**2020-21 Receivership School Final Report and Continuation Plan**

Final Report: *January 16, 2021 to June 30, 2021*

*C*ontinuation Plan for the 2021-22 School Year

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School Name | School BEDS Code | District | Lead Partner or EPO | Hyperlink to where this plan will be posted on the district website: | | | | |
|  |  |  |  |  | | | | |
| Superintendent | School Principal  (If new, please attach resume) | Additional District Staff working on Program Oversight | Grade Configuration | High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.): | Total Enrollment | Remote-Only Student Enrollment | % ELL | % SWD |
|  |  |  |  |  |  |  |  |  |
| Appointment Date: |

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

***Attention*** – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). The reporting portion of this document is a self-assessment of the **implementation and outcomes** **of key strategies** related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document in its entirety must be posted on the district website.

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

***Directions for Parts I, II, and III*** - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies that will be addressed in the 2021-2022 Continuation Plan to include anticipated processes for implementation and measuring impact on student learning outcomes.

The 2021-2022 Continuation Plan is an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create a *framework* by which the school transitions from the current year to the upcoming school year in a manner that represents *continuous and comprehensive planning*, with a clear focus on supporting student well-being, equity, and engagement. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

**Part I –*Lead Strategies for Improvement***

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead Strategies for School Improvement**  *Identify up to 4 lead strategies that are central to the school’s improvement plan. Lead strategies are key levers for improvement that are identified based on trends in student performance data to serve as overarching approaches for implementing strategically focused action plans for achieving demonstrable improvement.* | | | |
| **Final Report and Reflection on Lead Strategies Applied during**  **January 16, 2021 - June 30, 2021** | | **Lead Strategies that will Guide the 2021-22 School Year Continuation Plan** | |
| List the lead strategies that guided the school’s improvement work during the 2020-21 school year, including any that were discontinued. | For each lead strategy, provide context for why the strategy was selected as a key lever for improvement based on data trends, as well as whether or not the lead strategy will be maintained during the next school year. | List the lead strategies that will guide the school’s improvement plan during the 2021-22 school year. | Explain why the lead strategy listed was selected based on current data trends, and how the lead strategy will help to achieve progress toward this year’s demonstrable improvement targets. |
| 1. |  | 1. |  |
| 2. |  | 2. |  |
| 3. |  | 3. |  |
| 4. |  | 4. |  |

**Part II – *Demonstrable Improvement Indicators-Level 1***

|  |  |  |
| --- | --- | --- |
| **Level 1 Indicators**  *Please list the school’s Level 1 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and action steps that will support progress toward the Demonstrable Improvement Indicators.* | | |
| **Identify Indicator** | **Final Report and Reflection on Activities Completed during**  **January 16, 2021 - June 30, 2021**  What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?   * Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. * Describe how the data trends that emerged during this period will inform future action steps. | **2021-22 School Year Continuation Plan for Meeting this Indicator**  Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2021-22 school year to support progress for this Demonstrable Improvement Indicator?     * Provide a data-informed rationale for the strategies and action steps indicated. * Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Part III – *Demonstrable Improvement Indicators-Level 2***

|  |  |  |
| --- | --- | --- |
| **Level 2 Indicators**  *Please list the school’s Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and actions that will support progress toward the Demonstrable Improvement Indicators.* | | |
| **Identify Indicator** | **Final Report and Reflection on Activities Completed during**  **January 16, 2021 - June 30, 2021**  What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?   * Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. * Describe how the data trends that emerged during this period will inform future action steps. | **2021-22 School Year Continuation Plan for Meeting this Indicator**  Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2021-22 school year to support progress for this Demonstrable Improvement Indicator?     * Provide a data-informed rationale for the strategies and action steps indicated. * Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Part IV – *Community Engagement Team (CET)***

|  |  |
| --- | --- |
| **Community Engagement Team (CET)**  *The role of the Community Engagement Team is to develop recommendations for school improvement by soliciting input through public engagement. Recommendations made by the CET, including how the school community was engaged to seek input/feedback to guide development of the school’s improvement plan, should be addressed in response to the prompts below.* | |
| **Report Out of 2020-21 CET Plan Implementation** | **Plan for Use of CET Recommendations in 2021-22** |
| Describe how recommendations made by the CET during 2020-21 were used to inform implementation of the school’s improvement plan.   * List the categories of stakeholders that have participated as members over the past school year. Note any changes made to the CET’s membership since the last reporting period. | Describe how recommendations made by the CET during 2021-22 will be used to inform implementation of the school’s improvement plan.   * Include any changes that will be made to CET membership for the 2021-22 school year. Include the role/title of any new members. |
|  |  |

**Part V - *Receivership Powers***

|  |  |
| --- | --- |
| **Powers of the Receiver**  *Provide a summary of the use of the School Receiver’s powers during 2020-21 school year.* | *Describe the anticipated use of the School Receiver’s powers during the 2021-2022 school year (pursuant to those identified in Commissioners Regulation §100.19).* |
|  |  |

**Part VI – *Assurance and Attestation***

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

Name of Receiver (Print):

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 2021-2022 Community Engagement Team plan and membership.

Name of CET Representative (Print):

Signature of CET Representative: ­

Title of CET Representative:

Date:

*Revised May 19, 2021*