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: https://www.albanyschools.org/receivership.html		
Sheridan Preparatory Academy	010100010044	City School District of Albany		Check which plan below applies:		
				SIG		SCEP
				Cohort: 2		
				Model: Transformation		

Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Kaweeda G. Adams	Zuleika Sanchez-Gayle Appointment Date: 7/1/2011	Suzann Cornell, Assistant Principal for School Improvement Michele Bridgewater, District Improvement Director Dr. Cecily Wilson-Turner, Assistant Superintendent for Elementary Instruction	Pre K-5	N/A	11%	11%	324

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*.

This continuation plan focuses on ensuring that all Level 1 (selected by the State Education Department) and Level 2 indicators (selected by the Community Engagement Team) goals are met. 11 of the 12 indicators are focused on increasing student achievement for all students either on the NYS state assessment for ELA, Math and Science or the districts local NWEA benchmark assessment. As a result, a significant focus of the continuation plan centers on providing professional development and coaching support focused on increasing lesson rigor, using standards based instruction and learning targets for all grade levels. The instructional support will be provided based on student data to ensure that teachers and students receive differentiated supports aligned to identified needs. School administrators will utilize their walkthroughs as an opportunity to provide ongoing feedback to teachers and to monitor the impact of the professional development and

coaching support on student achievement. The results of their walkthroughs and an analysis of data will be shared with the school's leadership teams (Building Leadership Team,
Community Engagement Team, Community School Advisory Team) so that any course corrections that may be necessary are developed to ensure continuous progress.

Chronic absenteeism is an additional indicator and the key strategies focus on increasing communication to the school community about the importance of attendance, attendance celebrations, continuous monitoring of student absences and increasing programs and supports to remove barriers to attendance.

The Community Engagement team reviewed and provided feedback with regard to the development of the Continuation Plan. The team will meet, at a minimum, four times per year. These meetings will be scheduled prior to the submission of all reports regarding the progress the school is making on the implementation of the plan and the progress towards meeting the annual indicators.

As of the submission of this Continuation Plan, the Receiver(Superintendent) has not enacted any receivership powers. Negotiations with the teachers union are expected to begin in August 2019.

**New York State
EDUCATION DEPARTMENT**
Knowledge › Skill › Opportunity

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
33 ELA All Students MGP	41.9	43.9		• increase lesson rigor using standards based instruction and learning targets	• NWEA Benchmark Assessment (CGP and Projected Proficiency) • Curriculum Checkpoint Assessments • Data Team Short Cycle Assessments	• ELA Instructional Coach and administrators will analyze writing curriculum resources to ensure that students are provided with regular and ample opportunities to develop writing stamina, content, and voice throughout the year. • Academic Coach for Reading will provide quarterly professional development (PD) to teachers in grades k-5, with topics focused on Next Generation Standards; learning targets; developing rigorous tasks; and Data Driven Instruction (DDI). • Based on March 2019 informal walkthrough anecdotal data, ELA

						Instructional Coach will provide all instructional staff professional development on NYS Learning and Next Generation standards. PD will focus on using standards to inform instruction and begin development of learning targets. ● ELA Instructional Coach will provide all instructional staff with the writing support resource. Administrators will provide explicit guidance on expectations for writing within the 2019-2020 school year. ● Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect a baseline of learning targets posted as related to instruction being delivered. ● Using 2018-2019 VADIR data, ELA Instructional Coach and Behavioral Specialist will support classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities, so that classroom instruction is reflective of strategies that support student achievement and social emotional well- being, based on homerooms that did not meet 80% on the benchmark for behavior. ● BLT will analyze the information in walkthroughs to support development of PD to be offered to instructional staff in November 2019.

						- Academic Coach for Reading and Behavioral Specialist will meet 3 times per year (October, January and April) to review and interpret both behavioral and academic data trends in grades 1 and 3 to provide instructional and behavioral strategies during data team meetings in October, January and April to improve social emotional well-being and academic achievement. - On November 5, 2019, PD will be provided to instructional and support staff with a focus on "Learning Targets" and "Learning Standards" in ELA and Math by Instructional Coaches with support from BLT. Instructional focus will be on lessons that have a clear objective and are explicitly communicated and connected to the learning standards. - Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect learning targets posted to measure application of November PDs in instructional practices and request evidence of planning. - Using Q1 2019-2020 VADIR data, ELA Instructional Coach and Behavioral Specialist will support classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities, so that classroom instruction is reflective of strategies that support student achievement and social

						emotional well- being, based on homerooms that did not meet an 80% benchmark for behavior.
						• The school leaders will use informal walkthroughs of classrooms (grade level and special areas), a minimum of twice per year (November and February) to note rigor of tasks during ELA, to gather and provide evidence for the BLT to analyze, so that trends and impact of PD can be measured.
						• The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Advisory Committee, so that partnerships and resources can be selected to support the academic needs of students. Advisory Committee meets monthly.
						• The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with CET, so that partnerships and resources can be selected to support the academic needs of students. CET meets quarterly.
						• The Community Schools Site Coordinator will report monthly to BLT any recommendations provided by the Advisory Committee or CET to support the goals of the comprehensive plan.
						• BLT will analyze informal walkthrough evidence for evidence of planning that is reflective of NYS Standards.
						• ELA Instructional Coach will provide PD to instructional staff to focus on rigor of

						instruction. Specifically, on providing ample opportunities to delve deeply into content and lessons that are designed to promote higher-level thinking.
						• The Instructional leaders will analyze the results of the Winter NWEA benchmark data to determine if any adjustments to professional development and instructional support needs to be made.
						• The school leaders will use informal walkthroughs of classrooms (grade level and special areas), a minimum of twice per year (November and February) to note rigor of tasks during ELA, to gather and provide evidence for the BLT to analyze, so that trends and impact of PD can be measured.
						• BLT will analyze the information in walkthroughs to support development of PD to be offered to instructional staff in March 2019.
						• ELA Instructional Coach will provide PD to instructional staff to focus on rigor of instruction. Specifically, on providing students with multiple modes of engagement and opportunities to be active participants in their learning.
						• BLT will meet with our consultant to analyze all anecdotal evidence collected from informal walkthroughs, PDs, and evidence of planning to plan professional development for the entire teaching staff.
						• Consultant will provide professional development to Sheridan Prep staff based

						off of planning meeting with BLT in April 2020. ● BLT will continue PD focus with entire teaching staff as determined by May 2020 PD, to provide instructional staff an opportunity to begin reflecting on student progress in the 2019-2020 school year.
39 3-8 Math All Students MGP	36	38.5		● increase lesson rigor using standards based instruction and learning targets.	● NWEA Benchmark Assessment (CGP and Projected Proficiency) ● Math Checkpoint Assessments ● Data Team Short Cycle Assessments	● Based on March 2019 informal walkthrough anecdotal data, Math Instructional Coaches will provide all instructional staff professional development on NYS Learning and Next Generation standards. PD will focus on using standards to inform instruction and begin development of learning targets. ● Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect a baseline of learning targets posted as related to instruction being delivered. ● Using 2018-2019 VADIR data, Math Instructional Coaches and Behavioral Specialist will support classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities, so that classroom instruction is reflective of strategies that support student achievement and social emotional well- being, based on homerooms that did not meet 80% on the benchmark for behavior. ● BLT will analyze the information in walkthroughs to support development of

PD to be offered to instructional staff in October 2019.
- Math Instructional Coaches and Behavioral Specialist will meet 3 times per year (October, January and April) to review and interpret both behavioral and academic data trends to provide instructional and behavioral strategies during data team meetings in October, January and April to improve social emotional well-being and academic achievement.
- On November 5, 2019, PD will be provided to instructional and support staff with a focus on "Learning Targets" and "Learning Standards" in ELA and Math by Instructional Coaches with support from BLT. Instructional focus will be on lessons that have a clear objective and are explicitly communicated and connected to the learning standards.
- Math Instructional Coach will provide PD to instructional staff to focus on learning targets that are referenced throughout the lesson and with multiple pathways to success to account for student needs.
- The school leaders will use informal walkthroughs of classrooms (grade level and special areas), a minimum of twice per year (November and February) to note rigor of tasks during Math, to gather and provide evidence for the BLT to analyze, so that trends and impact of PD can be measured.

						- Based on 2018-2019 NWEA data, Math coach will provide Kindergarten with a coaching cycle in the form of the Math workshop Model so that classroom instruction is reflective of strategies that are focused on Next Generation Standards and student data. - BLT will analyze informal walkthrough evidence for evidence of planning that is reflective of NYS Standards. - Using quarterly 2019-2020 VADIR data, Math Instructional Coach and Behavioral Specialist will support classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities, so that classroom instruction is reflective of strategies that support student achievement and social emotional well- being, based on homerooms that did not meet 80% on the benchmark for behavior. - The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Advisory Committee, so that partnerships and resources can be selected to support the academic needs of students. Advisory Committee meets monthly. - The Community Schools Site Coordinator will report monthly to BLT any recommendations provided by the Advisory Committee or CET to support the goals of the comprehensive plan.

						- Based on 2018-2019 NWEA data, Math Instructional Coaches will support Grades 3,4, and 5 math teachers through the Math Studio "Workshop" ongoing PD model. Instructional coaches will support based on consultant teachings and teacher needs. - The Instructional leaders will analyze the results of the Winter NWEA benchmark data to determine if any adjustments to professional development and instructional support needs to be made. - Math Instructional coach will analyze 2020 Winter NWEA Benchmark in Kindergarten to determine any adjustments to embedded Math Studio PD for final iteration of PD series. - Math Instructional Coach will provide PD to instructional staff to focus on rigor of instruction. Specifically, on providing students with multiple modes of engagement and opportunities to be active participants in their learning. - Based on winter 2020 NWEA math data, Math coach will provide Kindergarten with a coaching cycle in the form of the Math workshop Model so that classroom instruction is reflective of strategies that are focused on Next Generation Standards and student data. - Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect learning targets

						posted to measure application of March PD in instructional practices and request evidence of planning. ● BLT will analyze the information in walkthroughs to support development of PD to be offered to instructional staff in May 2019. ● BLT will meet with consultant to analyze all anecdotal evidence collected from informal walkthroughs, PDs, and evidence of planning to plan professional development for the entire teaching staff. ● Consultant will provide professional development to Sheridan Prep staff based off of planning meeting with BLT in April 2020. ● The 2019-2020 school year data will be analyzed by the BLT and used to develop instructional plans for professional development for the 2020-2021 school year. ● BLT will continue PD focus with entire teaching staff as determined by May 2020 PD, to provide instructional staff an opportunity to begin reflecting on student progress in the 2019-2020 school year.
100 3-8 ELA All Students Core Subject Performance Index	60.9	65.9		● increase lesson rigor using standards based instruction and learning targets	● NWEA Benchmark Assessment (CGP and Projected Proficiency) ● Curriculum Checkpoint Assessments ● Data Team Short Cycle Assessments	● ELA Instructional Coach and administrators will analyze writing curriculum resources to ensure that students are provided with regular and ample opportunities to develop writing stamina, content, and voice throughout the year.

						- Academic Coach for Reading will provide quarterly professional development (PD) to teachers in grades k-5, with topics focused on Next Generation Standards; learning targets; developing rigorous tasks; and Data Driven Instruction (DDI). - Based on March 2019 informal walkthrough anecdotal data, ELA Instructional Coach will provide all instructional staff professional development on NYS Learning and Next Generation standards. PD will focus on using standards to inform instruction and begin development of learning targets. - ELA Instructional Coach will provide all instructional staff with the writing support resource. Administrators will provide explicit guidance on expectations for writing within the 2019-2020 school year. - Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect a baseline of learning targets posted as related to instruction being delivered. - Using 2018-2019 VADIR data, ELA Instructional Coach and Behavioral Specialist will support classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities, so that classroom instruction is reflective of strategies that support student achievement and social

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					• Using Q1 2019-2020 VADIR data, ELA Instructional Coach and Behavioral Specialist will support classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities, so that classroom instruction is reflective of strategies that support student achievement and social emotional well- being, based on homerooms that did not meet an 80% benchmark for behavior. • The school leaders will use informal walkthroughs of classrooms (grade level and special areas), a minimum of twice per year (November and February) to note rigor of tasks during ELA, to gather and provide evidence for the BLT to analyze, so that trends and impact of PD can be measured. • The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Advisory Committee, so that partnerships and resources can be selected to support the academic needs of students. Advisory Committee meets monthly. • The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with CET, so that partnerships and resources can be selected to support the academic needs of students. CET meets quarterly. • The Community Schools Site Coordinator will report monthly to BLT any

						recommendations provided by the Advisory Committee or CET to support the goals of the comprehensive plan.
						• BLT will analyze informal walkthrough evidence for evidence of planning that is reflective of NYS Standards.
						• ELA Instructional Coach will provide PD to instructional staff to focus on rigor of instruction. Specifically, on providing ample opportunities to delve deeply into content and lessons that are designed to promote higher-level thinking.
						• The Instructional leaders will analyze the results of the Winter NWEA benchmark data to determine if any adjustments to professional development and instructional support needs to be made.
						• The school leaders will use informal walkthroughs of classrooms (grade level and special areas), a minimum of twice per year (November and February) to note rigor of tasks during ELA, to gather and provide evidence for the BLT to analyze, so that trends and impact of PD can be measured.
						• BLT will analyze the information in walkthroughs to support development of PD to be offered to instructional staff in March 2019.
						• ELA Instructional Coach will provide PD to instructional staff to focus on rigor of instruction. Specifically, on providing students with multiple modes of

						• engagement and opportunities to be active participants in their learning. • BLT will meet with consultant to analyze all anecdotal evidence collected from informal walkthroughs, PDs, and evidence of planning to plan professional development for the entire teaching staff. • Consultant will provide professional development to Sheridan Prep staff based off of planning meeting with BLT in April 2020. • BLT will continue PD focus with entire teaching staff as determined by May 2020 PD, to provide instructional staff an opportunity to begin reflecting on student progress in the 2019-2020 school year.
110 3-8 Math All Students Core Subject Performance Index	46.3	56.6		• increase lesson rigor using standards based instruction and learning targets	• NWEA Benchmark Assessment (CGP and Projected Proficiency) • Math Checkpoint Assessments • Data Team Short Cycle Assessments	• Based on March 2019 informal walkthrough anecdotal data, Math Instructional Coaches will provide all instructional staff professional development on NYS Learning and Next Generation standards. PD will focus on using standards to inform instruction and begin development of learning targets. • Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect a baseline of learning targets posted as related to instruction being delivered. • Using 2018-2019 VADIR data, Math Instructional Coaches and Behavioral Specialist will support classroom teacher practice via coaching cycles, peer

						observations and individual coaching opportunities, so that classroom instruction is reflective of strategies that support student achievement and social emotional well- being, based on homerooms that did not meet 80% on the benchmark for behavior. ● BLT will analyze the information in walkthroughs to support development of PD to be offered to instructional staff in October 2019. ● Math Instructional Coaches and Behavioral Specialist will meet 3 times per year (October, January and April) to review and interpret both behavioral and academic data trends to provide instructional and behavioral strategies during data team meetings in October, January and April to improve social emotional well-being and academic achievement. ● On November 5, 2019, PD will be provided to instructional and support staff with a focus on "Learning Targets" and "Learning Standards" in ELA and Math by Instructional Coaches with support from BLT. Instructional focus will be on lessons that have a clear objective and are explicitly communicated and connected to the learning standards. ● Math Instructional Coach will provide PD to instructional staff to focus on learning targets that are referenced throughout

					the lesson and with multiple pathways to success to account for student needs.
					- The school leaders will use informal walkthroughs of classrooms (grade level and special areas), a minimum of twice per year (November and February) to note rigor of tasks during Math, to gather and provide evidence for the BLT to analyze, so that trends and impact of PD can be measured. - Based on 2018-2019 NWEA data, Math coach will provide Kindergarten with a coaching cycle in the form of the Math workshop Model so that classroom instruction is reflective of strategies that are focused on Next Generation Standards and student data. - BLT will analyze informal walkthrough evidence for evidence of planning that is reflective of NYS Standards. - Using quarterly 2019-2020 VADIR data, Math Instructional Coach and Behavioral Specialist will support classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities, so that classroom instruction is reflective of strategies that support student achievement and social emotional well- being, based on homerooms that did not meet 80% on the benchmark for behavior. - The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Advisory

						Committee, so that partnerships and resources can be selected to support the academic needs of students. Advisory Committee meets monthly.
						● The Community Schools Site Coordinator will report monthly to BLT any recommendations provided by the Advisory Committee or CET to support the goals of the comprehensive plan.
						● Based on 2018-2019 NWEA data, Math Instructional Coaches will support Grades 3,4, and 5 math teachers through the Math Studio "Workshop" ongoing PD model. Instructional coaches will support based on consultant teachings and teacher needs.
						● The Instructional leaders will analyze the results of the Winter NWEA benchmark data to determine if any adjustments to professional development and instructional support needs to be made.
						● Math Instructional coach will analyze 2020 Winter NWEA Benchmark in Kindergarten to determine any adjustments to embedded Math Studio PD for final iteration of PD series.
						● Math Instructional Coach will provide PD to instructional staff to focus on rigor of instruction. Specifically, on providing students with multiple modes of engagement and opportunities to be active participants in their learning.
						● Based on winter 2020 NWEA math data, Math coach will provide Kindergarten

						with a coaching cycle in the form of the Math workshop Model so that classroom instruction is reflective of strategies that are focused on Next Generation Standards and student data. ● Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect learning targets posted to measure application of March PD in instructional practices and request evidence of planning. ● BLT will analyze the information in walkthroughs to support development of PD to be offered to instructional staff in May 2019. ● BLT will meet with consultant to analyze all anecdotal evidence collected from informal walkthroughs, PDs, and evidence of planning to plan professional development for the entire teaching staff. ● Consultant will provide professional development to Sheridan Prep staff based off of planning meeting with BLT in April 2020. ● The 2019-2020 school year data will be analyzed by the BLT and used to develop instructional plans for professional development for the 2020-2021 school year. ● BLT will continue PD focus with entire teaching staff as determined by May 2020 PD, to provide instructional staff an

						opportunity to begin reflecting on student progress in the 2019-2020 school year.
150 Grades 4 and 8 Science All Students core Subject Performance Index	185	189.2		• Increase lesson rigor using standards based instruction and learning targets to improve students' Science academic vocabulary, ability to read charts, tables and graphs, and students' ability to formulate written responses • gain more experience performing and completing laboratory experiments and interpreting results.	• Science Performance Benchmarks • Pre and Post Assessments	• The Building Leadership Team will identify units of study (science topics) and vocabulary, as determined New York State Science standards that need to be taught at each grade level by January 2020. • Grade level teams will plan a STEM lesson, as aligned to New York Science standards, to be taught to students using interdisciplinary strategies during the first quarter. BLT members will provide anecdotal reports on the results of the lessons during the December 2019 BLT meeting. • 4th grade students will take previously available NYS Science exams as a "Pre-Test" to measure their strengths and instructional gaps, to support progress towards 4th grade Science Standards. • Science "Studio Modeled" Professional Development will be provided to Science/Social Studies teachers in 3rd, 4th, and 5th grades, by Math/Science Instructional coaches and Instructional Technology Coach to support activities designed for students to utilize technology applications and tols to support learning of specific standards, skills, and objectives. Series will be 3 PDs to focus on specific grades and standards. First PD will focus on 4th grade standards.

						3rd, 4th, and 5th grade Science teachers will implement instructional strategy presented at October 2019 "Science Studio." Strategy will focus on increased exposure for students in 21st century skills, such as collaboration, digital literacy, critical thinking, and problem solving. Teachers will collect student work for future PD. - Administrators will conduct informal walkthroughs to focus on standard alignment in science and to support the efforts of teachers' implementing PD strategies. - Second "Science Studio" PD will be held to focus on 5th grade standards and different instructional technology technique/strategy. - Instructional Coaches for Math/Science will present a summary report to BLT providing progress and actionable recommendations for "Science Studio." 3rd, 4th, and 5th grade Science teachers will implement instructional strategy presented at December 2019 "Science Studio." Strategy will focus on increased exposure for students in 21st century skills, such as collaboration, digital literacy, critical thinking, and problem solving. Teachers will collect student work for future PD. - The Community Schools Site Coordinator will establish Superstar Clubs to include but not limited to Science/STEM (Mad

						Lab/3-5, Little Einsteins/K-2), Gardening (Ready, Set, Grow), culinary (Top Chef Junior,) and tutoring (Study Hall). ● The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Advisory Committee, so that partnerships and resources can be selected to support the academic needs of students. Advisory Committee meets monthly. ● The Community Schools Site Coordinator will report monthly to BLT any recommendations provided by the Advisory Committee or CET to support the goals of the comprehensive plan. ● Grade level teams will plan a STEM lesson, as aligned to New York Science standards, to be taught to students using interdisciplinary strategies during the second quarter. BLT members will provide anecdotal reports on the results of the lessons during the April 2020 BLT meeting. ● 4th grade students will take previously available NYS Science exams as a "mid-year benchmark" to monitor their progress towards 4th grade Science Standards. Data will be used to share at final "Science Studio" PD in February 2020. ● Third and final "Science Studio" PD will be held to focus on 3rd grade standards and different instructional technology technique/strategy.

						• The 2019-2020 school year data will be analyzed by the BLT and used to develop instructional plans for professional development for the 2020-2021 school year.
160 3-8 Chronic Absenteeism - All Students	38%	34%		• Reduce chronic absenteeism from 38% to 34% • Increase Parent/Building Communication, Staff to parent communication, Staff to staff communication	• Chronic Absenteeism Rate	• Whitney M. Young Health Center will provide summer hours to students to address the medical needs of all students. Summer hours will provide more access to families to ensure that students' medical records are up to date for participation in the 2019-2020 school year. • Remind App will be used by Home School Coordinator, Nurse, and Community School Site Coordinator and all Sheridan Preparatory Academy (SPA) stakeholders as a 2-way communication platform with parents/families. Parents will be encouraged to use the app to communicate childs' lateness or absence. Parents will also receive notifications and updates, from attendance staff, of their children's as appropriate. • Health Center Staff will use Remind App to encourage Parents to reach out to the nurse on call when they think their child may be sick. The nurse on call will make the determination if the child should come in to the center for a check-up or should be taken to urgent care/their pediatrician. Health Center Procedures: Health center staff will notify teachers and attendance staff of students' need to

						be out for additional days because of particular illness (i.e. pink eye, strep throat, fever, etc.), so that absences related to health concerns are reduced. ● Community School Site Coordinator will analyze use of Remind App monthly, share data with BLT. ● StarShips Program (Kindergarten Warm Up) will focus on increasing the awareness of families on the importance of regular attendance during primary school years (Pre-K through 2nd grade) with a specific focus on kindergarten and 1st grade students. The program will be supported throughout the year with "It's Lit" series for families. ● Back to School Blast (Fall Open House) will be held as a Community resource sharing opportunity and parent goal setting with teachers. Home School Coordinator will take this event as an opportunity to share out resources and research that supports the importance of attendance. Public recognition of students who achieved 95% attendance rate during 2018-2019 school year by announcement and certificate will occur. ● Bi-weekly Attendance Meetings will occur to monitor chronically absent students, programs designed to support barriers to school access, and any health issues/concerns. Bi-weekly meetings will be chaired by Home School Coordinator, with Principal, Community School Site

						Coordinator, School Nurse, School Secretary, and attendance support staff in attendance. ● Monthly Attendance Meeting will occur to create action steps and plans for students who are developing attendance concerns. Meetings will be chaired by Home School Coordinator, with Principal, Community School Site Coordinator, School Nurse, School Secretary, and attendance support staff in attendance. ● Monthly Recognition of Attendance during Blue & Gold days. Classes with best attendance and children with 100% attendance will be recognized monthly with an invitation to families. ● (9/27, 10/25, 11/22, 12/13) ● Offer nutritional access in support of consistent positive attendance. The Mobile Food Pantry will also support this in providing support each month to students who may be tethering on the upper end of the Tier 1 attendance spectrum. To be offered from October 2019 - June 2020 ● Students and families are given strict requirements of 3 allowable unexcused absences, before participation in the program will be evaluated. ● All students participating in after school enrichment activities will have after-school bus available to take them home afterwards. To encourage school

						connectedness, which may lead to increased attendance rate. ● Home School Coordinator will conduct home-visits a minimum of 3 days per week to families on chronic absenteeism list and those students whose attendance rate falls below 90% ● Afterschool program to support students who are absent 3 or more days in any given week that provides missed instruction. Participation in the program will be based on weekly emails sent to Attendance Officer. Attendance Officer will provide families with a notification of the program. ● The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Advisory Committee, so that partnerships and resources can be selected to support the academic needs of students. Advisory Committee meets monthly. ● The Community Schools Site Coordinator will report monthly to BLT any recommendations provided by the Advisory Committee or CET to support the goals of the comprehensive plan. ● "It's Lit" series: Pasta & Movie Night for families will focus on increasing the awareness of families on the importance of regular attendance during primary school years (Pre-K through 2nd grade) with a specific focus on kindergarten and 1st grade students.

								● BLT will analyze attendance data for September 2019 - December 2019 to make adjustments in interventions and support services to address chronic absenteeism. ● The 2019-2020 school year data will be analyzed by the BLT and used to develop instructional plans for professional development for the 2020-2021 school year. ● Atten"Dance" will be held for all students and families who meet 90% attendance rate. ● Ice Cream Social (Spring Open House) will be held as a Community resource sharing opportunity and parent goal setting with teachers. Home School Coordinator will take this event as an opportunity to share out resources and research that supports the importance of attendance. Public recognition of students who achieved 95% attendance rate during 2019-2020 school year by announcement and certificate will occur.
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 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
8 Curriculum Development and Support (DTSDE Tenet 3)	NA	50% of Phase 2 indicators 4 Phase 3 indicators 90% of Phase 1 indicators		• provide students with rigorous, coherent, and relevant curricula that prepares students for success. Specifically focusing on the depth and breadth of instruction, the lesson focus and organization, and relevance, challenge, and enjoyment of students.	Administrators' Walkthrough Data	• BLT will facilitate building wide Professional Development (PD) to focus on preliminary NYS data, standards-based instructional alignment, 2018-2019 student data, and Sheridan Prep's comprehensive plan initiatives, so that all instructional and support staff are informed and prepared to implement all initiatives with fidelity. • Based off of September 5, 2019 PD, Sheridan Prep will establish a school-wide focus and expectation for daily learning targets related to current instruction. • Based on September 5, 2019 PD, all homeroom classes will publicly post priority standards (ELA, Math, Science) for current unit near classroom door in the hallway, for example: RL.2.1. • BLT will meet to analyze NYS testing data trends and NWEA 2019 fall data to develop PD focus for November 2019 - January 2020 • Consultant will work with BLT, every other month to support a continuum for the instructional focus around

						"standards-based instructional practices," "current learning targets aligned to standards," "instructional practices that follow school-based definition of rigor." so that student academic achievement is sustained. - Administrators will conduct informal walkthrough to collect evidence of standards alignment in instruction. This evidence will be provided to establish baseline information on professional development needs. - BLT and consultant will analyze informal walkthroughs conducted by administrators, to begin analyzing the instructional alignment to NYS standards. Analysis will begin to develop PD focus for Instructional coaches PD in November 2019. - Instructional coaches will use October 2019 PD to launch school-wide focus of "Standards-based instructional practices," specifically learning targets and rigor of student tasks. - Administrators will provide opportunities for peer observations for 3rd grade teachers, so that best practices can be observed in action. - Instructional Coaches will use student data to provide PD around NYS Next Gen Standards as it relates to instruction. Teachers will unpack standards using curricular resources and student data (benchmarks, formative assessments, and

						NYS exams) to begin development of learning targets.
						● BLT will analyze informal walkthrough evidence for evidence of planning that is reflective of NYS Standards.
						● The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Advisory Committee, so that partnerships and resources can be selected to support the academic needs of students. Advisory Committee meets monthly.
						● The Community Schools Site Coordinator will report monthly to BLT any recommendations provided by the Advisory Committee or CET to support the goals of the comprehensive plan.
						● Teacher leaders and administrative staff will attend the National Standards Conference to then turn-key the information to the remaining instructional staff.
						● Instructional Coaches will provide PD to instructional staff around data analysis of NWEA data to develop data driven instructional practices.
						● Instructional leaders' support of data teams will be re-evaluated based on a team's familiarity with the process of looking at student work, aligning to standards, and digital fluency.
						● Instructional leaders will provide data analysis PD of mid-year assessment data to entire instructional staff, so that all

						faculty members are aware of data trends, mid-year adjustments, and progress of initiatives.
						● Coaches (English Language Arts, Mathematics, and Behavior Specialist), will conduct coaching cycles with homerooms based on fall 2019 to winter 2020 NWEA data and VADIR data.
						● Administrators will provide a second opportunity for peer observations for 3rd grade teachers, so that peer observation can be rotated around each homeroom.
						● Instructional coaches will use February 2020 PD to launch school-wide focus of "Standards-based instructional practices," specifically rigor of student tasks.
						● BLT will meet to analyze informal walkthrough data and peer observations to determine impact of 2020 PD by instructional coaches. Analysis will focus on rigor of student tasks.
						● BLT will continue PD focus with entire teaching staff as determined by May 2020 PD, to provide instructional staff an opportunity to begin reflecting on student progress in the 2019-2020 school year.
						● The Community Schools Site Coordinator will present all end of-the-year student data and analysis to CET and Advisory Committee during June 2020 for any recommendations or action steps needed.

| 35 3-8 ELA Black Students MGP | 41.2 | 43.2 | | • increase lesson rigor using standards based instruction and learning targets | • NWEA Benchmark Assessment (CGP and Projected Proficiency)
• Curriculum Checkpoint Assessments
• Data Team Short Cycle Assessments | • ELA Instructional Coach and administrators will analyze writing curriculum resources to ensure that students are provided with regular and ample opportunities to develop writing stamina, content, and voice throughout the year.
• Academic Coach for Reading will provide quarterly professional development (PD) to teachers in grades k-5, with topics focused on Next Generation Standards; learning targets; developing rigorous tasks; and Data Driven Instruction (DDI).
• Based on March 2019 informal walkthrough anecdotal data, ELA Instructional Coach will provide all instructional staff professional development on NYS Learning and Next Generation standards. PD will focus on using standards to inform instruction and begin development of learning targets.
• ELA Instructional Coach will provide all instructional staff with the writing support resource. Administrators will provide explicit guidance on expectations for writing within the 2019-2020 school year.
• Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect a baseline of learning targets posted as related to instruction being delivered. |

						- Using 2018-2019 VADIR data, ELA Instructional Coach and Behavioral Specialist will support classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities, so that classroom instruction is reflective of strategies that support student achievement and social emotional well- being, based on homerooms that did not meet 80% benchmark for behavior. - BLT will analyze the information in walkthroughs to support development of PD to be offered to instructional staff in November 2019. - Academic Coach for Reading and Behavioral Specialist will meet 3 times per year (October, January and April) to review and interpret both behavioral and academic data trends in grades 1 and 3 to provide instructional and behavioral strategies during data team meetings in October, January and April to improve social emotional well-being and academic achievement. - On November 5, 2019, PD will be provided to instructional and support staff with a focus on "Learning Targets" and "Learning Standards" in ELA and Math by Instructional Coaches with support from BLT. Instructional focus will be on lessons that have a clear objective and are explicitly communicated and connected to the learning standards.

						- Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect learning targets posted to measure application of November PDs in instructional practices and request evidence of planning. - Using Q1 2019-2020 VADIR data, ELA Instructional Coach and Behavioral Specialist will support classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities, so that classroom instruction is reflective of strategies that support student achievement and social emotional well- being, based on homerooms that did not meet an 80% benchmark for behavior. - The school leaders will use informal walkthroughs of classrooms (grade level and special areas), a minimum of twice per year (November and February) to note rigor of tasks during ELA, to gather and provide evidence for the BLT to analyze, so that trends and impact of PD can be measured. - The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Advisory Committee, so that partnerships and resources can be selected to support the academic needs of students. Advisory Committee meets monthly.

						- The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with CET, so that partnerships and resources can be selected to support the academic needs of students. CET meets quarterly. - The Community Schools Site Coordinator will report monthly to BLT any recommendations provided by the Advisory Committee or CET to support the goals of the comprehensive plan. - BLT will analyze informal walkthrough evidence for evidence of planning that is reflective of NYS Standards. - ELA Instructional Coach will provide PD to instructional staff to focus on rigor of instruction. Specifically, on providing ample opportunities to delve deeply into content and lessons that are designed to promote higher-level thinking. - The Instructional leaders will analyze the results of the Winter NWEA benchmark data to determine if any adjustments to professional development and instructional support needs to be made. - The school leaders will use informal walkthroughs of classrooms (grade level and special areas), a minimum of twice per year (November and February) to note rigor of tasks during ELA, to gather and provide evidence for the BLT to analyze, so that trends and impact of PD can be measured.

						• BLT will analyze the information in walkthroughs to support development of PD to be offered to instructional staff in March 2019. • ELA Instructional Coach will provide PD to instructional staff to focus on rigor of instruction. Specifically, on providing students with multiple modes of engagement and opportunities to be active participants in their learning. • BLT will meet with consultant to analyze all anecdotal evidence collected from informal walkthroughs, PDs, and evidence of planning to plan professional development for the entire teaching staff. • Consultant will provide professional development to Sheridan Prep staff based off of planning meeting with BLT in April 2020. • BLT will continue PD focus with entire teaching staff as determined by May 2020 PD, to provide instructional staff an opportunity to begin reflecting on student progress in the 2019-2020 school year.
41 3-8 Math Black Students MGP	35.2	37.6		• increase lesson rigor using standards based instruction and learning targets	• NWEA Benchmark Assessment (CGP and Projected Proficiency) • Math Checkpoint Assessments • Data Team Short Cycle Assessments	• Based on March 2019 informal walkthrough anecdotal data, Math Instructional Coaches will provide all instructional staff professional development on NYS Learning and Next Generation standards. PD will focus on using standards to inform instruction and begin development of learning targets.

						- Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect a baseline of learning targets posted as related to instruction being delivered. - Using 2018-2019 VADIR data, Math Instructional Coaches and Behavioral Specialist will support classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities, so that classroom instruction is reflective of strategies that support student achievement and social emotional well- being, based on homerooms that did not meet 80% on the benchmark for behavior. - BLT will analyze the information in walkthroughs to support development of PD to be offered to instructional staff in October 2019. - Math Instructional Coaches and Behavioral Specialist will meet 3 times per year (October, January and April) to review and interpret both behavioral and academic data trends to provide instructional and behavioral strategies during data team meetings in October, January and April to improve social emotional well-being and academic achievement. - On November 5, 2019, PD will be provided to instructional and support staff with a focus on "Learning Targets"

						and "Learning Standards" in ELA and Math by Instructional Coaches with support from BLT. Instructional focus will be on lessons that have a clear objective and are explicitly communicated and connected to the learning standards. ● Math Instructional Coach will provide PD to instructional staff to focus on learning targets that are referenced throughout the lesson and with multiple pathways to success to account for student needs. ● The school leaders will use informal walkthroughs of classrooms (grade level and special areas), a minimum of twice per year (November and February) to note rigor of tasks during Math, to gather and provide evidence for the BLT to analyze, so that trends and impact of PD can be measured. ● Based on 2018-2019 NWEA data, Math coach will provide Kindergarten with a coaching cycle in the form of the Math workshop Model so that classroom instruction is reflective of strategies that are focused on Next Generation Standards and student data. ● BLT will analyze informal walkthrough evidence for evidence of planning that is reflective of NYS Standards. ● Using quarterly 2019-2020 VADIR data, Math Instructional Coach and Behavioral Specialist will support classroom teacher practice via coaching cycles, peer observations and individual coaching

						opportunities, so that classroom instruction is reflective of strategies that support student achievement and social emotional well- being, based on homerooms that did not meet 80% on the benchmark for behavior. ● The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Advisory Committee, so that partnerships and resources can be selected to support the academic needs of students. Advisory Committee meets monthly. ● The Community Schools Site Coordinator will report monthly to BLT any recommendations provided by the Advisory Committee or CET to support the goals of the comprehensive plan. ● Based on 2018-2019 NWEA data, Math Instructional Coaches will support Grades 3,4, and 5 math teachers through the Math Studio "Workshop" ongoing PD model. Instructional coaches will support based on consultant teachings and teacher needs. ● The Instructional leaders will analyze the results of the Winter NWEA benchmark data to determine if any adjustments to professional development and instructional support needs to be made. ● Math Instructional coach will analyze 2020 Winter NWEA Benchmark in Kindergarten to determine any

						adjustments to embedded Math Studio PD for final iteration of PD series.
						● Math Instructional Coach will provide PD to instructional staff to focus on rigor of instruction. Specifically, on providing students with multiple modes of engagement and opportunities to be active participants in their learning.
						● Based on winter 2020 NWEA math data, Math coach will provide Kindergarten with a coaching cycle in the form of the Math workshop Model so that classroom instruction is reflective of strategies that are focused on Next Generation Standards and student data.
						● Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect learning targets posted to measure application of March PD in instructional practices and request evidence of planning.
						● BLT will analyze the information in walkthroughs to support development of PD to be offered to instructional staff in May 2019.
						● BLT will meet with consultant to analyze all anecdotal evidence collected from informal walkthroughs, PDs, and evidence of planning to plan professional development for the entire teaching staff.
						● Consultant will provide professional development to Sheridan Prep staff based

						• off of planning meeting with BLT in April 2020. • The 2019-2020 school year data will be analyzed by the BLT and used to develop instructional plans for professional development for the 2020-2021 school year. • BLT will continue PD focus with entire teaching staff as determined by May 2020 PD, to provide instructional staff an opportunity to begin reflecting on student progress in the 2019-2020 school year.
114 3-8 Math ELL Core Subject Performance Index	38.1	43.4		• increase lesson rigor using standards based instruction and learning targets	• NWEA Benchmark Assessment (CGP and Projected Proficiency) • Math Checkpoint Assessments • Data Team Short Cycle Assessments	• Based on March 2019 informal walkthrough anecdotal data, Math Instructional Coaches will provide all instructional staff professional development on NYS Learning and Next Generation standards. PD will focus on using standards to inform instruction and begin development of learning targets. • Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect a baseline of learning targets posted as related to instruction being delivered. • Using 2018-2019 VADIR data, Math Instructional Coaches and Behavioral Specialist will support classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities, so that classroom instruction is reflective of strategies that

						support student achievement and social emotional well- being, based on homerooms that did not meet 80% on the benchmark for behavior.
						● BLT will analyze the information in walkthroughs to support development of PD to be offered to instructional staff in October 2019.
						● Math Instructional Coaches and Behavioral Specialist will meet 3 times per year (October, January and April) to review and interpret both behavioral and academic data trends to provide instructional and behavioral strategies during data team meetings in October, January and April to improve social emotional well-being and academic achievement.
						● On November 5, 2019, PD will be provided to instructional and support staff with a focus on "Learning Targets" and "Learning Standards" in ELA and Math by Instructional Coaches with support from BLT. Instructional focus will be on lessons that have a clear objective and are explicitly communicated and connected to the learning standards.
						● Math Instructional Coach will provide PD to instructional staff to focus on learning targets that are referenced throughout the lesson and with multiple pathways to success to account for student needs.
						● The school leaders will use informal walkthroughs of classrooms (grade level

						and special areas), a minimum of twice per year (November and February) to note rigor of tasks during Math, to gather and provide evidence for the BLT to analyze, so that trends and impact of PD can be measured. ● Based on 2018-2019 NWEA data, Math coach will provide Kindergarten with a coaching cycle in the form of the Math workshop Model so that classroom instruction is reflective of strategies that are focused on Next Generation Standards and student data. ● BLT will analyze informal walkthrough evidence for evidence of planning that is reflective of NYS Standards. ● Using quarterly 2019-2020 VADIR data, Math Instructional Coach and Behavioral Specialist will support classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities, so that classroom instruction is reflective of strategies that support student achievement and social emotional well- being, based on homerooms that did not meet 80% on the benchmark for behavior. ● The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Advisory Committee, so that partnerships and resources can be selected to support the academic needs of students. Advisory Committee meets monthly.

						- The Community Schools Site Coordinator will report monthly to BLT any recommendations provided by the Advisory Committee or CET to support the goals of the comprehensive plan. - Based on 2018-2019 NWEA data, Math Instructional Coaches will support Grades 3,4, and 5 math teachers through the Math Studio "Workshop" ongoing PD model. Instructional coaches will support based on consultant teachings and teacher needs. - The Instructional leaders will analyze the results of the Winter NWEA benchmark data to determine if any adjustments to professional development and instructional support needs to be made. - Math Instructional coach will analyze 2020 Winter NWEA Benchmark in Kindergarten to determine any adjustments to embedded Math Studio PD for final iteration of PD series. - Math Instructional Coach will provide PD to instructional staff to focus on rigor of instruction. Specifically, on providing students with multiple modes of engagement and opportunities to be active participants in their learning. - Based on winter 2020 NWEA math data, Math coach will provide Kindergarten with a coaching cycle in the form of the Math workshop Model so that classroom instruction is reflective of strategies that

						are focused on Next Generation Standards and student data.
						● Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect learning targets posted to measure application of March PD in instructional practices and request evidence of planning.
						● BLT will analyze the information in walkthroughs to support development of PD to be offered to instructional staff in May 2019.
						● BLT will meet with consultant to analyze all anecdotal evidence collected from informal walkthroughs, PDs, and evidence of planning to plan professional development for the entire teaching staff.
						● Consultant will provide professional development to Sheridan Prep staff based off of planning meeting with BLT in April 2020.
						● The 2019-2020 school year data will be analyzed by the BLT and used to develop instructional plans for professional development for the 2020-2021 school year.
						● BLT will continue PD focus with entire teaching staff as determined by May 2020 PD, to provide instructional staff an opportunity to begin reflecting on student progress in the 2019-2020 school year.

11 NWEA All students Math Grades 1 & 2	37.7	39.7		• increase lesson rigor using standards based instruction and learning targets	• NWEA Benchmark Assessment (CGP and Projected Proficiency) • Math Checkpoint Assessments • Data Team Short Cycle Assessments	• Based on March 2019 informal walkthrough anecdotal data, Math Instructional Coaches will provide all instructional staff professional development on NYS Learning and Next Generation standards. PD will focus on using standards to inform instruction and begin development of learning targets. • Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect a baseline of learning targets posted as related to instruction being delivered. • Using 2018-2019 VADIR data, Math Instructional Coaches and Behavioral Specialist will support classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities, so that classroom instruction is reflective of strategies that support student achievement and social emotional well- being, based on homerooms that did not meet 80% on the benchmark for behavior. • BLT will analyze the information in walkthroughs to support development of PD to be offered to instructional staff in October 2019. • Math Instructional Coaches and Behavioral Specialist will meet 3 times per year (October, January and April) to review and interpret both behavioral and academic data trends to provide

						instructional and behavioral strategies during data team meetings in October, January and April to improve social emotional well-being and academic achievement.
						● On November 5, 2019, PD will be provided to instructional and support staff with a focus on "Learning Targets" and "Learning Standards" in ELA and Math by Instructional Coaches with support from BLT. Instructional focus will be on lessons that have a clear objective and are explicitly communicated and connected to the learning standards.
						● Math Instructional Coach will provide PD to instructional staff to focus on learning targets that are referenced throughout the lesson and with multiple pathways to success to account for student needs.
						● The school leaders will use informal walkthroughs of classrooms (grade level and special areas), a minimum of twice per year (November and February) to note rigor of tasks during Math, to gather and provide evidence for the BLT to analyze, so that trends and impact of PD can be measured.
						● Based on 2018-2019 NWEA data, Math coach will provide Kindergarten with a coaching cycle in the form of the Math workshop Model so that classroom instruction is reflective of strategies that are focused on Next Generation Standards and student data.

						- BLT will analyze informal walkthrough evidence for evidence of planning that is reflective of NYS Standards. - Using quarterly 2019-2020 VADIR data, Math Instructional Coach and Behavioral Specialist will support classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities, so that classroom instruction is reflective of strategies that support student achievement and social emotional well- being, based on homerooms that did not meet 80% on the benchmark for behavior. - The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Advisory Committee, so that partnerships and resources can be selected to support the academic needs of students. Advisory Committee meets monthly. - The Community Schools Site Coordinator will report monthly to BLT any recommendations provided by the Advisory Committee or CET to support the goals of the comprehensive plan. - Based on 2018-2019 NWEA data, Math Instructional Coaches will support Grades 3,4, and 5 math teachers through the Math Studio "Workshop" ongoing PD model. Instructional coaches will support based on consultant teachings and teacher needs.

						- The Instructional leaders will analyze the results of the Winter NWEA benchmark data to determine if any adjustments to professional development and instructional support needs to be made. - Math Instructional coach will analyze 2020 Winter NWEA Benchmark in Kindergarten to determine any adjustments to embedded Math Studio PD for final iteration of PD series. - Math Instructional Coach will provide PD to instructional staff to focus on rigor of instruction. Specifically, on providing students with multiple modes of engagement and opportunities to be active participants in their learning. - Based on winter 2020 NWEA math data, Math coach will provide Kindergarten with a coaching cycle in the form of the Math workshop Model so that classroom instruction is reflective of strategies that are focused on Next Generation Standards and student data. - Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect learning targets posted to measure application of March PD in instructional practices and request evidence of planning. - BLT will analyze the information in walkthroughs to support development of PD to be offered to instructional staff in May 2019.

						• BLT will meet with consultant to analyze all anecdotal evidence collected from informal walkthroughs, PDs, and evidence of planning to plan professional development for the entire teaching staff. • Consultant will provide professional development to Sheridan Prep staff based off of planning meeting with BLT in April 2020. • The 2019-2020 school year data will be analyzed by the BLT and used to develop instructional plans for professional development for the 2020-2021 school year. • BLT will continue PD focus with entire teaching staff as determined by May 2020 PD, to provide instructional staff an opportunity to begin reflecting on student progress in the 2019-2020 school year.
NWEA Reading Growth - Grades 1-2 Cohort	37.7	39.7		• increase lesson rigor using standards based instruction and learning targets	• NWEA Benchmark Assessment (CGP and Projected Proficiency) • Curriculum Checkpoint Assessments • Data Team Short Cycle Assessments	• Academic Coach for Reading will provide quarterly professional development (PD) to teachers in grades k-5, with topics focused on Next Generation Standards; learning targets; developing rigorous tasks; and Data Driven Instruction (DDI). • ELA Instructional Coach will provide all instructional staff professional development on NYS Learning and Next Generation standards. PD will focus on using standards to inform instruction and begin development of learning targets. • On November 5, 2019, PD will be provided to instructional and support

						staff with a focus on "Learning Targets" and "Learning Standards" in ELA and Math by Instructional Coaches with support from BLT. Instructional focus will be on lessons that have a clear objective and are explicitly communicated and connected to the learning standards. ● Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect learning targets posted to measure application of November PDs in instructional practices and request evidence of planning. ● The school leaders will use informal walkthroughs of classrooms (grade level and special areas), a minimum of twice per year (November and February) to note rigor of tasks during ELA, to gather and provide evidence for the BLT to analyze, so that trends and impact of PD can be measured. ● The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with CET, so that partnerships and resources can be selected to support the academic needs of students. CET meets quarterly. ● BLT will analyze informal walkthrough evidence for evidence of planning that is reflective of NYS Standards. ● ELA Instructional Coach will provide PD to instructional staff to focus on rigor of instruction. Specifically, on providing

						• ample opportunities to delve deeply into content and lessons that are designed to promote higher-level thinking. • The Instructional leaders will analyze the results of the Winter NWEA benchmark data to determine if any adjustments to professional development and instructional support needs to be made.
NWEA Math Growth - Grades 1-2 Cohort	42.8	44.28		• increase lesson rigor using standards based instruction and learning targets	• NWEA Benchmark Assessment (CGP and Projected Proficiency) • Curriculum Checkpoint Assessments • Data Team Short Cycle Assessments	• Based on March 2019 informal walkthrough anecdotal data, Math Instructional Coaches will provide all instructional staff professional development on NYS Learning and Next Generation standards. PD will focus on using standards to inform instruction and begin development of learning targets. • Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect a baseline of learning targets posted as related to instruction being delivered. • BLT will analyze the information in walkthroughs to support development of PD to be offered to instructional staff in October 2019. • On November 5, 2019, PD will be provided to instructional and support staff with a focus on "Learning Targets" and "Learning Standards" in ELA and Math by Instructional Coaches with support from BLT. Instructional focus will be on lessons that have a clear objective

						and are explicitly communicated and connected to the learning standards.
						• Math Instructional Coach will provide PD to instructional staff to focus on learning targets that are referenced throughout the lesson and with multiple pathways to success to account for student needs.
						• The school leaders will use informal walkthroughs of classrooms (grade level and special areas), a minimum of twice per year (November and February) to note rigor of tasks during Math, to gather and provide evidence for the BLT to analyze, so that trends and impact of PD can be measured.
						• Based on 2018-2019 NWEA data, Math coach will provide Kindergarten with a coaching cycle in the form of the Math workshop Model so that classroom instruction is reflective of strategies that are focused on Next Generation Standards and student data.
						• BLT will analyze informal walkthrough evidence for evidence of planning that is reflective of NYS Standards.
						• The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Advisory Committee, so that partnerships and resources can be selected to support the academic needs of students. Advisory Committee meets monthly.
						• The Instructional leaders will analyze the results of the Winter NWEA benchmark

						data to determine if any adjustments to professional development and instructional support needs to be made. ● Math Instructional coach will analyze 2020 Winter NWEA Benchmark in Kindergarten to determine any adjustments to embedded Math Studio PD for final iteration of PD series. ● Math Instructional Coach will provide PD to instructional staff to focus on rigor of instruction. Specifically, on providing students with multiple modes of engagement and opportunities to be active participants in their learning. ● Based on winter 2020 NWEA math data, Math coach will provide Kindergarten with a coaching cycle in the form of the Math workshop Model so that classroom instruction is reflective of strategies that are focused on Next Generation Standards and student data. ● Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect learning targets posted to measure application of March PD in instructional practices and request evidence of planning. ●

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 *not described in Part I or II above 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.					
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 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
	The community engagement team met to review data relevant to Receivership and participated in the selection of level 2 indicators.The team also met to review and provide input into the development of the Continuation Plan. As described in the community engagement plan, the CET will meet quarterly at a minimum. The quarterly meeting will occur prior to the submission of quarterly reports and the development of the continuation plan. The meetings are established to provide opportunities for the CET to provide input on the development of the continuation plan and to monitor its implementation. The building principal will ensure that the CET receives all necessary reports, data and information to enable them to assess the impact of the comprehensive education plan.

Powers of the Receiver
Describe the anticipated use of the School Receiver's powers for 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
	The School Receiver has initiated negotiations with the teachers' union focused on changes to common planning and professional development. These negotiations are expected to begin in August 2019.

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 <u>AS APPLICABLE</u>: ● **SIG FS-10 2019-20 BUDGET AND BUDGET NARRATIVE <u>AS APPLICABLE</u>.** <u>**PLEASE SUBMIT ANY NECESSARY CSG AND PSSG AMENDMENTS**</u> **BUDGET FORMS ARE AVAILABLE AT:** http://www.oms.nysed.gov/cafe/forms/.

Part VI: Best Practices (Optional)

Best Practices	
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices that will be implemented in the 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.	
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.		
2.		
3.		

Part VII – Assurance and Attestation

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

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this continuation plan, and has had the opportunity to review, and update if necessary, its 2019-2020 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Title of CET Representative: _____

Date: _____

New York State EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

The University of the State of New York

THE STATE EDUCATION DEPARTMENT
Albany, NY 12234
2019-20
*Sc**hool Improvement Grant 1003(g)*
Continuation Plan Cover Page

District Name: City School District of Albany	
School Name: Sheridan Preparatory Academy	
Contact Person: Kaweeda G. Adams	**Telephone (518) 475-6000**
E-Mail Address: kadams@albany.k12.ny.us	

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.

Authorized Signature **(in blue ink)**	Title of Chief School/Administrative Officer
Typed Name:	Date: