’s attendance rate. • Kickboard App Roll-Out; staff members who piloted the App in 2020-2021 will provide an overview of the app to all staff members. Training for families will be held in-person and recorded for use at a later date if necessary. • Back to School Blast (Fall Open House) will be held as a community resource sharing opportunity and parent goal setting with teachers. Administrative staff will hold the first Attendance Town Hall to share research about the importance of regular student



		<p>attendance and review attendance procedures “Attendance Flow Map”. Public recognition of students who achieved 95% attendance rate during 2020-2021 school year by announcement and certificate will occur.</p> <ul style="list-style-type: none"> • Attendance Town Hall-week will be held for families interested in participating in After-School Programs, to support the importance of attending school on a regular basis. Events will be held at multiple times, so that families can have multiple access opportunities. Videos will be made available to families that enter school after September 2021. • Attendance Flow Map developed in summer 2021, will be shared with all stakeholders at multiple events (Staff Meetings, Back to School Blast, PTO Meetings, and YouTube video) • Staff and families will be provided an opportunity to familiarize themselves with the Kickboard App for 2-way family communication. • Home school coordinator will conduct home-visits a minimum of 3 days per week to families whose attendance rate falls below 91%. • Weekly attendance meetings will occur to monitor all students’ attendance. Decisions will be made based on student year-to-date and period-to date rates to design student success plans using our Community School model’s Pillars. Weekly meetings will be chaired by home school coordinator, with principal, community school site coordinator, school secretary, behavior specialist and social worker. • Administrative staff will have a “pop-up” dance party for classes that have 100% attendance daily. • Attendance study hall will be offered to students who are absent from school as an opportunity to catch up on school work missed as an after school program. Students will be selected by the Attendance Committee based on weekly attendance rates. • PBIS in conjunction with the Attendance Committee will utilize the November (11/24, Responsible) Blue & Gold Day to educate students on the importance of good attendance. • Kickboard App will be used by all staff as the primary 2-way communication with families. • Monthly, home-school coordinator will visit classes individually to distribute attendance incentives to students who have 95+% attendance and those who have the most improvement (10/1, 10/29, 11/24, 12/22, 1/28). • Community school site coordinator will host a monthly Attendance Breakfast of Champions for the parents/families of students who have 95+% attendance (10/1, 10/29, 11/24, 12/21, 1/28).
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- Monthly recognition of top three classes with best attendance at Blue & Gold Day. Classes will receive a trophy and banner to hang on their door. 1st place class will also receive attendance incentives (9/24, 10/29, 11/19, 12/17, 1/28).
- The community schools site coordinator will use student data (NYS exams and NWEA data) to share with Community Engagement Team (CET), so that partnerships and resources can be selected to support the academic needs of students. CET meets bi-monthly (August, October, December).
- The community schools site coordinator will report monthly to BLT any recommendations provided by the C.E.T. to support the goals of the comprehensive plan.
- To keep families informed of where their student is, the Attendance Committee will distribute personalized Attendance Tier Letter with report cards quarterly.
- BLT will analyze attendance data for September 2021 - December 2021 to make adjustments in interventions and support services to address chronic absenteeism.

January to June:

- The Attendance Committee will 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.
- Kickboard Mid-year “Check-in” with tech support for staff by appointment, if needed.
- The Attendance Committee will have a mid-year meeting to identify at-risk students so that the home school coordinator can conduct home-visits with Tier 1B, Tier 2, and Tier 3 parents to address attendance barriers.
- Kickboard App will be used by Attendance Committee members as a 2-way communication platform with parents/families. With automated messages sent monthly to update families on their child’s attendance rate.
- The 2nd round of Attendance Town Hall-week will be held for families interested in participating in After-School Programs and to provide Kickboard App support for those that need it, to emphasize the importance of attending school on a regular basis. Events will be held at multiple times, so that families can have multiple access opportunities. Videos will be made available to families that enter school after January 2022.
- Attendance Flow Map developed in summer 2021, will be reviewed mid-year with all stakeholders at multiple events (Staff Meetings, PTO Meetings, and YouTube video).



		<ul style="list-style-type: none"> • Home school coordinator will conduct home-visits a minimum of 3 days per week to families whose attendance rate falls below 91%. • Weekly attendance meetings will occur to monitor all students’ attendance. Decisions will be made based on student year-to-date and period-to date rates to design student success plans using our Community School model’s Pillars. Weekly meetings will be chaired by the home school coordinator, with the principal, community school site coordinator, school secretary, behavior specialist, and social worker. • Administrative staff will have a “pop-up” dance party for classes that have 100% attendance daily. • Attendance study hall will be offered to students who are absent from school as an opportunity to catch up on school work missed as an after school program. Students will be selected by the Attendance Committee based on weekly attendance rates. • Monthly, the home school coordinator will visit classes individually to distribute attendance incentives to students who have 95+% attendance and those who have the most improvement (1/28, 2/18, 4/1, 4/29, 5/26, 6/17). • Community school site coordinator will host a monthly Attendance Breakfast of Champions for the parents/families of students who have 95+% attendance(1/28, 2/18, 4/1,, 4/29, 5/26). • Monthly recognition of top three classes with best attendance at Blue & Gold Day. Classes will receive a trophy and banner to hang on their door. 1st place class will also receive attendance incentives (1/28, 2/18, 3/25, 4/29, 5/26, 6/17). • The community schools site coordinator will use student data (NYS exams and NWEA data) to share with CET, so that partnerships and resources can be selected to support the academic needs of students. CET meets bi-monthly (February, April, June). • The community schools site coordinator will report monthly to BLT any recommendations provided by the CET (Community Engagement Team) to support the goals of the comprehensive plan. • To keep families informed of where their student is, the Attendance Committee will distribute personalized Attendance Tier Letter with report cards quarterly. • PBIS in conjunction with the Attendance Committee will utilize the March (4/1 or 3/25, Responsible) Blue & Gold Day to re-teach students the importance of good attendance. • BLT will analyze attendance data for September 2021 - April 2022 to analyze interventions and support services to address chronic absenteeism. Collect recommendations for the 2022-2023 school year.
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		<ul style="list-style-type: none"> • Ice cream social (Spring Open House) will be held as a community resource sharing opportunity. The Attendance Committee will share specified student attendance rate sheets with all families, which will include success strategies for the upcoming school year. • An end-of-year celebration called the AttenDance will be held for families and their students having 95% for the school year or better.
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Part III – Demonstrable Improvement Indicators-Level 2

Level 2 Indicators		
<i>Please list the school’s Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and actions that will support progress toward the Demonstrable Improvement Indicators.</i>		
Identify Indicator	Final Report and Reflection on Activities Completed during January 16, 2021 - June 30, 2021	2021-22 School Year Continuation Plan for Meeting this Indicator
35: 3-8 ELA Black Students MGP	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. <p>Strategies implemented to support progress for ELA:</p> <ul style="list-style-type: none"> - Professional Development on the Pedagogical Flow-Map - Coaching Cycles based on student data - Instructional support models at Tier 1 <p>Based on the NWEA Spring performance, using NWEA as a predictor of State performance, overall growth was 53.6 which is 10.4 points above the target of 43.2 for 2020-2021 school year.</p>	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2021-22 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. <p>As mentioned, there has been much work around building up teachers’ abilities to plan using the New York State Standards. Teachers’ plans are incorporating resources and student tasks aligned to the standards. The next step in the work is focusing on the implementation of those plans and ensuring that students are being provided the opportunity to demonstrate what they know and understand, without having teachers’ instructional moves be where all the academic thinking lives. Current student data supports the need for continuous professional development on effective instructional practices with support throughout the year from coaches and administrators.</p>

	<p>These data points show a trend that has been consistent for Sheridan Prep. Students in 3rd through 5th grades are more consistently meeting their growth target. What the data does not show is that in our primary grades, the meeting of growth targets are less consistent. This particular trend has put 3rd-5th grades in a “catch-up” cycle. Pointing to the why behind 3rd grade’s numbers in comparison to 4th and 5th grade’s data. We will continue to focus on supporting more consistent data in the primary grades, while simultaneously providing the intermediate grades with the support necessary to close instructional gaps. We are also focused on ensuring that students are met where they are, so that growth trends match more closely with Core Subject PI.</p>	<p>The specific strategies:</p> <ul style="list-style-type: none"> - Continue work with Pedagogical Flow-Map - Coaching Cycles focused on instructional moves - Informal and formal observations focused on student voice and work <p>The action steps that align with these strategies are as follows:</p> <p>August - January</p> <ul style="list-style-type: none"> • The instructional staff, literacy specialists, and ELA coach will review the beginning of the year data to develop a Tier 1 support plan to identify instructional gaps. • After reviewing fall data, the Building Leadership Team will determine the focus of the Super Star after school clubs, so that the club foci are aligned with our 2021-2022 SCEP goals to provide additional opportunities to support instructional gaps. • The data from the Lori Strong (LS) will be shared with the Play, Learn, Soar program so that programming can be based on school needs. The goal is for 80% of 2022-2023 incoming Kindergartners to score proficiently in Lori Strong (LS) assessment. • Administrators will conduct informal walkthroughs and classroom visits to collect anecdotal evidence of rigorous student tasks in ELA. • ELA instructional coach will provide targeted professional development (PD) to all instructional staff on researched based strategies that support the processing (i.e. introducing the text and release of the lesson) element of the Pedagogical Flow-Map (PFM). PD will focus on planning and implementation of rigorous and culturally responsive student tasks. • Administrators will conduct informal walkthroughs of instructional staff to provide feedback on PD provided. Specifically addressing release of lesson and rigor of student tasks. • Common Planning Time (CPT) will focus on monitoring of student data as it relates to rigor and culturally responsive tasks. • The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support the planning of professional development (PD) to be offered to the instructional staff (Student Voice, Rigor, and Equity). • ELA coach will plan and provide four-week coaching cycles that include peer observation to support one grade level at a time with the development and implementation of rigorous tasks. Based on data (ie. NWEA and walkthrough data).
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		<ul style="list-style-type: none"> • Intermediate CORE ELA teachers and the ELA coach will engage in vertically aligned coaching cycles that include peer observations based on the PFM, and development and implementation of rigorous writing tasks. • ELA instructional coach will provide targeted PD to all instructional staff on researched based strategies that support the processing (i.e. asking additional questions that deepen student understanding and approach incorrect answers as learning opportunities) element of the PFM. • Administrators will conduct informal walkthroughs and classroom visits of instructional staff to provide feedback on PD provided. Specifically addressing questions that deepen student understanding and approach incorrect answers as learning opportunities. • Common Planning Time (CPT) will focus on monitoring student data as it relates to questions that deepen student understanding and approach incorrect answers as learning opportunities. • The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support the planning of professional development (PD) to be offered to the instructional staff (Student Voice, Rigor, and Equity). • Teachers, literacy specialists, and the ELA coach will meet monthly to evaluate Tier 1 data and plan instruction that supports students’ needs. <p>January –June</p> <ul style="list-style-type: none"> • The instructional staff, literacy specialists, and ELA coach will review the mid- year data (NWEA, Easy CBM, Lori Strong, and Wonders Benchmarks) to analyze the Tier 1 support plan’s effectiveness. • ELA coach will provide targeted professional development (PD) to all instructional staff on researched based strategies that support the retaining for mastery (i.e. review, student reflection of learning and assessment with feedback) element of the Pedagogical Flow-Map (PFM), to focus on culturally responsive and rigorous student tasks. • ELA coach will plan and provide four-week coaching cycles to support one grade level at a time with the development and implementation of rigorous tasks based on data (i.e. NWEA, easyCBM or Wonders data). • Intermediate CORE ELA teachers and the ELA coach will engage in vertically aligned coaching cycles that include peer observations based on the PFM, and development and implementation of rigorous writing tasks.
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		<ul style="list-style-type: none"> • Communicate Lori Strong data with community organizations to add outside support; specifically Growing Readers Albany Public Library program, (library card registration); train volunteers on how to support students using the L. Strong deficit data in grades Kindergarten through 2nd grade. • Administrators will conduct informal walkthroughs and classroom visits of instructional staff to provide feedback on PD provided. Specifically addressing student reflection of learning and rigor of student tasks. • The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support planning of professional development (PD) to be offered to instructional staff. • ELA coach will use Parent University to build workshops based on the leaning gaps identified by Lori Strong results. • Teachers, reading teachers, and the ELA coach will meet monthly to evaluate Tier 1 data and plan instruction that supports students’ needs. • ELA coach will provide targeted professional development (PD) to all instructional staff on researched based strategies that support the retaining for mastery (i.e.review, student reflection of learning and assessment with feedback) element of the Pedagogical Flow-Map (PFM), to focus on asking additional questions that deepen student understanding and approach incorrect answers as learning opportunities. • Administrators will conduct informal walkthroughs and classroom visits of instructional staff to provide feedback on PD provided. Specifically addressing and asking additional questions that deepen student understanding and approach incorrect answers as learning opportunities as students reflect on learning. • The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support planning of 2022-2023 SCEP Plan.
<p>41: 3-8 Math Blacks Students MGP</p>	<p>Strategies implemented to support progress for Math:</p> <ul style="list-style-type: none"> - Professional Development on the Pedagogical Flow-Map and number talks - Coaching Cycles based on student data - Instructional support models at Tier 1 <p>Based on the NWEA Spring performance, using NWEA as a predictor of State performance, overall growth was 48.0 which is 10.4 points above the target of 37.6 for 2020-2021 school year.</p>	<p>While instructional staff have developed planning practices that incorporate the NYS standards, instructional release moves that allow students to engage at a high level (rigorous tasks, application of multiple strategies) still need to be developed. The school did not have an intervention resource or interventionist to address gaps in mathematical reasoning and understanding.</p> <p>August to January</p> <ul style="list-style-type: none"> • The building principal, instructional coach and math interventionist will meet to craft a professional learning plan around Tier 2 Math support for grades 3-5.

	<p>The data trends in math are similar to those in ELA. Our intermediate grades are showing more consistency in students meeting their growth targets, while our primary grades are less consistent. This points to a need to focus on foundational math skills and fact fluency, so that our intermediate students are better prepared for the complexities of intermediate math. Our intermediate students will continue needing an RtI block that focuses on foundational gaps to access grade level instruction. Our primary grades will need tier 1 support.</p>	<ul style="list-style-type: none"> • The building principal and the instructional coach will create a schedule for Bridges Intervention module work that will be implemented during pre-determined RTI Blocks. • The instructional coach will provide targeted professional development around the implementation of the Bridges Curriculum (i.e., lesson structure, Domain alignment, progress monitoring, etc.) • Administrator walkthroughs/instructional rounds will allow for consistent monitoring of the implementation of high leverage Tier 1 launch routines that supports rigorous, standards aligned instruction. • Embedded professional development will focus on facilitating high leverage number talk routines to increase student engagement and discourse and to provide access to grade level math instruction. • Coaching cycles will be utilized to model and/or co-teach high leverage launch routines to promote re-engagement around pre-requisite standards, problem solving routines, and accountable talk. • During weekly Common Planning Time meetings teachers will provide evidence of instructional strategies through student work and ACSD data points. • During core instruction time, the launch routine has to be related to the priority standard. Students will be actively participating in the number talks and sharing their thoughts. <p>January to June</p> <p>Embedded professional development will focus on facilitating high leverage tasks/routines (“Explore” portion of lesson) to promote reasoning and problem solving using the math language routines, math teaching practices, and student math practices. Coaching cycles will be utilized to model and/or co-teach high leverage tasks/routines with a focus on teacher monitoring and questioning, task complexity based on the standards’ rigor, and accountable talk.</p> <p>The instructional coach will provide targeted professional development around the implementation of the Bridges Curriculum (i.e., lesson structure, domain alignment, and progress monitoring, etc.)</p>
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		<ul style="list-style-type: none"> • During weekly data team meetings teachers will provide evidence of instructional strategies through student work and ACSD data points. • Administrator walkthroughs/instructional rounds and classroom visits will allow for consistent monitoring of the implementation of Tier 1, standards aligned instruction. • During weekly data team meetings teachers will provide evidence of instructional strategies through student work and ACSD data points. • Embedded professional development will focus on teacher selection of student work samples for the debrief conversation centered on sequencing and connecting student work to create math meaning, link math ideas and relationships as well as making the math concepts visible and understandable. • Coaching cycles will be utilized to model and/or co-teach the debrief section of the three phase instructional model.
<p>102: 3-8 ELA Black Core Subject PI</p>	<p>Strategies implemented to support progress for ELA:</p> <ul style="list-style-type: none"> - Professional Development on the Pedagogical Flow-Map - Coaching Cycles based on student data - Instructional support models at Tier 1 <p>Based on the NWEA Spring performance, using NWEA as a predictor of State performance, overall growth was 57.8 which is 1.4 points below the target of 59.2 for 2020-2021 school year.</p> <p>These data points show a trend that has been consistent for Sheridan Prep. Students in 3rd through 5th grades are more consistently meeting their growth target. What the data does not show is that in our primary grades, the meeting of growth targets are less consistent. This particular trend has put 3rd-5th grades in a “catch-up” cycle. Pointing to the why behind 3rd grade’s numbers in comparison to 4th and 5th grade’s data. We will continue to focus on supporting more consistent data in the primary grades, while simultaneously providing the intermediate grades with the support necessary to close instructional gaps</p>	<p>As mentioned, there has been much work around building up teachers’ abilities to plan using the New York State Standards. Teachers’ plans are incorporating resources and student tasks aligned to the standards. The next step in the work is focusing on the implementation of those plans and ensuring that students are being provided the opportunity to demonstrate what they know and understand, without having teachers’ instructional moves be where all the academic thinking lives. Current student data supports the need for continuous professional development on effective instructional practices with support throughout the year from coaches and administrators.</p> <p>The specific strategies:</p> <ul style="list-style-type: none"> - Continue work with Pedagogical Flow-Map - Coaching Cycles focused on instructional moves - Informal and formal observations focused on student voice and work <p>The action steps that align with these strategies are as follows: August - January</p> <ul style="list-style-type: none"> • The instructional staff, literacy specialists, and ELA coach will review the beginning of the year data to develop a Tier 1 support plan to identify instructional gaps. • After reviewing fall data, the Building Leadership Team will determine the focus of the Super Star after school clubs, so that the club foci are aligned with our 2021-2022 SCEP goals to provide additional opportunities to support instructional gaps. • The data from the Lori Strong (LS) will be shared with the Play, Learn, Soar

		<ul style="list-style-type: none"> • program so that programming can be based on school needs. The goal is for 80% of 2022-2023 incoming Kindergartners to score proficiently in Lori Strong (LS) assessment. • Administrators will conduct informal walkthroughs and classroom visits to collect anecdotal evidence of rigorous student tasks in ELA. • ELA instructional coach will provide targeted professional development (PD) to all instructional staff on researched based strategies that support the processing (i.e. introducing the text and release of the lesson) element of the Pedagogical Flow-Map (PFM). PD will focus on planning and implementation of rigorous and culturally responsive student tasks. • Administrators will conduct informal walkthroughs of instructional staff to provide feedback on PD provided. Specifically addressing release of lesson and rigor of student tasks. • Common Planning Time (CPT) will focus on monitoring of student data as it relates to rigor and culturally responsive tasks. • The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support the planning of professional development (PD) to be offered to the instructional staff (Student Voice, Rigor, and Equity). • ELA coach will plan and provide four-week coaching cycles that include peer observation to support one grade level at a time with the development and implementation of rigorous tasks. Based on data (ie. NWEA and walkthrough data). • Intermediate CORE ELA teachers and the ELA coach will engage in vertically aligned coaching cycles that include peer observations based on the PFM, and development and implementation of rigorous writing tasks. • ELA instructional coach will provide targeted PD to all instructional staff on researched based strategies that support the processing (i.e. asking additional questions that deepen student understanding and approach incorrect answers as learning opportunities) element of the PFM. • Administrators will conduct informal walkthroughs and classroom visits of instructional staff to provide feedback on PD provided. Specifically addressing questions that deepen student understanding and approach incorrect answers as learning opportunities. • Common Planning Time (CPT) will focus on monitoring student data as it relates to questions that deepen student understanding and approach incorrect answers as learning opportunities.
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		<ul style="list-style-type: none"> • The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support the planning of professional development (PD) to be offered to the instructional staff (Student Voice, Rigor, and Equity). • Teachers, literacy specialists, and the ELA coach will meet monthly to evaluate Tier 1 data and plan instruction that supports students’ needs. <p>January –June</p> <ul style="list-style-type: none"> • The instructional staff, literacy specialists, and ELA coach will review the mid- year data (NWEA, Easy CBM, Lori Strong, and Wonders Benchmarks) to analyze the Tier 1 support plan’s effectiveness. • ELA coach will provide targeted professional development (PD) to all instructional staff on researched based strategies that support the retaining for mastery (i.e. review, student reflection of learning and assessment with feedback) element of the Pedagogical Flow-Map (PFM), to focus on culturally responsive and rigorous student tasks. • ELA coach will plan and provide four-week coaching cycles to support one grade level at a time with the development and implementation of rigorous tasks based on data (i.e. NWEA, easyCBM or Wonders data). • Intermediate CORE ELA teachers and the ELA coach will engage in vertically aligned coaching cycles that include peer observations based on the PFM, and development and implementation of rigorous writing tasks. • Communicate Lori Strong data with community organizations to add outside support; specifically Growing Readers Albany Public Library program, (library card registration); train volunteers on how to support students using the L. Strong deficit data in grades Kindergarten through 2nd grade. • Administrators will conduct informal walkthroughs and classroom visits of instructional staff to provide feedback on PD provided. Specifically addressing student reflection of learning and rigor of student tasks. • The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support planning of professional development (PD) to be offered to instructional staff. • ELA coach will use Parent University to build workshops based on the leaning gaps identified by Lori Strong results. • Teachers, reading teachers, and the ELA coach will meet monthly to evaluate Tier 1 data and plan instruction that supports students’ needs.
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		<ul style="list-style-type: none"> • ELA coach will provide targeted professional development (PD) to all instructional staff on researched based strategies that support the retaining for mastery (i.e.review, student reflection of learning and assessment with feedback) element of the Pedagogical Flow-Map (PFM), to focus on asking additional questions that deepen student understanding and approach incorrect answers as learning opportunities. • Administrators will conduct informal walkthroughs and classroom visits of instructional staff to provide feedback on PD provided. Specifically addressing and asking additional questions that deepen student understanding and approach incorrect answers as learning opportunities as students reflect on learning. • The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support planning of 2022-2023 SCEP Plan.
<p>105: 3-8 ELA ED Core Subject PI</p>	<p>Strategies implemented to support progress for ELA:</p> <ul style="list-style-type: none"> - Professional Development on the Pedagogical Flow-Map - Coaching Cycles based on student data - Instructional support models at Tier 1 <p>Based on the NWEA Spring performance, using NWEA as a predictor of State performance, overall growth was 64.7 which is 2.9 points above the target of 61.8 for 2020-2021 school year.</p> <p>These data points show a trend that has been consistent for Sheridan Prep. Students in 3rd through 5th grades are more consistently meeting their growth target. What the data does not show is that in our primary grades, the meeting of growth targets are less consistent. This particular trend has put 3rd-5th grades in a “catch-up” cycle. Pointing to the why behind 3rd grade’s numbers in comparison to 4th and 5th grade’s data. We will continue to focus on supporting more consistent data in the primary grades, while simultaneously providing the intermediate grades with the support necessary to close instructional gaps</p>	<p>As mentioned, there has been much work around building up teachers’ abilities to plan using the New York State Standards. Teachers’ plans are incorporating resources and student tasks aligned to the standards. The next step in the work is focusing on the implementation of those plans and ensuring that students are being provided the opportunity to demonstrate what they know and understand, without having teachers’ instructional moves be where all the academic thinking lives. Current student data supports the need for continuous professional development on effective instructional practices with support throughout the year from coaches and administrators.</p> <p>The specific strategies:</p> <ul style="list-style-type: none"> - Continue work with Pedagogical Flow-Map - Coaching Cycles focused on instructional moves - Informal and formal observations focused on student voice and work <p>The action steps that align with these strategies are as follows:</p> <p>August - January</p> <ul style="list-style-type: none"> • The instructional staff, literacy specialists, and ELA coach will review the beginning of the year data to develop a Tier 1 support plan to identify instructional gaps. • After reviewing fall data, the Building Leadership Team will determine the focus of the Super Star after school clubs, so that the club foci are aligned with our 2021-2022 SCEP goals to provide additional opportunities to support instructional gaps. • The data from the Lori Strong (LS) will be shared with the Play, Learn, Soar



		<ul style="list-style-type: none">• program so that programming can be based on school needs. The goal is for 80% of 2022-2023 incoming Kindergartners to score proficiently in Lori Strong (LS) assessment.• Administrators will conduct informal walkthroughs and classroom visits to collect anecdotal evidence of rigorous student tasks in ELA.• ELA instructional coach will provide targeted professional development (PD) to all instructional staff on researched based strategies that support the processing (i.e. introducing the text and release of the lesson) element of the Pedagogical Flow-Map (PFM). PD will focus on planning and implementation of rigorous and culturally responsive student tasks.• Administrators will conduct informal walkthroughs of instructional staff to provide feedback on PD provided. Specifically addressing release of lesson and rigor of student tasks.• Common Planning Time (CPT) will focus on monitoring of student data as it relates to rigor and culturally responsive tasks.• The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support the planning of professional development (PD) to be offered to the instructional staff (Student Voice, Rigor, and Equity).• ELA coach will plan and provide four-week coaching cycles that include peer observation to support one grade level at a time with the development and implementation of rigorous tasks. Based on data (ie. NWEA and walkthrough data).• Intermediate CORE ELA teachers and the ELA coach will engage in vertically aligned coaching cycles that include peer observations based on the PFM, and development and implementation of rigorous writing tasks.• ELA instructional coach will provide targeted PD to all instructional staff on researched based strategies that support the processing (i.e. asking additional questions that deepen student understanding and approach incorrect answers as learning opportunities) element of the PFM.• Administrators will conduct informal walkthroughs and classroom visits of instructional staff to provide feedback on PD provided. Specifically addressing questions that deepen student understanding and approach incorrect answers as learning opportunities.• Common Planning Time (CPT) will focus on monitoring student data as it relates to questions that deepen student understanding and approach incorrect answers as learning opportunities.
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		<ul style="list-style-type: none"> • The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support the planning of professional development (PD) to be offered to the instructional staff (Student Voice, Rigor, and Equity). • Teachers, literacy specialists, and the ELA coach will meet monthly to evaluate Tier 1 data and plan instruction that supports students’ needs. <p>January –June</p> <ul style="list-style-type: none"> • The instructional staff, literacy specialists, and ELA coach will review the mid- year data (NWEA, Easy CBM, Lori Strong, and Wonders Benchmarks) to analyze the Tier 1 support plan’s effectiveness. • ELA coach will provide targeted professional development (PD) to all instructional staff on researched based strategies that support the retaining for mastery (i.e. review, student reflection of learning and assessment with feedback) element of the Pedagogical Flow-Map (PFM), to focus on culturally responsive and rigorous student tasks. • ELA coach will plan and provide four-week coaching cycles to support one grade level at a time with the development and implementation of rigorous tasks based on data (i.e. NWEA, easyCBM or Wonders data). • Intermediate CORE ELA teachers and the ELA coach will engage in vertically aligned coaching cycles that include peer observations based on the PFM, and development and implementation of rigorous writing tasks. • Communicate Lori Strong data with community organizations to add outside support; specifically Growing Readers Albany Public Library program, (library card registration); train volunteers on how to support students using the L. Strong deficit data in grades Kindergarten through 2nd grade. • Administrators will conduct informal walkthroughs and classroom visits of instructional staff to provide feedback on PD provided. Specifically addressing student reflection of learning and rigor of student tasks. • The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support planning of professional development (PD) to be offered to instructional staff. • ELA coach will use Parent University to build workshops based on the leaning gaps identified by Lori Strong results. • Teachers, reading teachers, and the ELA coach will meet monthly to evaluate Tier 1 data and plan instruction that supports students’ needs.
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<p>112: 3-8 Math Black Core Subject PI</p>	<p>Strategies implemented to support progress for Math:</p> <ul style="list-style-type: none"> - Professional Development on the Pedagogical Flow-Map and number talks - Coaching Cycles based on student data - Instructional support models at Tier 1 <p>Based on the NWEA Spring performance, using NWEA as a predictor of State performance, overall growth was 27.8 which is 25.6 points below the target of 53.4 for 2020-2021 school year.</p> <p>The data trends in math are similar to those in ELA. Our intermediate grades are showing more consistency in students meeting their growth targets, while our primary grades are less consistent. This points to a need to focus on foundational math skills and fact fluency, so that our intermediate students are better prepared for the complexities of intermediate math. Our intermediate students will continue needing an Rtl block that focuses on foundational gaps to access grade level instruction. Our primary grades will need tier 1 support.</p>	<p>While instructional staff have developed planning practices that incorporate the NYS standards, instructional release moves that allow students to engage at a high level (rigorous tasks, application of multiple strategies) still need to be developed. The school did not have an intervention resource or interventionist to address gaps in mathematical reasoning and understanding.</p> <p>August to January</p> <ul style="list-style-type: none"> • The building principal, instructional coach and math interventionist will meet to craft a professional learning plan around Tier 2 Math support for grades 3-5. • The building principal and the instructional coach will create a schedule for Bridges Intervention module work that will be implemented during pre-determined RTI Blocks. • The instructional coach will provide targeted professional development around the implementation of the Bridges Curriculum (i.e., lesson structure, Domain alignment, progress monitoring, etc.) • Administrator walkthroughs/instructional rounds will allow for consistent monitoring of the implementation of high leverage Tier 1 launch routines that supports rigorous, standards aligned instruction. • Embedded professional development will focus on facilitating high leverage number talk routines to increase student engagement and discourse and to provide access to grade level math instruction. • Coaching cycles will be utilized to model and/or co-teach high leverage launch routines to promote re-engagement around pre-requisite standards, problem solving routines, and accountable talk.

		<ul style="list-style-type: none"> • During weekly Common Planning Time meetings teachers will provide evidence of instructional strategies through student work and ACSD data points. • During core instruction time, the launch routine has to be related to the priority standard. Students will be actively participating in the number talks and sharing their thoughts. <p>January to June</p> <p>Embedded professional development will focus on facilitating high leverage tasks/routines (“Explore” portion of lesson) to promote reasoning and problem solving using the math language routines, math teaching practices, and student math practices. Coaching cycles will be utilized to model and/or co-teach high leverage tasks/routines with a focus on teacher monitoring and questioning, task complexity based on the standards’ rigor, and accountable talk.</p> <p>The instructional coach will provide targeted professional development around the implementation of the Bridges Curriculum (i.e., lesson structure, domain alignment, and progress monitoring, etc.)</p> <ul style="list-style-type: none"> • During weekly data team meetings teachers will provide evidence of instructional strategies through student work and ACSD data points. • Administrator walkthroughs/instructional rounds and classroom visits will allow for consistent monitoring of the implementation of Tier 1, standards aligned instruction. • During weekly data team meetings teachers will provide evidence of instructional strategies through student work and ACSD data points. • Embedded professional development will focus on teacher selection of student work samples for the debrief conversation centered on sequencing and connecting student work to create math meaning, link math ideas and relationships as well as making the math concepts visible and understandable. • Coaching cycles will be utilized to model and/or co-teach the debrief section of the three phase instructional model.
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<p>115: 3-8 Math ED Core Subject PI</p>	<p>Strategies implemented to support progress for Math:</p> <ul style="list-style-type: none"> - Professional Development on the Pedagogical Flow-Map and number talks - Coaching Cycles based on student data - Instructional support models at Tier 1 <p>Based on the NWEA Spring performance, using NWEA as a predictor of State performance, overall growth was 35.4 which is 21.4 points below the target of 56.8 for 2020-2021 school year.</p> <p>The data trends in math are similar to those in ELA. Our intermediate grades are showing more consistency in students meeting their growth targets, while our primary grades are less consistent. This points to a need to focus on foundational math skills and fact fluency, so that our intermediate students are better prepared for the complexities of intermediate math. Our intermediate students will continue needing an RtI block that focuses on foundational gaps to access grade level instruction. Our primary grades will need tier 1 support.</p>	<p>While instructional staff have developed planning practices that incorporate the NYS standards, instructional release moves that allow students to engage at a high level (rigorous tasks, application of multiple strategies) still need to be developed. The school did not have an intervention resource or interventionist to address gaps in mathematical reasoning and understanding.</p> <p>August to January</p> <ul style="list-style-type: none"> • The building principal, instructional coach and math interventionist will meet to craft a professional learning plan around Tier 2 Math support for grades 3-5. • The building principal and the instructional coach will create a schedule for Bridges Intervention module work that will be implemented during pre-determined RTI Blocks. • The instructional coach will provide targeted professional development around the implementation of the Bridges Curriculum (i.e., lesson structure, Domain alignment, progress monitoring, etc.) • Administrator walkthroughs/instructional rounds will allow for consistent monitoring of the implementation of high leverage Tier 1 launch routines that supports rigorous, standards aligned instruction. • Embedded professional development will focus on facilitating high leverage number talk routines to increase student engagement and discourse and to provide access to grade level math instruction. • Coaching cycles will be utilized to model and/or co-teach high leverage launch routines to promote re-engagement around pre-requisite standards, problem solving routines, and accountable talk. • During weekly Common Planning Time meetings teachers will provide evidence of instructional strategies through student work and ACSD data points. • During core instruction time, the launch routine has to be related to the priority standard. Students will be actively participating in the number talks and sharing their thoughts. <p>January to June</p> <p>Embedded professional development will focus on facilitating high leverage tasks/routines (“Explore” portion of lesson) to promote reasoning and problem solving using the math language routines, math teaching practices, and student math practices.</p>
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Part IV – Community Engagement Team (CET)

Community Engagement Team (CET) <i>The role of the Community Engagement Team is to develop recommendations for school improvement by soliciting input through public engagement. Recommendations made by the CET, including how the school community was engaged to seek input/feedback to guide development of the school’s improvement plan, should be addressed in response to the prompts below.</i>	
Report Out of 2020-21 CET Plan Implementation	Plan for Use of CET Recommendations in 2021-22
<p>Describe how recommendations made by the CET during 2020-21 were used to inform implementation of the school’s improvement plan.</p> <ul style="list-style-type: none"> • List the categories of stakeholders that have participated as members over the past school year. Note any changes made to the CET’s membership since the last reporting period. 	<p>Describe how recommendations made by the CET during 2021-22 will be used to inform implementation of the school’s improvement plan.</p> <ul style="list-style-type: none"> • Include any changes that will be made to CET membership for the 2021-22 school year. Include the role/title of any new members.

<p>Recommendations made by the CET were shared with BLT and incorporated when appropriate into SCEP.</p> <ul style="list-style-type: none"> • Parents • Teachers • Administrators • Community Partners • Support Staff 	<p>The CET team will meet quarterly to review and discuss the implementation of the improvement plan and make recommendations prior to the submission of all reports to SED.</p> <p>There are no membership changes to report as of this date.</p>
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Part V - Receivership Powers

<p>Powers of the Receiver <i>Provide a summary of the use of the School Receiver's powers during 2020-21 school year.</i></p>	<p><i>Describe the anticipated use of the School Receiver's powers during the 2021-2022 school year (pursuant to those identified in Commissioners Regulation §100.19).</i></p>
<p>The School Receiver negotiated with the Teachers' Union, and an MOA was passed which added an additional two hours of professional development for instructional staff.</p>	<p>The School Receiver negotiated with the Teachers' Union, and an MOA was passed which added an additional two hours of professional development for instructional staff.</p>

Part VI – 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 Commissioners Regulation § 100.19 have been met.

Name of Receiver (Print): Kaweeda G. Adams

Signature of Receiver: _____

Date: 7/26/21

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 2021-2022 Community Engagement Team plan and membership.



Name of CET Representative (Print): Darsheima Hicks

Signature of CET Representative: _____

Title of CET Representative: School Secretary

Date: 7/26/21

Revised May 19, 2021