

## 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:				
Alverta B. Gray Schultz	280201030010	Hempstead Union Free Public District	FHI 360	Check which plan below applies:				
				SIG			SCEP	
				Cohort: 1			Model: Receivership Continuation plan	
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
Regina Armstrong, Interim Superintendent	Alan Gonzales, Interim Principal	Reina Jovin, School Implementation Manager		6-8		28	17	1442
	Appointment Date: 1/14/2019							

<b>Executive Summary</b>
Please provide a <i>plain-language summary</i> 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 <u>no more than 500 words</u> .
In the 2018- 2019 academic school year, the Alverta B. Gray Middle School continued to build on the gains of achieving demonstrable improvement in 9 out of 11 targets from the previous academic school year and successfully gained candidacy for the International Baccalaureate Middle Years Program. Launch of the IB program served as the foundation for inquiry- based instruction. Under IB candidacy, A thorough examination of school data, procedures and protocols were conducted and transformational practices were implemented. Under new leadership, the A.B.G.S. administrative team implemented procedures to align our current practices to the IB framework and a comprehensive transformational plan for success was set in motion.
The plan for success and instructional priorities for the 2019-2020 school year includes the addition of four new courses: STEM, Introductory Latin, Creative Writing 101, and Career and Technical Education. Teacher schedules are being designed to include planning and team collaboration across grade and content area. Students will be arranged by grade in cohorts of 100 per teacher team, which will include one

Social Studies, Math, English Language Arts and Science Teacher. Block scheduling and collaborative team planning will be built into the master schedule to maximize opportunities for planning, instruction and aligning best practices and strategies. Through the use of Atlas-Managebac, curriculum will be streamlined to allow all teachers to plan, share and align practices, materials and assessments to standards from one central location.

Analysis of student assessment data, contributed to the identification and selection of “writing across the content areas” and questioning strategies as targeted instructional priorities for the 2019 –2020 school year. Instructional staff will utilize the acronym R-A-C-E as a tool to assist students with developing constructed responses. Monthly data meetings will be conducted to determine student progress, performance levels and tiered interventions with modifications to instruction as deemed appropriate. Weekly classroom walkthroughs with timely feedback to monitor instructional strategies and practices will be consistently performed. Teachers and students will engage in reflective practices and instructional staff will be supported with on-going professional learning throughout the year. The ENL and Data Instructional Coaches will support teachers in analyzing formative and summative assessment data and implementing instructional modifications to minimize instructional gaps and best support the differentiated needs of our students.

The interim Principal will engage stakeholders and collaborate with the CET (Community Engagement Team) to continue to support ABGS as a community school model. The Principal will meet regularly with the school leadership team, ENL and Data Coaches, Lead Teachers, school support team and school security to ensure sustainability of systems and structures. Within the framework of an inquiry based learning environment, the Principal will lead, support and fully implement instructional goals and priorities and meet and exceed all established progress targets with fidelity.

**Attention** – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). 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)**

<b>LEVEL 1 Indicators</b>						
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
#33 3-8 ELA All Students MGP	46.6	48.6	G	<p>NEWSLA training of teacher staff and implementation in all ELA classrooms</p> <p>Inquiry based curriculum aligned to the NYS standards for ELA</p> <p>Teachers will utilize the RACE strategy and rubric consistently when teaching writing across the content areas.</p> <p>Performance based groupings</p> <p>Daily focus time on constructed response based writing</p> <p>PLC weekly meeting</p>	<ul style="list-style-type: none"> <li>iReady baseline and quarterly benchmark assessments</li> <li>Creative and differentiated formative and summative assessments aligned to NYS ELA standards.</li> <li><b>Our goal is to increase the proficiency level on the NYS ELA assessment of all students to reach a subject performance index of 48.6</b></li> </ul>	<p>Continuation of implementation of inquiry based curriculum and IB principles and practices.</p> <p>Quarterly Benchmark assessments</p> <p>Continuation of performance based groupings and daily focus time on constructed response writing.</p> <p>Continuation of Content and grade specific meetings</p> <p>Targeted professional learning and monthly data meetings.</p> <p>Implementation and on going ELA Professional Learning to build capacity and enhance pedagogy.</p>

				<p>HIT- Higher Order thinking questions: Factual, Conceptual, Debatable questions.</p> <p>Monthly professional development and data meetings for Teachers</p> <p>Weekly Leadership classroom walkthroughs with feedback and consistent monitoring of instruction</p> <p>Student Reflection journals</p>		<p>Instructional support via ENL and Data Instructional Coaches</p>
#39 3-8 Math All Students MGP	47.6	48.6	G	<p>Daily school- wide math constructed writing framework, including problem solving explaining solutions and algorithms.</p> <p>Inquiry based curriculum Resource: Go Math</p> <p>Professional Development, weekly PLC meetings and monthly based data meetings</p> <p>HIT- Higher Order thinking questions: Factual, Conceptual, Debatable questions</p> <p>Student Reflection Journals</p>	<ul style="list-style-type: none"> <li>iReady baseline and quarterly benchmark assessments</li> <li>Creative and differentiated formative and summative assessments aligned to NYS ELA standards.</li> <li><b>Our goal is to increase the proficiency level on the NYS Math assessment to 48.6</b></li> </ul>	<p>Continuation of implementation of inquiry based curriculum and IB principles and practices.</p> <p>Quarterly Benchmark assessments</p> <p>Continuation of performance based groupings and daily focus time on constructed response writing.</p> <p>Continuation of PLC Content and grade specific meetings</p> <p>Targeted professional learning and monthly data meetings.</p> <p>Implementation and on going Math based Professional Learning to build capacity and enhance pedagogy.</p> <p>Instructional support via ENL and Data Instructional Coaches</p>
#100 3-8 ELA All Students Core Subject	71.4	80.9	G	<p>NEWSELA training of teacher staff and implementation in all ELA classrooms</p>	<ul style="list-style-type: none"> <li>iReady baseline and quarterly benchmark assessments</li> </ul>	<p>Continuation of implementation of inquiry based curriculum and IB principles and practices.</p>

Performance Index				<p>Inquiry based curriculum aligned to the NYS standards for ELA</p> <p>Teachers will utilize the RACE strategy and rubric consistently when teaching writing across the content areas.</p> <p>Performance based groupings</p> <p>Daily focus time on constructed response.</p> <p>PLC weekly meeting</p> <p>HIT- Higher Order thinking questions: Factual, Conceptual, Debatable questions.</p> <p>Monthly professional development and data meetings for Teachers</p> <p>Student Reflection journals</p>	<ul style="list-style-type: none"> <li>• Creative and differentiated formative and summative assessments aligned to NYS ELA standards.</li> <li>• <b>Our goal is to increase the proficiency level on the NYS ELA assessment of all students to reach a subject performance index of 80.9</b></li> </ul>	<p>Quarterly Benchmark assessments</p> <p>Continuation of performance based groupings and daily focus time on constructed response writing.</p> <p>Continuation of PLC meetings Content and grade specific PLC meetings</p> <p>Targeted professional learning and monthly data meetings.</p> <p>Implementation and on going ELA Professional Learning to build capacity and enhance pedagogy.</p> <p>Instructional support via ENL and Data Instructional Coaches</p>
#110 3-8 Math All Students Core Subject Performance Index	51.4	61.4	Y	<p>Daily school- wide math constructed writing framework, including problem solving explaining solutions and algorithms.</p> <p>Inquiry based curriculum Resource: Go Math</p> <p>Professional Development, weekly PLC meetings and monthly based data meetings</p> <p>HIT- Higher Order thinking questions: Factual, Conceptual, Debatable questions</p>	<ul style="list-style-type: none"> <li>• iReady baseline and quarterly benchmark assessments</li> <li>• Creative and differentiated formative and summative assessments aligned to NYS Math standards.</li> <li>• <b>Our goal is to increase the proficiency level on the NYS ELA assessment of all students to reach a subject performance index of 61.4</b></li> </ul>	<p>Continuation of implementation of inquiry based curriculum and IB principles and practices.</p> <p>Quarterly Benchmark assessments</p> <p>Continuation of performance based groupings and daily focus time on constructed response writing.</p> <p>Continuation of PLC Content and grade specific meetings</p> <p>Targeted professional learning and monthly data meetings.</p> <p>Implementation and on going Math based Professional Learning to build capacity and enhance pedagogy.</p>

				<p>Weekly Leadership classroom walkthroughs with feedback and consistent monitoring of instruction</p> <p>Student Reflection Journals</p>		<p>Instructional support via ENL and Data Instructional Coaches</p>
#150 Grades 4 and 8 Science All Students	84.5	94.5	y	<p>Daily school- wide Science constructed writing framework.</p> <p>Inquiry based curriculum Resource: Dimensions HMH Science consumables</p> <p>Professional Development, weekly PLC meetings and monthly based data meetings</p> <p>Weekly Leadership classroom walkthroughs with feedback and consistent monitoring of instruction</p> <p>HIT- Higher Order thinking questions: Factual, Conceptual, Debatable questions</p> <p>Student Reflection journals</p>	<ul style="list-style-type: none"> <li>• iReady baseline and quarterly benchmark assessments</li> <li>• Creative and differentiated formative and summative assessments aligned to NYS Science standards.</li> <li>• Student Reflection journals</li> <li>• Hands on demonstrations and Labs</li> <li>• <b>Our goal is to increase the proficiency level on the NYS ELA assessment of all students to reach a subject performance index of 94.5</b></li> </ul>	<p>Implementation of STEM Pilot program</p> <p>Continuation of implementation of inquiry based curriculum and instruction.</p> <p>Continuation of performance based groupings and daily focus time on constructed response writing.</p> <p>Continuation of PLC meetings, professional learning and data meetings.</p> <p>Continuation of implementation of inquiry based curriculum and IB principles and practices.</p> <p>Quarterly Benchmark assessments</p> <p>Continuation of performance based groupings and daily focus time on constructed response writing.</p> <p>Continuation of PLC Content and grade specific meetings</p> <p>Targeted professional learning and monthly data meetings.</p> <p>Implementation and on going Science based Professional Learning to build capacity and enhance pedagogy.</p> <p>Instructional support via ENL and Data Instructional Coaches</p>

#160 Chronic Absenteeism – All students	26%	24%	y	The attendance team has been strategic in conducting home visitations, parent conferences and intervention referrals. The Community School Director will support on going initiatives for tiered interventions throughout the year to address absenteeism.	<b>Chronic absenteeism rate is 24%</b> Total enrollment is 1450 and 350 students are indicated as chronically absent.  Daily monitoring, tracking and reporting will be done to implement consistency in attendance.	The partnership with FHI 360 will continue and implementation of Parent University will be geared to: <ul style="list-style-type: none"> <li>• Attendance awareness</li> <li>• Monitoring consistent daily attendance</li> <li>• Implementation of initiatives around identification of students in the early stages</li> <li>• Creation of mentoring cohorts.</li> </ul>	
<b>Green</b>	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> .			<b>Yellow</b>	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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
#2 Plan for and Implement Quality Community School Model	N/A		G	<ul style="list-style-type: none"> <li>• A multi-pronged approach to engaging instructional strategies and a cross curriculum focus on literacy.</li> <li>• Targeted supports, interventions, and enrichment activities built into after-school programming.</li> </ul>	<ul style="list-style-type: none"> <li>• Needs assessment</li> <li>• 20% increased student participation rate</li> <li>• Family workshop participation rates</li> <li>• Increased family engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of Parent meetings and targeted workshops</li> <li>• Monitoring and Tracking of attendance and participation rates</li> </ul>

				<ul style="list-style-type: none"> <li>Teacher academic PD to:</li> <li>Implement the International Baccalaureate (IB) program.</li> <li>Plan instructional / pedagogical supports</li> </ul>	<ul style="list-style-type: none"> <li>Measures of increased family engagement (surveys, participation rates for service providers, etc)</li> <li>Data analysis of programming and support services</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of a multitude of services that are targeted to meet students’ academic, emotional and social needs via counseling, interests, and academic related services.</li> <li>Continuation of impact assessment</li> </ul>
#35 3-8 ELA Black Students MGP	45	47	G	<p>NEWSLA training of teacher staff and implementation in all ELA classrooms</p> <p>Inquiry based curriculum aligned to the NYS standards for ELA</p> <p>Implementation of the use of R-A-C-E and rubric to enhance comprehension and develop constructed responses</p> <p>Performance based groupings</p> <p>Daily focus time on constructed response based writing</p> <p>PLC weekly meeting</p> <p>HIT- Higher Order thinking questions: Factual, Conceptual, Debatable questions.</p> <p>Monthly professional development and data meetings for Teachers</p> <p>Weekly Leadership classroom walkthroughs with feedback and consistent monitoring of instruction</p> <p>Student Reflection journals</p> <p>Instructional support via ENL and Data Instructional Coaches</p>	<ul style="list-style-type: none"> <li>iReady baseline and quarterly benchmark assessments</li> <li>Creative and differentiated formative and summative assessments aligned to NYS ELA standards.</li> <li><b>The goal is to increase the proficiency on the NYS ELA levels of all “Black” students to 47%</b></li> </ul>	<p>Continuation of implementation of inquiry based curriculum and IB principles and practices.</p> <p>Quarterly Benchmark assessments</p> <p>Continuation of performance based groupings and daily focus time on constructed response writing.</p> <p>Continuation of Content and grade specific meetings</p> <p>Targeted professional learning and monthly data meetings.</p> <p>Implementation and on going ELA Professional Learning to build capacity and enhance pedagogy.</p> <p>Instructional support via ENL and Data Instructional Coaches</p>



# 37 3-8 ELA ELL Students MGP	45.1	47.1	Y	<p>NEWSELA training of teacher staff and implementation in all ELA classrooms</p> <p>Inquiry based curriculum aligned to the NYS standards for ELA</p> <p>Teachers will utilize the RACE strategy and rubric consistently when teaching writing across the content areas.</p> <p>Performance based groupings</p> <p>Daily focus time on constructed response based writing</p> <p>PLC weekly meetings</p> <p>HIT- Higher Order thinking questions: Factual, Conceptual, Debatable questions.</p> <p>Monthly professional development and data meetings for Teachers</p> <p>Weekly Leadership classroom walkthroughs with feedback and consistent monitoring of instruction</p> <p>Instructional support via ENL and Data Instructional Coaches</p>	<ul style="list-style-type: none"> <li>• iReady baseline and quarterly benchmark assessments</li> <li>• Creative and differentiated formative and summative assessments aligned to NYS ELA standards.</li> <li>• <b>Our goal is to increase the proficiency level on the NYS ELA assessment of ELL students to 47.1%</b></li> </ul>	<p>Continuation of implementation of inquiry based curriculum and IB principles and practices.</p> <p>Quarterly Benchmark assessments</p> <p>Continuation of performance based groupings and daily focus time on constructed response writing.</p> <p>Continuation of Content and grade specific meetings</p> <p>Targeted professional learning and monthly data meetings.</p> <p>Implementation and on going ELA Professional Learning to build capacity and enhance pedagogy.</p> <p>Instructional support via ENL and Data Instructional Coaches</p>
#43 3-8 Math ELL Students MGP	45.1	47.1	Y	<p>Daily school- wide math constructed writing framework, including problem solving explaining solutions and algorithms.</p> <p>Inquiry based curriculum</p> <p>Resource: Go Math</p>	<ul style="list-style-type: none"> <li>• iReady baseline and quarterly benchmark assessments</li> <li>• Creative and differentiated formative and summative assessments aligned to NYS Math standards.</li> </ul>	<p>Continuation of implementation of inquiry based curriculum and IB principles and practices.</p> <p>Quarterly Benchmark assessments</p> <p>Continuation of performance based groupings and daily focus time on constructed response writing.</p>

				Professional Development, weekly PLC meetings and monthly based data meetings  HIT- Higher Order thinking questions: Factual, Conceptual, Debatable questions  Student Reflection Journals  Weekly Leadership classroom walkthroughs with feedback and consistent monitoring of instruction  Instructional support via ENL Instructional Coach		Continuation of Content and grade specific meetings  Targeted professional learning and monthly data meetings.  Implementation and ongoing Math Professional Learning to build capacity and enhance pedagogy.  Instructional support via ENL and Data Instructional Coaches
48 3-8 ELA ELL Level 2 and above Gap with non ELL Students	36%	34%		NEWSLEA training of teacher staff and implementation in all ELA classrooms  Inquiry based curriculum aligned to the NYS standards for ELA  Teachers will utilize the RACE strategy and rubric consistently when teaching writing across the content areas.  Performance based groupings  Daily focus time on constructed response based writing  PLC weekly meetings  HIT- Higher Order thinking questions: Factual, Conceptual, Debatable questions.	<ul style="list-style-type: none"> <li>iReady baseline and quarterly benchmark assessments</li> <li>Creative and differentiated formative and summative assessments aligned to NYS ELA standards.</li> <li><b>Our goal is to the proficiency level on the NYS Math assessment of ELL level 2 and above Gap and non- ELL students to 27%</b></li> </ul>	Continuation of implementation of inquiry based curriculum and IB principles and practices.  Quarterly Benchmark assessments  Continuation of performance based groupings and daily focus time on constructed response writing.  Continuation of Content and grade specific meetings  Targeted professional learning and monthly data meetings.  Implementation and on going Math Professional Learning to build capacity and enhance pedagogy.  Instructional support via ENL and Data Instructional Coaches

				<p>Monthly professional development and data meetings for Teachers</p> <p>Weekly Leadership classroom walkthroughs with feedback and consistent monitoring of instruction</p> <p>Instructional support via ENL Instructional and Data Instructional Coaches</p>		
#53 3-8 Math ELL Level 2 and above Gap with non –ELL Students	29	27	G	<p>Daily school- wide math constructed writing framework, including problem solving explaining solutions and algorithms.</p> <p>Inquiry based curriculum Resource: Go Math</p> <p>Professional Development, weekly PLC meetings and monthly based data meetings</p> <p>HIT- Higher Order thinking questions: Factual, Conceptual, Debatable questions</p> <p>Student Reflection Journals</p> <p>Weekly Leadership classroom walkthroughs with feedback and consistent monitoring of instruction</p> <p>Instructional support via ENL and Data Instructional Coaches</p>	<ul style="list-style-type: none"> <li>iReady baseline and quarterly benchmark assessments</li> <li>Creative and differentiated formative and summative assessments aligned to NYS Math standards.</li> <li><b>Our goal is to increase the proficiency level on the NYS Math assessment of ELL level 2 and above Gap and non-ELL students to 27%</b></li> </ul>	<p>Continuation of implementation of inquiry based curriculum and IB principles and practices.</p> <p>Quarterly Benchmark assessments</p> <p>Continuation of performance based groupings and daily focus time on constructed response writing.</p> <p>Continuation of Content and grade specific meetings</p> <p>Targeted professional learning and monthly data meetings.</p> <p>Implementation and on going Math Professional Learning to build capacity and enhance pedagogy.</p> <p>Instructional support via ENL and Data Instructional Coaches</p>
#94 Providing 200 Hours of	N/A	N/A	G	<p>Students in grades 6-8 have access to a variety of after school enrichment,</p>	<ul style="list-style-type: none"> <li>Presently, there are 15 clubs with active participation of approximately</li> </ul>	<p>Continuation of after school enrichment, intervention and acceleration programs with monitoring, surveys and</p>

Extended Day Learning Time (ELT)				acceleration and intervention programs throughout the year. These programs include but are not limited to the following: AIS in Reading, Mathematics, Dance, Robotics, Coding, Intramurals, Peer mediation, Boy Scouts, Newcomers, My Brother’s Keeper, CPP youth Development etc.. Inclusivity among offerings of programs and services to the student body is encouraged.	100 students and the goal is to increase access and opportunity to all programs and enrollment to 50% of the student body.	impact assessments. The Community School Director will work closely with all programs to increase access and enrollment by 50% of the student body.	
<b>Green</b>	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> .			<b>Yellow</b>	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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.)*

<b>Key Strategies</b>			
Identify any key strategies that will be implemented during the 2019-2020 school year that are <i>not described in Part I or II above but</i> 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.					
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.

**Part IV – Community Engagement Team and Receivership Powers**

<b>Community Engagement Team (CET)</b>	
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
	<p>The Community Engagement Team has closed out the 2018-2019 school year with their 4<sup>th</sup> Annual Family Day Event, June 8<sup>th</sup>. The ABGS Middle School will be entering their 2<sup>nd</sup> year of Community School Implementation in school year 2019-2020. Formal CET meetings will continue to occur biweekly throughout the 2019-2020 school year. The CET will also hold additional meeting in efforts to support school functions. To promote the collaborative spirit, efficiency and effectiveness of our meetings, the CET has established standard agenda items. These include such things as:</p> <p>1) Open forum for students, parents and community members</p>

	<p>2) Old Business, and Chair, Principal, and Community School reports.</p> <p>In the 2019-2020 school year, the CET will continue to be a cross-representative of school staff, leadership, community-based organizations and community members. In addition to the regularly held CET meetings, the CET members will continue to be active members of the school community, attending school assemblies, family events, and providing feedback and support to the school regarding its improvement efforts. Elections will be held for new officers.</p> <p>The CET and Community School Director will continue to meet in collaboration with various Community Partners in order to achieve success in the following areas during the 2019-2020 school year:</p> <ol style="list-style-type: none"> <li>1. Meet the social and emotional needs of all students.</li> <li>2. Connect with additional community agencies to address gap areas identified by the Needs Assessment conducted by the Lead CBO, FHI 360.</li> <li>3. Continue to actively engage families in all school activities, and support parent/family attendance by providing a dedicated, technologically-equipped space for parent/families to meet and convene workshops for both personal and professional development.</li> <li>4. Support all efforts for meeting the <b>Demonstrable Indicator #160 for Chronic Absenteeism for all students.</b></li> <li>5. Support the community understanding of the role and purpose of a community school through workshops, marketing and outreach, and through participation in regional and national events such as the National Community School Conference 2020.</li> </ol>		
<p><b>Powers of the Receiver</b>          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.</p>			
Status (R/Y/G)	Report Out		
G	The Receiver continues to collaborate with the Distinguished Educator and school leadership around evaluating the effective practices implemented in the school. The Receiver, Acting Superintendent Armstrong, visits the school regularly and conducts conversations about student data, reflecting on the school’s improvement plan, checking-in on professional development efforts to improve teacher practices and student achievement.		
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.
		<b>Red</b>	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)**

<u>Budget Amendments</u>
<p>ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:</p> <ul style="list-style-type: none"> <li>SIG FS-10 2019-20 BUDGET AND BUDGET NARRATIVE <u>AS APPLICABLE</u>.</li> </ul> <p><b>PLEASE SUBMIT ANY NECESSARY CSG AND PSSG AMENDMENTS</b></p> <p>BUDGET FORMS ARE AVAILABLE AT: <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a>.</p>

**Part VI: Best Practices (Optional)**

<b>Best Practices</b>		
<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>		
List the best practice that will be or is currently being implemented in the school.		Describe a best practice that will be in place for the 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.
1. Teacher collaboration/ Team Planning	Teachers will engage in collaboration across grade and content areas to plan, share practices, review data, assessment results and align intervention strategies.	Consistency of teacher collaboration and team planning will be in place for the 2019-20 school year. Impact assessments, survey data and student performance will be used to determine impact of implementation.

2. Data Informed instruction	Monthly Data meetings will be held to determine success rates, progress levels and identification/ modification of targeted areas of instructional focus.	Monthly Data meetings will be conducted to analyze student performance data and determine levels of achievement and plan instructional modification strategies as needed. The ENL and Data Coach will facilitate general meetings and be available to Instructional staff for support.
3. Student engagement	Student centered and interactive lessons will be focused around how students learn best. Every aspect of instruction will involve active learning environments where students are active participants via speaking, discussing, analyzing and using critical thinking skills.	Active Student Engagement will be planned and supported in every lesson via presentations, discussions, collaboration and performance- based groupings.  Classroom observations and walkthroughs will be evidence of implementation
4. IB Middle Years Program	The IB Philosophy, principles and practices of inquiry-based instruction will be embedded throughout all grades and content areas. Lesson development and tiered questioning strategies will be evidence of implementation.	Instructional staff will incorporate monthly instruction on learner profile traits. Higher order thinking questions will support inquiry instruction as evidenced as factual, conceptual and debatable questions.

## **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): Ms. Regina Armstrong  
Signature of Receiver: *Regina Armstrong*  
Date: 7/31/19

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): Ms. Patricia McNeill  
Signature of CET Representative: *P.A. McNeill*  
Title of CET Representative: CHAIRPERSON  
Date: 7/31/2019

The University of the State of New York

THE STATE EDUCATION DEPARTMENT  
Albany, NY 12234  
2019-20

**School Improvement Grant 1003(a)**  
**Continuation Plan Cover Page**

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