



The University of the State of New York


THE STATE EDUCATION DEPARTMENT

Albany, NY 12234

2019-20

School Improvement Grant 1003(g)

Continuation Plan Cover Page

District Name Troy City School District	
School Name School 2	
Contact Person Jull Currey	Telephone (518) 328-5436
E-Mail Address curreyj@troycsd.org	
<p>I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
Authorized Signature (In blue ink) 	Title of Chief School/Administrative Officer Superintendent of Schools
Typed Name: John Carmello	Date: July 30, 2019

Receivership Schools ONLY

Continuation Plan for 2019-20 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this plan will be posted on the district website:				
School 2	491700010002	Troy City School District		Check which plan below applies:				
				SIG:			SCEP	
				Cohort: 4				
				Model: Transformation				
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
John Carmello	*If new, attach resume.	Dr. Donna Watson Juli Currey		PK-5		<1%	23.5 %	357
	Appointment Date: June 2015							

Executive Summary

Please provide a plain-language summary of this continuation plans in terms of implementing key strategies, engaging the community, enacting Receivership, and choosing Level 1 and Level 2 Indicator data. 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.

During the 2019-20 school year, we will continue to focus on high quality *Tier 1* instruction, data-analysis, and responsive supports for both students and adults (i.e. professional development, materials, instructional student groupings, etc.). We are devoted to making learning and thinking more visible, across stakeholder groups. We will continue our implementation of *Thinking Maps* throughout the building and ground our efforts around the work of John Hattie; more specifically, his research on effective teaching/instructional practices. We will continue to hone our skills in writing/developing units that focus on the learning process, rather than "product." Grades K-2 will implement Calkins Reading, Writing and Phonics Units of Study (UOS) and Grades 3-5 will implement Expeditionary Learning (EL) and Calkins Writing UOS. Similar to the 18-19 school year, Reading Specialists will co-teach, rather than the traditional *push in/pull out* approach. In collaboration with our District Math Curriculum Leader, we have developed a lesson model/template for daily instruction, which includes fluency and intervention. During the 2019-20 school year, this plan will be implemented daily and monitored often for impact. We have also extended our math block 30 minutes. We will continue to work closely w/ our District RtI Coordinator to provide more targeted summative assessments and thoughtful analysis (Data, Feedback, Strategy-DFS). Our Leadership team will collectively support and actively work at creating a culture of common language, practices and environmental structures/protocols. We will monitor this through our School 2 *Must Have* documents. We will continue to carefully reflect on impactful ways to educate and empower our students of color (i.e., black and hispanic) and economically disadvantaged. We will continue to learn about and thoughtfully discuss implicit bias, Macro/Micro Aggressions, Micro/Macro Affirmations and Trauma Sensitive practices as means to thoughtfully support our entire



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learning community. We will continue to support students' social emotional well being and character development through monthly assemblies, which celebrate: attendance, birthdays, no referrals, etc. These assemblies will also teach character traits like: resilience, hope, tenacity, etc. Our Community Schools wing is a tremendous resource and bridge between home and school. It serves both our families and school needs in a cohesive, reciprocal manner. This model continues to strengthen our partnerships with families and community based organizations. This model, in addition to our work NYSUT has enhanced our home visits, PTO, academic engagement initiatives, and overall trust. We will continue to build and strengthen our partnerships with Community Based Organizations (CBO's) . It is our hope that as we continue to reflect on our level of impact regarding the "whole-child" that we grow and achieve more outcomes each school year.

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to OSR@NYSED.gov. It is a plan for the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document serves as the continuation plan for Receivership schools receiving School Improvement Grant (SIG) funds. Additionally, this document serves as the planning instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The continuation plan in its entirety must be posted on the district web-site.

Please note - All prompts submitted under the "2019-20 School Year Continuation Plan" heading should directly align with or be adaptations to the previously approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.



Directions for Part I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies that will be addressed in their 2019-2020 Continuation Plan in light of their anticipated level of implementation and their anticipated impact on student learning outcomes. The 2019-2020 Continuation Plan is an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

LEVEL 1 Indicators						
Please list the school's Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.						
Identify Indicator	Baseline	2019-20 Progress Target	Anticipated Status (R/Y/G)	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What will be the formative data points that will be utilized to assess progress towards the target for this demonstrable improvement indicator?	2019-20 School Year Continuation Plan for Meeting this Indicator
#5 School Safety	.5	.3	Yellow	SIG Key Strategy: Character Education <ul style="list-style-type: none"> Summer Professional Development by SST (Student Support Team) on trauma sensitive classroom practices; including focus on building safe and healthy relationships, proactive classroom management strategies Yoga Program for Identified students (repeated discipline referrals and/or chronic dysregulation) 	Enrollment data (transfer in and out) Discipline referrals Out of School Suspensions SAEBRS Social Emotional Screener- students identified as "some risk"	School 2 will continue with: <ul style="list-style-type: none"> Second Step Social- Emotional Learning curriculum for all students SAEBRS Social-Emotional Universal Screener Collaboration with faculty and staff to build capacity to support student social-emotional health and wellness; PD will focus on trauma sensitive practices and building safe and reliable classroom environments New initiatives will include: <ul style="list-style-type: none"> Yoga Program Increased focus on Restorative Practices Enhance New Family Orientation



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				<ul style="list-style-type: none"> ● Code of Conduct presentation-developmentally appropriate explanation of rules and procedures, including prohibited behaviors; emphasis on prevention ● Restorative Practices- to improve classroom communities and reduce punitive consequences ● New Student Orientation ● New Family Orientation ● Check In/Check Out ● Small Group Intervention (Emotional Regulation, Social Skills, Student Success, Study Skills), based on SAEBS universal screener 		
#33 3-8 ELA All Students MGP	44.4	46.4	Green	<p>SIG Key Strategy: Professional Support/Development & Technology:</p> <ol style="list-style-type: none"> 1. In the 1st week of August, staff will be provided with 2018-2019 ELA, math, & science data that is exclusive to their student class list, and grade level 2. All staff will be provided with in-depth, week-long professional development in August that focuses on SDIS (self-directed improvement systems) and data driven instruction 	<ol style="list-style-type: none"> 1. NYS ELA from 2018-2019; Instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4 2. aReading from 2018-2019 (fall, winter, spring), students are screened three times throughout the year to ascertain effectiveness of instruction at all Tiers. It is used as a cross-district core program auditing instrument. 3. TCSD Reading Interim Assessments from 2018-2019 (grades K-5, formative assessments, (Form #1-winter, Form #2-spring). This measure aligns with district curriculum maps, and assesses NYS Common Core Standards 	<p>School 2 will continue with:</p> <p>High Quality Tier 1 ELA Instruction 120 minutes of ELA instruction provided daily: core-whole group, targeted-small group/guided reading, individualized support- conferencing/goal setting, and intervention support- acceleration and remediation</p> <p>Co-Taught Classrooms (Literacy Specialists)- There will be 1, Co-Taught (w/ a Literacy Specialist) setting - per grade level, grades 2-5.</p> <p>Speech and Language Pathologist- Will push into K-1 classrooms daily, during ELA blocks.</p> <p>Programs-Lucy Calkins Readers & Writers Workshop and Calkins Phonics Grades K-2</p> <p>-Expeditionary Learning & Writers Workshop Grades 3-5</p>



				<p>3. All new staff will take part in weekly 1-hour PD with the instructional coach staff that is additional to efficacy, during September, October, and November. This professional development will then reduce to 2x/mo additional to regular weekly efficacy meetings for the remainder of the year. Focus being SDIS and data driven instruction.</p> <p>4. All staff are provided access to the electronic shared drive, <i>School 2 Professional Toolkit</i>. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Natélegé Turner-Hassell, general information around RtI, PST, social emotional and culture and climate.</p> <p>5. All instructional staff are provided access to the electronic shared drive for building the ELA curriculum. Areas of Integration are in math, science, social studies, art, music and physical education that support the practical application of reading and writing.</p>	<p>4. School 2 ELA Testlet Assessments from 2018-2019 (grades 3-5, formative), Testlet #1-November, Testlet #2-February. This measure aligns with School 2 curriculum, and assess progress with NYS Common Core Standards specifically in reading comprehension and writing short and extended responses</p> <p>5. Fountas & Pinnell Benchmarks from 2018-2019, winter (January), spring (May/June)</p> <p>6. Kindergarten only (review in October 2019), letters-uppercase (UC), lowercase (LC), letter sounds</p> <p>7. Grade 1 & 2 only (review in October 2019), letter sounds & high frequency words</p>	<p>Master Schedule Accommodations: Integration of content areas, priorities (Instructional & social emotional) explicitly built-in, etc.</p> <p>Efficacy Meeting - Weekly horizontal and vertical collaboration around practice, data, professional development</p> <p>Curriculum Development- Teacher Leaders will continue to develop units that foster agency and increase critical thinking and learning across content areas.</p> <p>Planning- Teachers will, collaboratively, develop weekly outlines that highlight instruction/practice and the "learning process" for students.</p> <p>Data, Feedback, Strategy (DFS)- Systematic process for analyzing data, providing instructional feedback to practitioners, and developing a sound strategy to teach and model for students-with the intent students will internalize and apply for themselves.</p>
#39 3-8 Math All Students MGP	44.8	46.8	Yellow	<p>SIG Key Strategy: Professional Support/Development & Technology:</p> <p>1. In the 1st week of August, staff will be provided with 2018-2019 ELA, math, & science data that is exclusive</p>	<p>1. NYS Math from 2018-2019; Instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and Instructional enrichment for students scoring at levels 3 & 4</p> <p>2. aMath from 2018-2019 (fall, winter, spring), students are screened three times throughout the year to ascertain effectiveness of instruction at all Tiers. It is used as a</p>	<p>School 2 will continue with:</p> <p>High Quality Tier 1 Math Instruction 90 minutes of math instruction provided daily: core-whole group, targeted-small group/guided reading, individualized support- conferencing/goal setting, and Intervention support- acceleration and remediation Programs-Go Math & NYS Modules</p>



				<p>to their student class list, and grade level</p> <ol style="list-style-type: none"> All staff will be provided with in-depth, week-long professional development in August that focuses on SDIS (self-directed improvement systems) and data driven instruction All new staff will take part in weekly 1-hour PD with the instructional coach staff that is additional to efficacy, during September, October, and November. This professional development will then reduce to 2x/mo additional to regular weekly efficacy meetings for the remainder of the year. Focus being SDIS and data driven instruction. All staff are provided access to the electronic shared drive, <i>School 2 Professional Toolkit</i>. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Natélegé Turner-Hassell, general information around RtI, PST, social emotional and culture and climate. All instructional staff are provided access to the electronic shared drive for building the ELA curriculum. Areas of integration are in math, science, social studies, 	<p>cross-district core program auditing instrument.</p> <ol style="list-style-type: none"> TCSD Math Interim Assessments from 2018-2019 (grades K-5, formative assessments, (Form #1-winter, Form #2-spring), This measure aligns with district curriculum maps, and assesses NYS Common Core Standards School 2 Math Testlet Assessments from 2018-2019 (grades 3-5, formative), Testlet #1-November, Testlet #2-February. This measure aligns with School 2 curriculum, and assess progress with NYS Common Core Standards specifically in reading comprehension and writing short and extended responses Math fluency 1-5 in (fall, October 2019, winter, January 2020, spring, May/June 2020) Kindergarten only - number sense (fall, October 2019, winter, January 2020, spring, May/June 2020) 	<p>Master Schedule Accommodations: Integration of content areas, priorities (instructional & social emotional) explicitly built-in, etc.</p> <p>Efficacy Meeting - Weekly horizontal and vertical collaboration around practice, data, professional development</p> <p>Curriculum Development- Teacher Leaders will continue to develop standards-based units that foster agency and increase critical thinking and learning across content areas.</p> <p>Planning- Teachers will, collaboratively, develop weekly outlines that highlight instruction/practice and the "learning process" for students.</p> <p>Data,Feedback,Strategy (DFS)- Systematic process for analyzing data, providing instructional feedback to practitioners, and developing a sound strategy to teach and model for students-with the intent students will internalize and apply for themselves.</p>
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				art, music and physical education that support the practical application of reading and writing		
#100 3-8 ELA All Students Core Subject Performance Index	79	87.3	Green	<p>SIG Key Strategy: Professional Support/Development & Technology:</p> <ol style="list-style-type: none"> 1. In the 1st week of August, staff will be provided with 2018-2019 ELA, math, & science data that is exclusive to their student class list, and grade level 2. All staff will be provided with in-depth, week-long professional development in August that focuses on SDIS (self-directed improvement systems) and data driven instruction 3. All new staff will take part in weekly 1-hour PD with the instructional coach staff that is additional to efficacy, during September, October, and November. This professional development will then reduce to 2x/mo additional to regular weekly efficacy meetings for the remainder of the year. Focus being SDIS and data driven instruction. 4. All staff are provided access to the electronic shared drive, <i>School 2 Professional Toolkit</i>. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Natélegé Turner-Hassell, general information around RtI, PST, social 	<ol style="list-style-type: none"> 1. NYS ELA from 2018-2019; Instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4 2. aReading from 2018-2019 (fall, winter, spring), students are screened three times throughout the year to ascertain effectiveness of instruction at all Tiers. It is used as a cross-district core program auditing instrument. 3. TCSD Reading Interim Assessments from 2018-2019 (grades K-5, formative assessments, (Form #1-winter, Form #2-spring), This measure aligns with district curriculum maps, and assesses NYS Common Core Standards 4. School 2 ELA Testlet Assessments from 2018-2019 (grades 3-5, formative), Testlet #1-November, Testlet #2-February. This measure aligns with School 2 curriculum, and assess progress with NYS Common Core Standards specifically in reading comprehension and writing short and extended responses 5. Fountas & Pinnell Benchmarks from 2018-2019, winter (January), spring (May/June) 6. Kindergarten only (review in October 2019), letters-uppercase (UC), lowercase (LC), letter sounds 7. Grade 1 & 2 only (review in October 2019), letter sounds & high frequency words 	<p>School 2 will continue with:</p> <p>Instructional Coaches- Instructional Coaches(2) will provide embedded support based on data (qualitative and quantitative). Coaches will create learning cycles as to provide targeted support for a grade-level, class/group of learners, and/or individual practitioners.</p> <p>ELA Curriculum Leader- The District Curriculum Leader (CL) will provide professional support with the understanding and implementation of core programming. Additionally the CL will review and share pertinent data trends and provide or facilitate access professional support and/or resources. The CL will also develop a pacing guide to support major areas instruction as well as aligns with district curriculum maps.</p> <p>High Quality Tier 1 ELA Instruction 120 minutes of ELA instruction provided daily: core-whole group, targeted-small group/guided reading, individualized support- conferencing/goal setting, and intervention support- acceleration and remediation.</p> <p>Co-Taught Classrooms (Literacy Specialists)- There will be 1, Co-Taught (w/ a Literacy Specialist) setting - per grade grade-level, grades 2-5.</p> <p>Speech and Language Pathologist- Will push into K-1 classrooms daily, during ELA blocks.</p> <p>Programs-Lucy Calkins Readers & Writers Workshop and Calkins Phonics Grades K-2 -Expeditionary Learning & Writers Workshop Grades 3-5</p>



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				<p>emotional and culture and climate.</p> <p>5. All instructional staff are provided access to the electronic shared drive for building the ELA curriculum. Areas of integration are in math, science, social studies, art, music and physical education that support the practical application of reading and writing</p>		<p>Master Schedule Accommodations: Integration of content areas, priorities (Instructional & social emotional) explicitly built-in, etc.</p> <p>Efficacy Meeting - Weekly horizontal and vertical collaboration around practice, data, professional development</p> <p>Curriculum Development- Teacher Leaders will continue to develop units that foster agency and increase critical thinking and learning across content areas.</p> <p>Planning- Teachers will, collaboratively, develop weekly outlines that highlight instruction/practice and the "learning process" for students.</p> <p>Data,Feedback,Strategy (DFS)- Systematic process for analyzing data, providing instructional feedback to practitioners, and developing a sound strategy to teach and model for students-with the intent students will internalize and apply for themselves.</p>
#110 3-8 Math All Students Core Subject Performance Index	59	69	Yellow	<p>SIG Key Strategy: Professional Support/Development & Technology:</p> <ol style="list-style-type: none"> In the 1st week of August, staff will be provided with 2018-2019 ELA, math, & science data that is exclusive to their student class list, and grade level All staff will be provided with In-depth, week-long professional development in August that focuses on SDIS (self-directed improvement systems) and data driven instruction All new staff will take part in weekly 1-hour PD with the Instructional coach staff that is additional to efficacy, during September, October, and November. This professional development will then reduce to 2x/mo additional to regular 	<ol style="list-style-type: none"> NYS Math from 2018-2019; Instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4 aMath from 2018-2019 (fall, winter, spring), students are screened three times throughout the year to ascertain effectiveness of instruction at all Tiers. It is used as a cross-district core program auditing instrument. TCSD Math Interim Assessments from 2018-2019 (grades K-5, formative assessments, (Form #1-winter, Form #2-spring), This measure aligns with district curriculum maps, and assesses NYS Common Core Standards School 2 Math Testlet Assessments from 2018-2019 (grades 3-5, formative), Testlet #1-November, Testlet #2-February. This measure aligns with School 2 curriculum, and assess progress with NYS Common Core Standards specifically in reading 	<p>School 2 will continue with:</p> <p>Math/Science Interventionist, will provide targeted instruction to groups (Tier1-3) or individual students. Additionally, the Interventionist will plan and co-facilitate lessons with practitioners. The Interventionist will work closely w/ building level Coaches, district Curriculum Leaders, and Math Consultant regarding practice and data.</p> <p>Bank Street College Math Consultant, will provide tiered, based on needs and assets, professional support in a variety of ways (whole-faculty, small group, individual).The consultant will also assist with identifying standards and/or instructional areas that need to improve or be sustained and collaborate with us on developing an explicit achievement plan.</p> <p>High Quality Tier 1 Math Instruction 90 minutes of math instruction provided daily: core-whole group, targeted-small group/guided reading, Individualized support- conferencing/goal setting, and Intervention support- acceleration and remediation</p>



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				<p>weekly efficacy meetings for the remainder of the year. Focus being SDIS and data driven instruction.</p> <p>4. All staff are provided access to the electronic shared drive, <i>School 2 Professional Toolkit</i>. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Natélegé Turner-Hassell, general information around RtI, PST, social emotional and culture and climate.</p> <p>5. All instructional staff are provided access to the electronic shared drive for building the ELA curriculum. Areas of integration are in math, science, social studies, art, music and physical education that support the practical application of reading and writing.</p>	<p>comprehension and writing short and extended responses</p> <p>5. Math fluency 1-5 in (<i>fall, October 2019, winter, January 2020, spring, May/June 2020</i>)</p> <p>6. Kindergarten only - number sense (<i>fall, October 2019, winter, January 2020, spring, May/June 2020</i>)</p>	<p>Programs-Go Math & NYS Modules</p> <p>Master Schedule Accommodations: Integration of content areas, priorities (instructional & social emotional) explicitly built-in, etc.</p> <p>Efficacy Meeting - Weekly horizontal and vertical collaboration around practice, data, professional development</p> <p>Curriculum Development- Teacher Leaders will continue to develop standards-based units that foster agency and increase critical thinking and learning across content areas.</p> <p>Planning- Teachers will, collaboratively, develop weekly outlines that highlight instruction/practice and the "learning process" for students.</p> <p>Data, Feedback, Strategy (DFS)- Systematic process for analyzing data, providing instructional feedback to practitioners, and developing a sound strategy to teach and model for students-with the intent students will internalize and apply for themselves.</p>
#150 Grades 4 and 8 Science All Students Core Subject Performance Index	176.6	182.2	Green	<p>SIG Key Strategy: Professional Support/Development & Technology:</p> <p>1. In the 1st week of August, staff will be provided with 2018-2019 ELA, math, & science data that is exclusive to their student class list, and grade level</p> <p>2. All staff will be provided with in-depth, week-long professional development in August that focuses on SDIS (self-directed improvement</p>	<p>1. NYS Grade 4 Science from 2018-2019; instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4</p> <p>2. School 2 Science electronic mini assessments from 2018-2019, (and designed to begin again in October 2019 for our new grade 4 students). Designed to give immediate feedback for teachers and students developed by the instructional coaching staff. Questions are taken directly from the NYS Science assessment from the last ten plus years of testing and organized by topic.</p> <p>3. Review Math concept data from NYS Math assessments, Math Testlets, and Math Interims</p>	<p>School 2 will continue with:</p> <p>Instructional Coaches- Instructional Coaches(2) will provide embedded support based on data (qualitative and quantitative). Coaches will create learning cycles as to provide targeted support (instructional strategies) for a grade-level, class/group of learners, and/or individual practitioners.</p> <p>EL Curriculum-The Grades 3-5 curriculum offers two hours of content-based literacy instruction per day (module lessons and the Additional Language and Literacy (ALL) Block), with an additional companion Life Science Module, which accompanies Module 2 for a third hour of instruction lasting eight to nine weeks. With or</p>



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				<p>systems) and data driven instruction</p> <p>3. All new staff will take part in weekly 1-hour PD with the instructional coach staff that is additional to efficacy, during September, October, and November. This professional development will then reduce to 2x/mo additional to regular weekly efficacy meetings for the remainder of the year. Focus being SDIS and data driven instruction.</p> <p>4. All staff are provided access to the electronic shared drive, <i>School 2 Professional Toolkit</i>. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Natélegé Turner-Hassell, general information around RtI, PST, social emotional and culture and climate.</p> <p>5. All instructional staff are provided access to the electronic shared drive for building the ELA curriculum. Areas of integration are in math, science, social studies, art, music and physical education that support the practical application of reading and writing</p>	<p>from 2018-2019 in order to develop meaningful, integrated math/science performance instruction.</p>	<p>without the Life Science module, the two hours of content-based literacy are considered comprehensive. At the heart of the curriculum, at all grade levels, are the hour-long module lessons. Each grade level includes four modules, which span a full school year. The four modules allow students to build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic text throughout.</p> <p>https://education.org/resources/k-5-language-arts-guidance-document?_ga=2.235468738.2113827504.1564155310-1366750585.1538024971</p> <p>Master Schedule Accommodations: Integration of content areas, priorities (instructional & social emotional) explicitly built-in, etc.</p> <p>Efficacy Meeting - Weekly horizontal and vertical collaboration around practice, data, professional development</p> <p>Curriculum Development- Teacher Leaders will continue to develop units that foster agency and increase critical thinking and learning across content areas.</p> <p>Planning- Teachers will, collaboratively, develop weekly outlines that highlight instruction/practice and the "learning process" for students.</p> <p>Data,Feedback,Strategy (DFS)- Systematic process for analyzing data, providing instructional feedback to practitioners, and developing a sound strategy to teach and model for students-with the intent students will internalize and apply for themselves.</p>
#160 3-8 Chronic Absenteeism - All Students	52%	45%	Yellow	SIG Key Strategy:	Student attendance data reviewed monthly to determine students may be on track to becoming chronically absent (defined as missing 10% or	School 2 will continue with:



				<p>Thorough review and analysis of SY 2018-19 chronic absenteeism data, and students will be identified as green (0-4%), yellow (5-9%), red (10-20%) and dark red (20%+).</p> <p>Initial interventions determined by percentage of days absent, and by specific causal barrier.</p> <p>Interventions will include:</p> <ul style="list-style-type: none"> ● Attendance Awareness campaign, September and ongoing (presentations to families, mailings, educational information) ● K-5 Attendance Success classroom lesson ● Monthly attendance update letters for all families ● Focus on Kindergarten family engagement and attendance ● Priority and early stage family outreach and support for at risk families; including focus on teachers building relationships/classroom culture and community and ongoing communication with families ● Student self-monitoring of attendance progress (includes use of pie charts to reflect days present/absent) ● Small group intervention (Student Success groups) ● Attendance Helper student job (moderately chronically absent students) ● Adult mentors for at risk students 	<p>more of enrolled days) at the end of the school year. The Attendance Data Tracker will be used as a guide to evaluate attendance percentages at the end of each month. Data will be shared with teachers and families on a monthly basis. Additional focus on students who miss 2 or more days in the month of September.</p> <p>In addition, students identified as at risk will be monitored for progress as compared to their baseline percentage.</p> <p>Monitoring of daily attendance percentages</p>	<ul style="list-style-type: none"> ● Focus on review and analysis of chronic absenteeism data, with data driven interventions for individual students and identified groups ● Increasing awareness for all stakeholders about the status and importance of regular school attendance ● Universal strategies to create a schoolwide culture of attendance and high engagement including recognition of regular attendance ● Priority outreach for highest risk families, in collaboration with teachers and Community Schools staff ● Recognition for at risk students making significant progress <p>New initiatives will include:</p> <ul style="list-style-type: none"> ● Focus on Kindergarten family engagement ● Emphasis on teachers building relationships/classroom culture and community and ongoing communication with families
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				<ul style="list-style-type: none">● Themed and/or STEM activities on early dismissal days● Use of data to identify barriers● Collaboration with families and agencies on mutual attendance goals (including outside referrals)				
Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <i>with impact</i> .				Yellow	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.

Part II – Demonstrable Improvement Indicators (Level 2)

LEVEL 2 Indicators						
Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.						
Identify Indicator	Baseline	2019-20 Progress Target	Anticipated Status (R/Y/G)	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What will be the formative data points that will be utilized to assess progress towards the target for this demonstrable improvement indicator?	2019-20 School Year Continuation Plan for Meeting this Indicator
#35 3-8 ELA Black Students MGP	44.7	46.7	Green	SIG Key Strategy: Professional Support/Development & Technology: <ol style="list-style-type: none"> In the 1st week of August, staff will be provided with 2018-2019 ELA, math, & science data that is exclusive to their student class list, and grade level, focus specific to the instructional effects on black children 	<ol style="list-style-type: none"> NYS ELA assessment data for black students from 2018-2019; instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4 aReading from 2018-2019 for black students (fall, winter, spring), students are screened three times throughout the year to ascertain effectiveness of instruction at all Tiers. It is 	School 2 will continue with: <u>Equitable & Culturally Responsive Practices</u> Thinking Maps -We will continue to utilize Thinking Maps to facilitate higher order thinking and "make students "thinking more visible" across content areas grades. Thinking Maps are brain-based organizational



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				<ol style="list-style-type: none"> All staff will be provided with In-depth, week-long professional development in August that focuses on SDIS (self-directed improvement systems) and data driven instruction, and the specific instructional and social/emotional effects on black children All new staff will take part in weekly 1-hour PD with the instructional coach staff that is additional to efficacy, during September, October, and November. This professional development will then reduce to 2x/mo additional to regular weekly efficacy meetings for the remainder of the year. Focus being SDIS and data driven instruction and the instructional effects on black children All staff are provided access to the electronic shared drive, <i>School 2 Professional Toolkit</i>. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Natélegé Turner-Hassell, general information around RtI, PST, social emotional and culture and climate. Resources are thoughtfully chosen so that staff are thinking deeply about how what we do in the classroom and the effects on black children All instructional staff are provided access to the electronic shared drive for building the ELA curriculum. Areas of integration are in math, science, social studies, art, music and physical 	<ol style="list-style-type: none"> used as a cross-district core program auditing instrument. TCSO Reading Interim Assessments for black students from 2018-2019 (grades K-5, formative assessments, (Form #1-winter, Form #2-spring). This measure aligns with district curriculum maps, and assesses NYS Common Core Standards School 2 ELA Testlet Assessments for black students from 2018-2019 (grades 3-5, formative), Testlet #1-November, Testlet #2-February. This measure aligns with School 2 curriculum, and assess progress with NYS Common Core Standards specifically in reading comprehension and writing short and extended responses Fountas & Pinnell Benchmarks for black students from 2018-2019, winter (January), spring (May/June) Kindergarten only for black students (review in October 2019), letters-uppercase (UC), lowercase (LC), letter sounds Grade 1 & 2 only for black students (review in October 2019), letter sounds & high frequency words 	<p>frameworks, that can be used across grade-levels (developmentally appropriate) and demographics.</p> <p>Must Haves- Common Standards or practice (related instruction and learning environment) that are administered grades K-5 . Must Haves will be evaluated (fidelity and quality) by teachers and administration.</p> <p>Materials(Texts)- District office has purchased Lucy Calkins culturally relevant libraries for each general & special educational classroom.</p> <p>Implicit Bias Workshops-School 2 will continue to consult w/ Dr. Claudia Linghert-Putnam, regarding practices around: <i>Implicit Bias, Cultural Competence, & Historical Trauma</i>.</p> <p>Additionally, district office will be consulting w/ Dr. Tyrone Howard (UCLA Professor) regarding <i>Implicit Bias and Equity & Disproportionality</i> and its impact in schools/districts.</p> <p>Data,Feedback,Strategy (DFS)- Systematic process for analyzing data, providing instructional feedback to practitioners, and developing a sound strategy to teach and model for students-with the intent students will internalize and apply for themselves.</p>
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				education that support the practical application of reading and writing		
#36 3-8 ELA Hispanic Students MGP	42.1	44.2	Green	<p>SIG Key Strategy: Professional Support/Development & Technology:</p> <ol style="list-style-type: none"> 1. In the 1st week of August, staff will be provided with 2018-2019 ELA, math, & science data that is exclusive to their student class list, and grade level, focus specific to the instructional effects on Hispanic children 2. All staff will be provided with in-depth, week-long professional development in August that focuses on SDIS (self-directed improvement systems) and data driven instruction, and the specific instructional and social/emotional effects on Hispanic children 3. All new staff will take part in weekly 1-hour PD with the instructional coach staff that is additional to efficacy, during September, October, and November. This professional development will then reduce to 2x/mo additional to regular weekly efficacy meetings for the remainder of the year. Focus being SDIS and data driven instruction and the instructional effects on Hispanic children 4. All staff are provided access to the electronic shared drive, <i>School 2 Professional Toolkit</i>. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building 	<ol style="list-style-type: none"> 1. NYS ELA assessment data for Hispanic students from 2018-2019; instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4 2. aReading for Hispanic students from 2018-2019 (fall, winter, spring), students are screened three times throughout the year to ascertain effectiveness of instruction at all Tiers. It is used as a cross-district core program auditing instrument. 3. TCSD Reading Interim Assessments for Hispanic students from 2018-2019 (grades K-5, formative assessments, (Form #1-winter, Form #2-spring). This measure aligns with district curriculum maps, and assesses NYS Common Core Standards 4. School 2 ELA Testlet Assessments Hispanic students from 2018-2019 (grades 3-5, formative), Testlet #1-November, Testlet #2-February. This measure aligns with School 2 curriculum, and assess progress with NYS Common Core Standards specifically in reading comprehension and writing short and extended responses 5. Fountas & Pinnell Benchmarks from 2018-2019 for Hispanic students, winter (January), spring (May/June) 6. Kindergarten only for Hispanic students (review in October 2019), letters-uppercase (UC), lowercase (LC), letter sounds 7. Grade 1 & 2 only for Hispanic students (review in October 2019), letter sounds & high frequency words 	<p>School 2 will continue with:</p> <p><u>Equitable & Culturally Responsive Practices</u></p> <p>Thinking Maps-We will continue to utilize Thinking Maps to facilitate higher order thinking and “make students “thinking more visible” across content areas grades. Thinking Maps are brain-based organizational frameworks, that can be used across grade-levels (developmentally appropriate) and demographics.</p> <p>Must Haves- Common Standards or practice (related instruction and learning environment) that are administered grades K-5 . Must Haves will be evaluated (fidelity and quality) by teachers and administration.</p> <p>Materials(Texts)- District office has purchased Lucy Calkins culturally relevant libraries for each general & special educational classroom.</p> <p>Implicit Bias Workshops-School 2 will continue to consult w/ Dr. Claudia Linghert-Putnam, regarding practices around: <i>Implicit Bias, Cultural Competence, & Historical Trauma</i>.</p> <p>Additionally, district office will be consulting w/ Dr. Tyrone Howard (UCLA Professor) regarding <i>Implicit Bias and Equity & Disproportionality</i> and its impact in schools/districts.</p> <p>Data,Feedback,Strategy (DFS)- Systematic process for analyzing data, providing instructional feedback to practitioners, and developing a sound strategy to teach and model for students-with the intent students will internalize and apply for themselves.</p>



				<p>leader, Natélegé Turner-Hassell, general information around RtI, PST, social emotional and culture and climate. Resources are thoughtfully chosen so that staff are thinking deeply about how what we do in the classroom and the effects on Hispanic children</p> <p>5. All instructional staff are provided access to the electronic shared drive for building the ELA curriculum. Areas of integration are in math, science, social studies, art, music and physical education that support the practical application of reading and writing</p>		
#38 3-8 ELA ED Students MGP	44.3	46.3	Green	<p>SIG Key Strategy: Professional Support/Development & Technology:</p> <ol style="list-style-type: none"> In the 1st week of August, staff will be provided with 2018-2019 ELA, math, & science data that is exclusive to their student class list, and grade level, focus specific to the instructional effects on ED children All staff will be provided with in-depth, week-long professional development in August that focuses on SDIS (self-directed improvement systems) and data driven instruction, and the specific instructional and social/emotional effects on ED children All new staff will take part in weekly 1-hour PD with the instructional coach staff that is additional to efficacy, during September, October, and November. This professional development will then reduce to 2x/mo additional to regular weekly efficacy meetings for the remainder of 	<ol style="list-style-type: none"> NYS ELA assessment data for ED students from 2018-2019; instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4 aReading for ED students from 2018-2019 (fall, winter, spring), students are screened three times throughout the year to ascertain effectiveness of instruction at all Tiers. It is used as a cross-district core program auditing instrument. TCSD Reading Interim Assessments for ED students from 2018-2019 (grades K-5, formative assessments, (Form #1-winter, Form #2-spring), This measure aligns with district curriculum maps, and assesses NYS Common Core Standards School 2 ELA Testlet Assessments for ED students from 2018-2019 (grades 3-5, formative), Testlet #1-November, Testlet #2-February. This measure aligns with School 2 curriculum, and assess progress with NYS Common Core Standards specifically in reading comprehension and writing short and extended responses 	<p>School 2 will continue with:</p> <p>Trauma Sensitive Approach- Poverty and Trauma School 2 understands the relationship that often exists between poverty and Trauma and both our Student Support (social-emotional) and Leadership teams will diligently work at maintaining current and introducing new strategies- that will enhance their ability to be more responsive to the adverse effects of trauma.</p> <ul style="list-style-type: none"> Book Study: <i>Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom</i> Hope Workshops- Presentation to students in grades 3-5, focused on the "six people we need" and "hope builders," meaning the people who can lift a person up when they are feeling lost and/or hopeless.



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				<p>the year. Focus being SDIS and data driven instruction and the instructional effects on ED children</p> <p>4. All staff are provided access to the electronic shared drive, <i>School 2 Professional Toolkit</i>. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Natélegé Turner-Hassell, general information around RtI, PST, social emotional and culture and climate. Resources are thoughtfully chosen so that staff are thinking deeply about how what we do in the classroom and the effects on ED children</p> <p>5. All instructional staff are provided access to the electronic shared drive for building the ELA curriculum. Areas of integration are in math, science, social studies, art, music and physical education that support the practical application of reading and writing</p>	<p>5. Fountas & Pinnell Benchmarks data for ED students from 2018-2019, winter (January), spring (May/June)</p> <p>6. Kindergarten only for ED students (review in October 2019), letters-uppercase (UC), lowercase (LC), letter sounds</p> <p>7. Grade 1 & 2 only for ED students (review in October 2019), letter sounds & high frequency words</p>	
#41 3-8 Math Black Students MGP	45.3	47.3	Yellow	<p>SIG Key Strategy: Professional Support/Development & Technology:</p> <p>1. In the 1st week of August, staff will be provided with 2018-2019 ELA, math, & science data that is exclusive to their student class list, and grade level, focus specific to the instructional effects on black children</p> <p>2. All staff will be provided with in-depth, week-long professional development in August that focuses on SDIS (self-directed improvement systems) and data driven instruction, and the specific instructional and</p>	<p>1. NYS Math assessment data for black students from 2018-2019 is analyzed and extrapolated against all students; instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4</p> <p>2. aMath from 2018-2019 for black students (fall, winter, spring), students are screened three times throughout the year to ascertain effectiveness of instruction at all Tiers. It is used as a cross-district core program auditing instrument.</p> <p>3. TCSD Math Interim Assessments for black students from 2018-2019 (grades K-5,</p>	<p>After-School & Saturday Math Support- Our Math & Science Interventionist will facilitate an after-school and Saturday math enrichment program(3 days). Students will be selected, based on set criteria (i.e. NYS and local assessment scores, RTI, etc.). Our Saturday program will not begin until February. Dreambox and Rally software will be used to support instruction and monitor student progress.</p> <p>Response to Intervention- We will implement an RtI model of instruction, therefore providing high quality, culturally responsive core (Tier 1) instruction to all students and then utilizing data to determine next steps for varied student needs and assets. Students cultural</p>



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				<p>social/emotional effects on black children</p> <p>3. All new staff will take part in weekly 1-hour PD with the instructional coach staff that is additional to efficacy, during September, October, and November. This professional development will then reduce to 2x/mo additional to regular weekly efficacy meetings for the remainder of the year. Focus being SDIS and data driven instruction and the instructional effects on black children</p> <p>4. All staff are provided access to the electronic shared drive, <i>School 2 Professional Toolkit</i>. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Natélegé Turner-Hassell, general information around RtI, PST, social emotional and culture and climate. Resources are thoughtfully chosen so that staff are thinking deeply about how what we do in the classroom and the effects on black children</p> <p>5. All instructional staff are provided access to the electronic shared drive for building the ELA curriculum. Areas of integration are in math, science, social studies, art, music and physical education that support the practical application of reading and writing</p>	<p>formative assessments, (Form #1-winter, Form #2-spring), This measure aligns with district curriculum maps, and assesses NYS Common Core Standards</p> <p>4. School 2 Math Testlet Assessments for black students from 2018-2019 (grades 3-5, formative), Testlet #1-November, Testlet #2-February. This measure aligns with School 2 curriculum, and assess progress with NYS Common Core Standards specifically in reading comprehension and writing short and extended responses</p> <p>5. Math fluency 1-5 for black students in (fall, October 2019, winter, January 2020, spring, May/June 2020)</p> <p>6. Kindergarten only - number sense for black students (fall, October 2019, winter, January 2020, spring, May/June 2020)</p>	<p>and ethnic backgrounds will be thoughtfully considered when selecting and implementing interventions.</p> <p>Math/Science Interventionist, will provide targeted instruction to groups (Tier1-3) or individual students. Additionally, the Interventionist will plan and co-facilitate lessons with practitioners. The interventionist will work closely w/ building level Coaches, district Curriculum Leaders, and Math Consultant regarding practice and data.</p>
#42 3-8 Math Hispanic Students MGP	44.3	46.3	Yellow	<p>SIG Key Strategy: Professional Support/Development & Technology:</p>	<p>1. NYS Math assessment data for Hispanic students from 2018-2019 is analyzed and extrapolated against all students; instructional strategies will be identified for</p>	<p>After-School & Saturday Math Support- Our Math & Science Interventionist will facilitate an after-school and Saturday math enrichment program(3 days). Students will be selected, based on set criteria (i.e. NYS and local</p>



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				<ol style="list-style-type: none"> 1. In the 1st week of August, staff will be provided with 2018-2019 ELA, math, & science data that is exclusive to their student class list, and grade level, focus specific to the instructional effects on Hispanic children 2. All staff will be provided with in-depth, week-long professional development in August that focuses on SDIS (self-directed improvement systems) and data driven instruction, and the specific instructional and social/emotional effects on Hispanic children 3. All new staff will take part in weekly 1-hour PD with the instructional coach staff that is additional to efficacy, during September, October, and November. This professional development will then reduce to 2x/mo additional to regular weekly efficacy meetings for the remainder of the year. Focus being SDIS and data driven instruction and the instructional effects on Hispanic children 4. All staff are provided access to the electronic shared drive, <i>School 2 Professional Toolkit</i>. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Natélegé Turner-Hassell, general information around RtI, PST, social emotional and culture and climate. Resources are thoughtfully chosen so that staff are thinking deeply about how what we do in the 	<p>moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4</p> <ol style="list-style-type: none"> 2. aMath from 2018-2019 for Hispanic students (fall, winter, spring), students are screened three times throughout the year to ascertain effectiveness of instruction at all Tiers. It is used as a cross-district core program auditing instrument. 3. TCSD Math Interim Assessments for Hispanic students from 2018-2019 (grades K-5, formative assessments, (Form #1-winter, Form #2-spring), This measure aligns with district curriculum maps, and assesses NYS Common Core Standards 4. School 2 Math Testlet Assessments for Hispanic students from 2018-2019 (grades 3-5, formative), Testlet #1-November, Testlet #2-February. This measure aligns with School 2 curriculum, and assess progress with NYS Common Core Standards specifically in reading comprehension and writing short and extended responses 5. Math fluency 1-5 for Hispanic students in (fall, October 2019, winter, January 2020, spring, May/June 2020) 6. Kindergarten only - number sense for Hispanic students (fall, October 2019, winter, January 2020, spring, May/June 2020) 	<p>assessment scores, RTI, etc.). Our Saturday program will not begin until February. Dreambox and Rally software will be used to support instruction and monitor student progress.</p> <p>Response to Intervention- We will implement an RtI model of instruction, therefore providing high quality, culturally responsive core (Tier 1) instruction to all students and then utilizing data to determine next steps for varied student needs and assets. Students cultural and ethnic backgrounds will be thoughtfully considered when selecting and implementing Interventions.</p> <p>Math/Science Interventionist, will provide targeted instruction to groups (Tier1-3) or individual students. Additionally, the Interventionist will plan and co-facilitate lessons with practitioners. The Interventionist will work closely w/ building level Coaches, district Curriculum Leaders, and Math Consultant regarding practice and data.</p>
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				<p>classroom and the effects on Hispanic children</p> <p>5. All instructional staff are provided access to the electronic shared drive for building the ELA curriculum. Areas of integration are in math, science, social studies, art, music and physical education that support the practical application of reading and writing</p>		
#44 3-8 Math ED Students MGP	44.3	46.3	Yellow	<p>SIG Key Strategy: Professional Support/Development & Technology:</p> <ol style="list-style-type: none"> 1. In the 1st week of August, staff will be provided with 2018-2019 ELA, math, & science data that is exclusive to their student class list, and grade level, focus specific to the instructional effects on ED children 2. All staff will be provided with in-depth, week-long professional development in August that focuses on SDIS (self-directed improvement systems) and data driven instruction, and the specific instructional and social/emotional effects on ED children 3. All new staff will take part in weekly 1-hour PD with the instructional coach staff that is additional to efficacy, during September, October, and November. This professional development will then reduce to 2x/mo additional to regular weekly efficacy meetings for the remainder of the year. Focus being SDIS and data driven instruction and the instructional effects on ED children 4. All staff are provided access to the electronic shared drive, <i>School 2 Professional Toolkit</i>. This toolkit 	<ol style="list-style-type: none"> 1. NYS Math assessment data for ED students from 2018-2019 is analyzed and extrapolated against all students; instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4 2. aMath from 2018-2019 for ED students (fall, winter, spring), students are screened three times throughout the year to ascertain effectiveness of instruction at all Tiers. It is used as a cross-district core program auditing instrument. 3. TCSD Math Interim Assessments for ED students from 2018-2019 (grades K-5, formative assessments, (Form #1-winter, Form #2-spring), This measure aligns with district curriculum maps, and assesses NYS Common Core Standards 4. School 2 Math Testlet Assessments for ED students from 2018-2019 (grades 3-5, formative), Testlet #1-November, Testlet #2-February. This measure aligns with School 2 curriculum, and assess progress with NYS Common Core Standards specifically in reading comprehension and writing short and extended responses 5. Math fluency 1-5 for ED students in (fall, October 2019, winter, January 2020, spring, May/June 2020) 	<p>School 2 will continue with:</p> <p>Trauma Sensitive Approach- Poverty and Trauma School 2 understands the relationship that often exists between poverty and Trauma and both our Student Support (social-emotional) and Leadership teams will diligently work at maintaining current and introducing new strategies- that will enhance their ability to be more responsive to the adverse effects of trauma.</p> <ul style="list-style-type: none"> • Book Study: <i>Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom</i> • Hope Workshops- Presentation to students in grades 3-5, focused on the "six people we need" and "hope builders," meaning the people who can lift a person up when they are feeling lost and/or hopeless. • Math/Science Interventionist, will provide targeted instruction to groups (Tier1-3) or individual students. Additionally, the Interventionist will plan and co-facilitate lessons with practitioners. The Interventionist will work closely w/ building level Coaches, district Curriculum Leaders, and Math Consultant regarding practice and data.



				<p>provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Natélegé Turner-Hassell, general information around RtI, PST, social emotional and culture and climate. Resources are thoughtfully chosen so that staff are thinking deeply about how what we do in the classroom and the effects on ED children</p> <p>5. All instructional staff are provided access to the electronic shared drive for building the ELA curriculum. Areas of integration are in math, science, social studies, art, music and physical education that support the practical application of reading and writing</p>	<p>6. Kindergarten only - number sense for ED students (fall, October 2019, winter, January 2020, spring, May/June 2020)</p>	
#102 308 ELA Black Core Subject Performance Index	71.7	80.0	Green	<p>SIG Key Strategy: Professional Support/Development & Technology:</p> <ol style="list-style-type: none"> 1. In the 1st week of August, staff will be provided with 2018-2019 ELA, math, & science data that is exclusive to their student class list, and grade level, focus specific to the instructional effects on black children 2. All staff will be provided with in-depth, week-long professional development in August that focuses on SDIS (self-directed improvement systems) and data driven instruction, and the specific instructional and social/emotional effects on black children 3. All new staff will take part in weekly 1-hour PD with the instructional coach staff that is additional to efficacy, during September, October, and 	<ol style="list-style-type: none"> 1. NYS ELA assessment data for black students from 2018-2019; instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4 2. aReading from 2018-2019 for black students (fall, winter, spring), students are screened three times throughout the year to ascertain effectiveness of instruction at all Tiers. It is used as a cross-district core program auditing instrument. 3. TCSD Reading Interim Assessments for black students from 2018-2019 (grades K-5, formative assessments, (Form #1-winter, Form #2-spring), This measure aligns with district curriculum maps, and assesses NYS Common Core Standards 4. School 2 ELA Testlet Assessments for black students from 2018-2019 (grades 3-5, formative), Testlet #1-November, Testlet #2-February. This measure aligns with School 	<p>School 2 will continue with:</p> <p>Equitable & Culturally Responsive Practices</p> <p>Thinking Maps-We will continue to utilize Thinking Maps to facilitate higher order thinking and "make students "thinking more visible" across content areas grades. Thinking Maps are brain-based organizational frameworks, that can be used across grade-levels (developmentally appropriate) and demographics.</p> <p>Must Haves- Common Standards or practice (related instruction and learning environment) that are administered grades K-5 . Must Haves will be evaluated (fidelity and quality) by teachers and administration.</p> <p>Materials(Texts)- District office has purchased Lucy Calkins culturally relevant libraries for each general & special educational classroom.</p>



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				<p>November. This professional development will then reduce to 2x/mo additional to regular weekly efficacy meetings for the remainder of the year. Focus being SDIS and data driven instruction and the instructional effects on black children</p> <p>4. All staff are provided access to the electronic shared drive, <i>School 2 Professional Toolkit</i>. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Natélegé Turner-Hassell, general information around RtI, PST, social emotional and culture and climate. Resources are thoughtfully chosen so that staff are thinking deeply about how what we do in the classroom and the effects on black children</p> <p>5. All instructional staff are provided access to the electronic shared drive for building the ELA curriculum. Areas of integration are in math, science, social studies, art, music and physical education that support the practical application of reading and writing</p>	<p>2 curriculum, and assess progress with NYS Common Core Standards specifically in reading comprehension and writing short and extended responses</p> <p>5. Fountas & Pinnell Benchmarks for black students from 2018-2019, winter (January), spring (May/June)</p> <p>6. Kindergarten only for black students (review in October 2019), letters-uppercase (UC), lowercase (LC), letter sounds</p> <p>7. Grade 1 & 2 only for black students (review in October 2019), letter sounds & high frequency words</p>	<p>Implicit Bias Workshops-School 2 will continue to consult w/ Dr. Claudia Linghert-Putnam, regarding practices around: <i>Implicit Bias, Cultural Competence, & Historical Trauma</i>.</p> <p>Additionally, district office will be consulting w/ Dr. Tyrone Howard (UCLA Professor) regarding <i>Implicit Bias and Equity & Disproportionality</i> and its impact in schools/districts.</p> <p>Data,Feedback,Strategy (DFS)- Systematic process for analyzing data, providing instructional feedback to practitioners, and developing a sound strategy to teach and model for students-with the intent students will internalize and apply for themselves.</p> <p><u>SEE Plan for #100 3-8 ELA All Students Core Subject Performance Index</u></p>
#105 3-8 ELA ED Core Subject Performance Index	77.8	85.3	Green	<p>SIG Key Strategy: Professional Support/Development & Technology:</p> <p>6. In the 1st week of August, staff will be provided with 2018-2019 ELA, math, & science data that is exclusive to their student class list, and grade level, focus specific to the instructional effects on ED children</p>	<p>1. NYS ELA assessment data for ED students from 2018-2019; instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4</p> <p>2. aReading for ED students from 2018-2019 (fall, winter, spring), students are screened three times throughout the year to ascertain effectiveness of instruction at all Tiers. It is</p>	<p>School 2 will continue with:</p> <p>High Quality Tier 1 ELA Instruction 120 minutes of ELA instruction provided daily: core-whole group, targeted-small group/guided reading, individualized support- conferencing/goal setting, and intervention support- acceleration and remediation.</p>



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				<p>7. All staff will be provided with in-depth, week-long professional development in August that focuses on SDIS (self-directed improvement systems) and data driven instruction, and the specific instructional and social/emotional effects on ED children</p> <p>8. All new staff will take part in weekly 1-hour PD with the instructional coach staff that is additional to efficacy, during September, October, and November. This professional development will then reduce to 2x/mo additional to regular weekly efficacy meetings for the remainder of the year. Focus being SDIS and data driven instruction and the instructional effects on ED children</p> <p>9. All staff are provided access to the electronic shared drive, <i>School 2 Professional Toolkit</i>. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Natélegé Turner-Hassell, general information around RtI, PST, social emotional and culture and climate. Resources are thoughtfully chosen so that staff are thinking deeply about how what we do in the classroom and the effects on ED children</p> <p>10. All instructional staff are provided access to the electronic shared drive for building the ELA curriculum. Areas of integration are in math, science, social studies, art, music and physical</p>	<p>used as a cross-district core program auditing instrument.</p> <p>3. TCSD Reading Interim Assessments for ED students from 2018-2019 (grades K-5, formative assessments, (Form #1-winter, Form #2-spring), This measure aligns with district curriculum maps, and assesses NYS Common Core Standards</p> <p>4. School 2 ELA Testlet Assessments for ED students from 2018-2019 (grades 3-5, formative), Testlet #1-November, Testlet #2-February. This measure aligns with School 2 curriculum, and assess progress with NYS Common Core Standards specifically in reading comprehension and writing short and extended responses</p> <p>5. Fountas & Pinnell Benchmarks data for ED students from 2018-2019, winter (January), spring (May/June)</p> <p>6. Kindergarten only for ED students (review in October 2019), letters-uppercase (UC), lowercase (LC), letter sounds</p> <p>7. Grade 1 & 2 only for ED students (review in October 2019), letter sounds & high frequency words</p>	<p>Co-Taught Classrooms (Literacy Specialists)- There will be 1, Co-Taught (w/ a Literacy Specialist) setting - per grade level, grades 2-5. Speech and Language Pathologist- Will push into K-1 classrooms daily, during ELA blocks.</p> <p>Programs-Lucy Calkins Readers & Writers Workshop and Calkins Phonics Grades K-2 -Expeditionary Learning & Writers Workshop Grades 3-5</p> <p>Master Schedule Accommodations: Integration of content areas, priorities (instructional & social emotional) explicitly built-in, etc. Efficacy Meeting - Weekly horizontal and vertical collaboration around practice, data, professional development Curriculum Development- Teacher Leaders will continue to develop units that foster agency and increase critical thinking and learning across content areas.</p> <p>Planning- Teachers will, collaboratively, develop weekly outlines that highlight instruction/practice and the "learning process" for students.</p> <p>Data, Feedback, Strategy (DFS)- Systematic process for analyzing data, providing instructional feedback to practitioners, and developing a sound strategy to teach and model for students-with the intent students will internalize and apply for themselves.</p> <p>Instructional Coaches- Instructional Coaches(2) will provide embedded support based on data (qualitative and quantitative). Coaches will create learning cycles as to provide targeted support (instructional strategies) for a grade-level, class/group of learners, and/or individual practitioners.</p> <p>EL Curriculum-The Grades 3-5 curriculum offers two hours of content-based literacy instruction per day</p>
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				education that support the practical application of reading and writing		(module lessons and the Additional Language and Literacy (ALL) Block), with an additional companion Life Science Module, which accompanies Module 2 for a third hour of instruction lasting eight to nine weeks. With or without the Life Science module, the two hours of content-based literacy are considered comprehensive. At the heart of the curriculum, at all grade levels, are the hour-long module lessons. Each grade level includes four modules, which span a full school year. The four modules allow students to build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic text throughout. https://education.org/resources/k-5-language-arts-guidance-document?_ga=2.235466738.2113827504.1564155310-1366750585.1538024971 SEE Plan for #38 3-8 ELA ED Students MGP
#112 3-8 Math Black Core Subject Performance Index	51.7	60.5	Yellow	SIG Key Strategy: Professional Support/Development & Technology: <ol style="list-style-type: none"> In the 1st week of August, staff will be provided with 2018-2019 ELA, math, & science data that is exclusive to their student class list, and grade level, focus specific to the instructional effects on black children All staff will be provided with in-depth, week-long professional development in August that focuses on SDIS (self-directed improvement systems) and data driven instruction, and the specific instructional and social/emotional effects on black children All new staff will take part in weekly 1-hour PD with the instructional coach staff that is additional to efficacy, 	<ol style="list-style-type: none"> NYS Math assessment data for black students from 2018-2019 is analyzed and extrapolated against all students; instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4 aMath from 2018-2019 for black students (fall, winter, spring), students are screened three times throughout the year to ascertain effectiveness of instruction at all Tiers. It is used as a cross-district core program auditing instrument. TCSO Math Interim Assessments for black students from 2018-2019 (grades K-5, formative assessments, (Form #1-winter, Form #2-spring), This measure aligns with district curriculum maps, and assesses NYS Common Core Standards 	<p>School 2 will continue with:</p> <p>High Quality Tier 1 Math Instruction 90 minutes of math instruction provided daily: core-whole group, targeted-small group/guided reading, individualized support- conferencing/goal setting, and intervention support- acceleration and remediation.</p> <p>Programs-Go Math & NYS Modules</p> <p>Master Schedule Accommodations: Integration of content areas, priorities (instructional & social emotional) explicitly built-in, etc.</p> <p>Efficacy Meeting - Weekly horizontal and vertical collaboration around practice, data, professional development</p> <p>Curriculum Development- Teacher Leaders will continue to develop standards-based units that foster agency and</p>



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				<p>during September, October, and November. This professional development will then reduce to 2x/mo additional to regular weekly efficacy meetings for the remainder of the year. Focus being SDIS and data driven instruction and the instructional effects on black children</p> <p>4. All staff are provided access to the electronic shared drive, <i>School 2 Professional Toolkit</i>. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Natélegé Turner-Hassell, general information around RtI, PST, social emotional and culture and climate. Resources are thoughtfully chosen so that staff are thinking deeply about how what we do in the classroom and the effects on black children</p> <p>5. All instructional staff are provided access to the electronic shared drive for building the ELA curriculum. Areas of integration are in math, science, social studies, art, music and physical education that support the practical application of reading and writing</p>	<p>4. School 2 Math Testlet Assessments for black students from 2018-2019 (grades 3-5, formative), Testlet #1-November, Testlet #2-February. This measure aligns with School 2 curriculum, and assess progress with NYS Common Core Standards specifically in reading comprehension and writing short and extended responses</p> <p>5. Math fluency 1-5 for black students in (fall, October 2019, winter, January 2020, spring, May/June 2020)</p> <p>6. Kindergarten only - number sense for black students (fall, October 2019, winter, January 2020, spring, May/June 2020)</p>	<p>Increase critical thinking and learning across content areas.</p> <p>Planning- Teachers will, collaboratively, develop weekly outlines that highlight instruction/practice and the "learning process" for students.</p> <p>Data,Feedback,Strategy (DFS)- Systematic process for analyzing data, providing instructional feedback to practitioners, and developing a sound strategy to teach and model for students-with the intent students will internalize and apply for themselves.</p> <p><u>SEE Plan for #35 3-8 ELA Black Students MGP</u></p>
#115 3-8 Math ED Core Subject Performance Index	59.5	69.5	Yellow	<p>SIG Key Strategy: Professional Support/Development & Technology:</p> <p>1. In the 1st week of August, staff will be provided with 2018-2019 ELA, math, & science data that is exclusive to their student class list, and grade level, focus specific to the instructional effects on ED children</p>	<p>1. NYS Math assessment data for ED students from 2018-2019 is analyzed and extrapolated against all students; Instructional strategies will be identified for moving students from 1 to 2, 2 to 3, and instructional enrichment for students scoring at levels 3 & 4</p> <p>2. aMath from 2018-2019 for ED students (fall, winter, spring), students are screened three</p>	<p>School 2 will continue with:</p> <p>Math/Science Interventionist, will provide targeted instruction to groups (Tier1-3) or individual students. Additionally, the Interventionist will plan and co-facilitate lessons with practitioners. The Interventionist will work closely w/ building level Coaches, district Curriculum Leaders, and Math Consultant regarding practice and data.</p>



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				<ol style="list-style-type: none"> All staff will be provided with in-depth, week-long professional development in August that focuses on SDIS (self-directed improvement systems) and data driven instruction, and the specific instructional and social/emotional effects on ED children All new staff will take part in weekly 1-hour PD with the instructional coach staff that is additional to efficacy, during September, October, and November. This professional development will then reduce to 2x/mo additional to regular weekly efficacy meetings for the remainder of the year. Focus being SDIS and data driven instruction and the instructional effects on ED children All staff are provided access to the electronic shared drive, <i>School 2 Professional Toolkit</i>. This toolkit provides access to curricular resources for ELA, math, science, and social studies, professional articles and resources provided by the building leader, Natélegé Turner-Hassell, general information around RtI, PST, social emotional and culture and climate. Resources are thoughtfully chosen so that staff are thinking deeply about how what we do in the classroom and the effects on ED children All instructional staff are provided access to the electronic shared drive for building the ELA curriculum. Areas of integration are in math, science, social studies, art, music and physical 	<p>times throughout the year to ascertain effectiveness of instruction at all Tiers. It is used as a cross-district core program auditing instrument.</p> <ol style="list-style-type: none"> TCSD Math Interim Assessments for ED students from 2018-2019 (grades K-5, formative assessments, (Form #1-winter, Form #2-spring). This measure aligns with district curriculum maps, and assesses NYS Common Core Standards School 2 Math Testlet Assessments for ED students from 2018-2019 (grades 3-5, formative), Testlet #1-November, Testlet #2-February. This measure aligns with School 2 curriculum, and assess progress with NYS Common Core Standards specifically in reading comprehension and writing short and extended responses Math fluency 1-5 for ED students in (<i>fall</i>, October 2019, <i>winter</i>, January 2020, <i>spring</i>, May/June 2020) Kindergarten only - number sense for ED students (<i>fall</i>, October 2019, <i>winter</i>, January 2020, <i>spring</i>, May/June 2020) 	<p>Bank Street College Math Consultant, will provide tiered, based on needs and assets, professional support in a variety of ways (whole-faculty, small group, individual). The consultant will also assist with identifying standards and/or instructional areas that need to improve or be sustained and collaborate with us on developing an explicit achievement plan.</p> <p>High Quality Tier 1 Math Instruction 90 minutes of math instruction provided daily: core-whole group, targeted-small group/guided reading, individualized support- conferencing/goal setting, and intervention support- acceleration and remediation.</p> <p>Programs-Go Math & NYS Modules</p> <p>Master Schedule Accommodations: Integration of content areas, priorities (instructional & social emotional) explicitly built-in, etc.</p> <p>Efficacy Meeting - Weekly horizontal and vertical collaboration around practice, data, professional development</p> <p>Curriculum Development- Teacher Leaders will continue to develop standards-based units that foster agency and increase critical thinking and learning across content areas.</p> <p>Planning- Teachers will, collaboratively, develop weekly outlines that highlight instruction/practice and the "learning process" for students.</p> <p>Data, Feedback, Strategy (DFS)- Systematic process for analyzing data, providing instructional feedback to practitioners, and developing a sound strategy to teach and model for students-with the intent students will internalize and apply for themselves.</p>
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				education that support the practical application of reading and writing		SEE Plan for #44 3-8 Math ED Students MGP	
Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <u>with impact</u> .			Yellow	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.

Part III – Additional Key Strategies – (As applicable)

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

Key Strategies		
Identify any key strategies that will be implemented during the 2019-2020 school year that are <u>not described in Part I or II above</u> but will be embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that will support your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention plan. Responses should be directly aligned with their previously approved intervention plans (SIG or SCEP) and should include evidence and/or data that will be used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.		
List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	2019-20 School Year Continuation Plan
1.		
2.		
3.		
4.		
5.		



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Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy with impact.	Yellow	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.
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Part IV – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)

Describe the type, nature, frequency and outcomes of meetings conducted by the CET and its sub-committees that will be charged with addressing specific components of the CET Plan. Describe outcomes or potential outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2019-20 School Year.

Status (R/Y/G)	Report Out of CET Plan Implementation
Green	The Community Engagement Team is made up of Community Based Organizations, parents/guardians, faith-based organizations, Department of Probation, school and district faculty. The team meets monthly and discusses various topics around improving the school and community. They have conversations around School 2's vision and mission. The quarterly reports and demonstrable improvement indicators are discussed and shared during the meetings.

Powers of the Receiver

Describe the anticipated use of the School Receiver's powers for Cohort 1 and 2 Schools for the 2019-2020 school year (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.

Status (R/Y/G)	Report Out
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	The Receiver will continue to work with School 2 and implementing the continuation plan and goals from the Community Schools Grant. The focus continues to be school turnaround, extended learning time, professional development and school climate and culture .				
Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy with impact	Yellow	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.

Part V – Budget – (As applicable)

Budget Amendments

ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT **AS APPLICABLE**:

- SIG FS-10 2019-20 BUDGET AND BUDGET NARRATIVE **AS APPLICABLE**.

PLEASE SUBMIT ANY NECESSARY CSG AND PSSG AMENDMENTS

BUDGET FORMS ARE AVAILABLE AT: <http://www.oms.nysed.gov/cafe/forms/>.

Part VI: Best Practices (Optional)

Best Practices



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<p>The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices that will be implemented in the 2019-2020 school year that will result in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.</p>	
<p>List the best practice that will be or is currently being implemented in the school.</p>	<p>Describe a best practice that will be in place for the 2019-20 school year in terms of its impact on the implementation of the plan. Discuss the evidence that will be used to determine its success. Discuss the possibility of replication in other schools.</p>
1.	
2.	
3.	



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Part VII – Assurance and Attestation

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

Name of Receiver (Print): JOHNNY CARMELLO
Signature of Receiver: [Signature]
Date: July 30, 2019

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 2019-2020 Community Engagement Team plan and membership.

Name of CET Representative (Print): Stephanie Sturges
Signature of CET Representative: [Signature]
Title of CET Representative: Family Advocate
Date: 7-30-19