

Receivership Schools ONLY

Final Report: *January 31, 2020 to June 30, 2020* and Continuation Plan for the 2020-21 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: https://infohub.nyced.org/resources/school-programs/school-receivership#site-main			
05M194 – Countee Cullen	310500010194	NYCDOE – District 5	Partnership with Children	Check which plan below applies:			
				SIG N/A			SCEP YES
				Cohort (6 or 7): N/A			
				Model:N/A			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Danika Rux	Kerianne Harrison	Marisol Rosales, Executive Superintendent Danika Rux, Superintendent Donald Conyers, First Deputy Chancellor I.A. Sharon Rencher, Senior Executive Director of State/Federal Education Policy Debra Spivak, Director Continuous Improvement		PK-05	18.6%	26.1%	189

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*.

The New York City Department of Education (DOE) is committed to ensuring that students in every borough, district, neighborhood, and school have the opportunities to achieve their dreams. We are continually assessing Level 1 and Level 2 indicator data for Receivership schools and adjusting strategies as needed. Community stakeholders are engaged through the Receivership public hearings and school Community Engagement Teams. The NYCDOE continues to improve on providing high-quality services to Receivership schools so that student achievement will improve.

Our strategy is Comprehensive School Support (CSS), which aims to do the following as a system:

- Accelerate learning in ALL schools
- Close the opportunity gap by addressing disproportionality
- Bring coherence to the way administrators use data
- Reallocate support with a lens on equity

The NYCDOE Office of the First Deputy Chancellor operates under a theory of action that if we, through a shared school improvement framework, collaborate with our central DOE and community partners to empower executive superintendents to equitably support schools based on their unique and individual needs, and to build schools' capacity to independently engage in a cycle of continuous improvement whereby schools:

- Identify the needs of their school community
- Develop a strategic action plan aligned with the school improvement framework that addresses their needs
- Receive high quality, tiered, supports aligned to their strategic action plan
- Engage in regular monitoring to assess the impact of their plan in meeting their needs
- Continuously adjust their plan to ensure that their school community's needs are met and equity is advanced

Then all schools will become equitable educational institutions that provide all NYC students with the opportunities and skillset to become college and career ready.

Schools develop a CEP that addresses each of their unique improvement areas: these plans reference specific CSS drivers (student achievement, disproportionality, equity, etc.). School supports are tiered and differentiated based on their needs, as articulated by their CEPs. Borough and Citywide Offices plan to engage in regular monitoring of school support and its impact on school CEPs. Receivership schools are part of the following Borough and Citywide Offices: ACCESS, Bronx, Brooklyn North, Manhattan, and Queens South. Progress monitoring takes place at all levels: with schools, BCOs, superintendents, Executive Superintendents, and NYCDOE leadership.

We seek to ensure that each Receivership school is on-track to meet or exceed its Demonstrable Improvement indicators. For fall 2020, we are preparing for multiple blended learning models to meet the diverse needs of our families and students, and any family can choose all-remote learning. As we prepare to deliver education through a blended learning model this school year, we will continue to focus on the progress of our Receivership schools.

Please note - All prompts submitted under the “2020-21 School Year Continuation Plan” heading should directly align with or be adaptations to the previously approved intervention plans (SIG, or SCEP), and ***must*** have input from community engagement teams.

Directions for Part I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies that will be addressed in their 2020-2021 Continuation Plan in light of their anticipated level of implementation and their anticipated impact on student learning outcomes. The 2020-2021 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)*

<u>LEVEL 1 Indicators</u> Please list the school’s Level 1 indicators and complete all columns below. This information should provide details about the implementation of strategies that will support progress toward the Demonstrable Improvement Indicators.		
Identify Indicator	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.	2020-21 School Year Continuation Plan for Meeting this Indicator
160 - 3-8 Chronic Absenteeism - All Students	By June, 2020, there will be a reduction in the Chronic Absenteeism rate, to 31.9%, as evidenced by daily attendance records in ATS.	The following data and strategies support continued progress toward meeting this indicator: Projected decrease in chronic absenteeism rates: Projected increase in attendance rates. Q1: Provide Professional Development to teachers and educational assistants around the use of Universal English Language Development Rubrics; Q2: which has led to the use of a holistic 2 point rubric in K-2 on Constructed Responses. Teachers track scholars’ achievement on the 2 point rubric on a weekly basis so that they are able to see growth over time. The net impact in Q3 was a 10% increase in the Constructed Response average on simulation assessments in Grades 3-5 as evidenced by our ELA simulation exams. · Q1: Ensure all teachers and educational assistants engage in differentiation and intervention groups will take place based on scholars’ academic language acquisition via homogeneous grouping during academic day and ELT; Q2: which has led to teachers providing one another feedback and action steps based on low inference notes from inter-visitation. The next impact in

Q3 is 50% participation and feedback in inter-visitation among teachers. · Q1: ATS monitoring individual class, and whole school attendance; Q2: which has lead our team to establish Success Mentors where individual mentors are responsible for scholars who are Chronically Absent or Severely Chronically Absent. Scholars earn a POWERpoint in Kickboard for each day that they are present and their Success Mentor takes them to the school store on set days of the week. Additionally, we created thresholds for scholars based on ATS data so that they do not slip into a lower bucket i.e. not at risk to at risk, at risk to chronically absent and chronically absent to severely chronically absent. The net impact in Q3 was a 30% chronic absenteeism rate before the transition to Remote Instruction. ·Q1: New Visions Data pool, is utilized to analyze trends. We include the targeted supports in the data page. Q2: which has led to a deeper understanding of the scholar case management for individual scholars. We are able to diagnose trends and patterns and create events and activities based on the data. The net impact in Q3 was individual case management and linkage for all STH and Severely Chronically Absent families · Q2: We began scholar-lead public announcements where scholars lead morning announcements where they celebrate the classes with the highest rate of attendance as well as the highest rate of Kickboard points the net impact in Q3 was scholar lead daily announcements and community circle in the Month of February
 Q4: Remote learning required student engagement and interaction data be recorded. We created a school wide system for recording interaction data.
 Q4: Attendance mentors continued working with their cohorts by grade level and periodically did social-emotional and wellness check ins with families. We created an interaction incentive system that included rewards for progress in attendance.
 Q4: Attendance meetings focused on outreach efforts to scholars with little to no interactions. We used the STARS interaction data tool to monitor scholars with consecutive days of no interactions (within sub groups) in order to create more focused and targeted cohorts for the attendance

		<p>mentors. Q4: Scholars with improved interaction data were highlighted in the google classroom as well as on Class Dojo</p>
<p>h1 - School Safety</p>	<p>By June, 2020, there will be a 10% increase in the areas related to Effective School Leadership pertaining to the principal communicating a clear vision as measured by the school survey.</p>	<p>The following data and strategies support continued progress toward meeting this indicator:· Q1: The school has a total of 4 Level 3 and 4 infractions, and 1 level 5 infraction for the reporting period October 4, 2019 –through December 20, 2019, as captured in OORS The net impact in Q3 is 8 level 1 infractions through March; this represents a 75% reduction in incidents. Q2: The school has a total number of 9 infractions recorded in OORS From September 2019-January 2020. This is a 50 % reduction from the number of infractions recorded in the same time period during the 2018-2019 school year.· Q1: Kickboard online is utilized for reporting and communication systems, data snapshots, and celebrating positive outcomes. We also utilize the software to capture individual parent meetings that include behavior flags which is used as a tracker for individualized interventions.Q2: Teachers will engage in a professional development session around trauma informed practices and the use of kickboard to give positive and corrective consequences. This will increase teacher awareness of and ability to be proactive and anticipatory when incidents occur. ·The next impact in Q3 is 790 interactions on average per staff member and an average positivity ratio of 89% Q1: Partnership with vendor Shred the Hate. This partnership includes a leadership component to address bullying in a restorative manner.· Q2: Shred the hate foundation will host a professional development session with school leaders and teachers to better inform their decision making and interventions when there are altercations between scholars. Teachers will form peer mediation groups to assist in dealing with issues that arise between scholars. The next impact is the 75% reduction of incidents as evidenced in Q3. Q4: Focus in this area shifted to supporting parents/families with the social emotional needs of their children. As such, our guidance counselor and social work team met with scholars in small groups and individually based on a pre-set schedule created in conjunction with the scholars’ family. Q4:</p>

		<p>The social work team hosted a Town Hall session to help scholars and families learn strategies for coping with stress and trauma during the pandemic. Q4: Attendance team mentors continued wellness check ins with families to ensure that there was an open line of communication between the school and families (especially those experiencing hardship during the pandemic).</p>
<p>150 - Grades 4 and 8 Science All Students Core Subject Performance Index</p>	<p>Increasing access to Science modules.</p> <p>Increased access to content specific language.</p> <p>Ensure all teachers and Educational Assistants engage in differentiation and intervention groups will take place based on scholars' academic language acquisition via homogeneous grouping during academic day and ELT.</p>	<p>The following data and strategies support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> Q1: Amplify Science performance assessments, and written assessments, and item skills analysis of the fourth grade science assessment, and year over year analysis; Q2: which has lead scholars to a 20% increase between the physical environment standards and the living environment standards on the first two assessments. We will continue to evaluate the topics and standards and then make adjustments as necessary <p>The net impact in Q3 is the restructuring of science units of study to ensure the coverage of focus and priority standards</p> <ul style="list-style-type: none"> Q1: Science hands on component assessments; Q2: which has lead scholars to engage in the scientific process and inquiry across topics and standards. Mastery is evaluated based on % of correct responses on multiple choice questions and constructed responses and has led to a 25% increase holistically as evidenced by previously released test items in Q3. Q4: Continued synchronous and asynchronous instruction in science was made a priority during remote instruction Q4: Third and Fourth Grade classes were scheduled for daily asynchronous lessons in science. Q4: Science teacher provided small group instruction for select small groups of scholars that needed extra support. Q4 Educational Assistants conducted small groups to support scholars that were in need of intervention.
<p>39 - 3-8 Math All Students MGP</p>	<p>By June, 2020, all scholars in Grades 3-5 will achieve a performance index of 74.3 on the NYSED Math Exam.</p>	<ul style="list-style-type: none"> Q1: iReady Math Vertical Assessments. Q2: Teachers will administer and analyze data from the IReady Winter diagnostic and analyze the data to make small groups and track progress bi-monthly <p>The net impact in Q3 is a 20%</p>

reduction in Tier 1 as evidenced by iReady. Q1: State related test questions. Q2: Teachers will embed state related test questions into their day to day instruction in reading, writing and mathematics. Scholars will complete in class assessments that teachers will use to reteach skills and strategies not mastered. The next impact in Q3 is 90% alignment of constructed response questions with the expectations of grade level standards. Q1: Data Corp every four units cumulative assessments. Q2: Data Corp. consultant will lead professional development session on analyzing data and creating next steps for individual and small groups of scholars based on assessments that are aligned to grade specific standards and state assessments. The next impact in Q3 is 100% participation and usage of Dropbox. Q1 : Rehearsals of state assessments. Q2: We will administer two rounds of full rehearsal assessments for Mathematics assessment in January and March and use that data to create and adjust pacing calendars as well as create intervention groups. The net impact in Q3 on Rehearsal Assessments is average 9% increase between the first and second rehearsal assessments. Q1: Grade 3 MAP, PD training.Q2: Third grade teachers will administer the MAP assessment after attending a professional development session to familiarize them with the program and its implementation. The net impact in Q3 is 100% participation in the MAP assessment. Q1: Professional development on Exemplars' scheduled to begin on November 5th; Q2: which has led to teachers embedding and tracking the standards samples from Exemplars into the corresponding units of study so that scholars have multiple opportunities to experience grade-level content. Data is tracked using our Dropbox system on a weekly basis. The net impact on Q3 is 85% usage of Exemplars Q1: Bi weekly reports from practice makes perfect to inform ongoing instruction; Q2: which has lead teachers to embed the feedback from Practice Makes Perfect. The net impact on Q3 is bi-weekly assessment in Practice Makes Perfect Q4 Teachers engaged in virtual PD sessions with a focus on synchronous and asynchronous instruction and implemented their new learning in their google

		<p>classroom platform during math instruction. Q4 Practice Makes Perfect continued their work with scholars in need of additional mathematics support in grades 3-5. Interventionists worked one on one with scholars with demonstrated need based on data collected. Q4 Structure remote learning was readjusted so that synchronous teaching took place twice per week and asynchronous took place two times per week. Scholars worked in small differentiated groups on the scheduled asynchronous day. Q4: Math instruction pacing was adjusted to ensure that focus standards were taught and assessed prior to the end of the school year. Q4: IReady assessment administration took place to measure scholar’s progress towards grade level standards.</p>
<p>110 - 3-8 Math All Students Core Subject Performance Index</p>	<p>By June, 2020, all scholars in Grades 3-5 will achieve a performance index of 74.3 on the NYSED Math Exam.</p>	<p>The following data and strategies support continued progress toward meeting this indicator: Q1: iReady Math and Math Vertical Assessments are used to inform instruction on a daily basis, as captured in lesson plans; Q2: which has lead us to create a map of curriculum and standards for teachers with differentiated groups between each benchmark assessment that teachers collaborate to teach in a stations rotation. The net impact on Q3 is 85% usage of rotations as evidenced by walk through observation. Q4: IReady math assessment administration took place to measure scholars’ progress towards grade level standards.</p>
<p>100 - 3-8 ELA All Students Core Subject Performance Index</p>	<p>By June, 2020, the all scholars subgroup in Grades 3-5 will achieve a Performance Index of 92.4 as evidenced by the NYSED ELA Exam.</p>	<p>The following data and strategies support continued progress toward meeting this indicator: Q1: iReady, F and P Running Records. Q2: iReady Winter diagnostic and January F and P data will be collected and analyzed to create guided reading lesson. The net impact on Q3 is 0.5 grade level reading growth as evidenced by F and P. Q1: iReady, F and P Running Records 3X/year; Q2: which has led to a 0.4 grade level equivalency increase between the first and second administration. The net impact on Q3 is 0.5 grade level equivalency growth between Q2 and Q3. Q1: Emergent Literacy survey based on Journeys Diagnostics. Q2: Q1: Emergent Literacy survey based on Journeys Diagnostics; Q2: which has led to 80% mastery on the Emergent Literacy</p>

Survey demonstrating mastery of basic letter recognition and corresponding phonemic awareness. Q1: K-2 Foundations unit assessments. Q2: Teachers will administer Foundation assessments for each unit completed. Teachers will use data to create small groups for Foundation instruction. Q1: K-2 Foundations unit assessments; Q2: which has led to 2/3 of scholars achieving proficiency level 2 or 3 on the first unit assessment. The net impact on Q3 is 75% proficiency in level 2 or 3 on the subsequent units of studies. Q1: Constructed responses for each of 12 themes. Q2: Teachers will administer constructed response questions for each theme. Teachers will modify constructed response questions to be in alignment with the state assessment questions. The net impact in Q3 is 15% increase on CR questions on ELA rehearsal assessments in grades 3-5. Q1: Constructed responses for each of 12 themes; Q2: which has led to 100% of teachers using a 2 point rubric to evaluate the quality of scholar responses. The net impact on Q3 is the continued refinement using the 2 point state rubric. Q1: ELA mini assessments will be administered and analyzed. Q2: ELA mini assessments will be administered at the end of each unit. Data is tracked and analyzed in order to make small intervention groups and plan reteach lessons. Q1: ELA mini assessments; Q2: which has led to an overall increase of 0.25 in proficiency levels between the first administration and the second administration. The net impact in Q3 is 0.26 proficiency increase between the second and third rehearsal assessment. Q1: Six writing units, including the tracking of pre and post on demand writing based on rubric for each grade. Q2: Writing unit assessments will be tracked and analyzed in order to make lesson adjustments. The net impact on Q3 is the refinement of the 4 point state rubric with alignment from K-5 in 100% of classes. Q1: Six writing units, including the tracking of pre and post based on rubric for each grade; Q2: which has led to an increase in the mechanics and elaboration sections of the rubric where craft and structure continue to develop as areas for strengthening. Q1: Reading partner data, and practice makes perfect data take place on a biweekly basis. Q2: Practice Makes Perfect groupings will be adjusted based on biweekly data collection.

		<p>Scholars will work in homogenous groups of 3-7 scholars.; Q2: which has led to an overall increase in the scholars performance who attend Reading Partner The net impact on Q3 is the continued improvement of Reaching Partners scholars as compared to those who Reading Partners do not serve.</p> <p>Q4 Teachers engaged in virtual PD sessions with a focus on synchronous and asynchronous instruction and implemented their new learning in their google classroom platform during literacy instruction. Q4 Practice Makes Perfect continued their work with scholars in need of additional literacy support in grades 3-5. Interventionists worked one on one with scholars with demonstrated need based on data collected by classroom teachers. Q4 Structure remote learning was readjusted so that synchronous teaching took place twice per week and asynchronous took place two times per week. Scholars worked in small differentiated reading groups on the scheduled asynchronous day. Q4: Reading instruction pacing was adjusted to ensure that focus standards were taught and assessed prior to the end of the school year. Q4: IReady diagnostic assessment administration took place to measure scholar’s progress towards grade level standards in reading.</p>
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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 should provide details about the implementation of strategies that will support progress toward the Demonstrable Improvement Indicators.		
Identify Indicator	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.	2020-21 School Year Continuation Plan for Meeting this Indicator
2 - Plan for and implement Community School Model	By June, 2020, there will be a 15% increase in positive response pertaining to classroom visitation and opportunities to volunteer at the school as measured by the School Survey.	<p>The following data and strategies support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> Q1: Increase in attendance rates; Q2: Increase our attendance incentive efforts rate is 90.4%, which is equal to improve attendance rates the rate at this time a year ago. We were able to end at 91.7%. Q1: Decrease in CA rates. Q2: Assign scholars a success mentor that checks in with family and scholar daily. Q2: Our CA rate is 38%; which we are addressing by engaging in success mentoring, incentivizing attendance and utilizing outside agencies to follow up with families who have individual and immediate needs. Q1: Weekly meetings with community school director. Q2: Meetings are tailored to specifically address attendance efforts and the work of the attendance team. Q2: Our Community School Director leads Weekly Attendance Task Force meetings to ensure we are individually managing scholar cases and following up on attendance that has changed positively or negatively. Q1: Meet with social work team on a weekly basis. Q2: Meet with social work team with a specific focus on attendance efforts and attendance issues that are directly related to social emotional issues Q2: Our CSD meet with social work team on a weekly basis to review incidents in Kickboard, create action plans for individual and groups of scholars and determine next steps. Q2: Our CSD checks in with leadership during Instructional Leadership Team weekly to connect outside supports with gaps that emerge as a result of community needs. Q2: Our CSD meets with our PPT (pupil personnel team) weekly to discuss individual scholars and their emerging academic and social emotional needs. The team then creates an action plan and follow up plan. Q2: Our CSD attends CBO attendance professional development, assigned by Central. Central supports attendance outreach.

		<p>Q3/4: Community school model had to be redefined due to shift to remote learning. CSD met with administrators and social work team to create a plan for continuing with parent engagement activities.</p> <p>Q3/4: CSD created a google classroom for parent information on google classroom.</p> <p>Q3/4: CSD and Parent Coordinator communicate with parents via google classroom, class Dojo and frequent individual check ins.</p> <p>Q3/4: Parents were invited to participate in student learning experiences while on google classroom and during synchronous instruction.</p> <p>Q3/4: Parent coordinator and CSD create tutorials for families to help them navigate google classroom and host several sessions to assist families.</p>
<p>6 - DTSDE Tenant 6: Family Engagement</p>	<p>Scholars are given the opportunity to engage in rich and rigorous tasks that are aligned with their interests and culturally relevant.</p> <p>Teachers, Coaches, and Administrators will review implementation of curriculum in conjunction with families and scholars to ensure that curricular materials align with scholars' cultural heritage and languages spoken.</p>	<p>The following data and strategies support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> Q1: Increase in attendance rates. Q2: Parents will be invited to celebrate scholars improved attendance during school wide family events. And Community Circle in Q3 Q1: Decrease in CA rates. Q2: Success mentors will meet with families monthly and check in daily about scholar attendance. Mentors will incentivize attendance improvements for families. Q3 Breakfast Club Q1: Monthly family events and looking for trends over time. Q2: Parent coordinator will call families to personally to invite them to school wide event if they have not attended any school wide event to date. which has led to 50% increase in parent participation over Q3. Q1: Restructured Tuesday schedule so that all teachers have parent engagement time. Sign in sheets and kickboard parent outreach. Q2: Teachers meet with parents weekly on Tuesdays to discuss scholar progress. and tracking on Kickboard during Q3 Q1: Reciprocal communication. Q2: Teachers will send home progress reports between report cards as well as monthly newsletters as a means of reciprocal communication. <p>The impact in Q3 is 100% of families received Progress Reports and reciprocal communication via the messaging feature on Kickboard.</p> <ul style="list-style-type: none"> Q1: Parent workshops track usage with our vendors' MyOn and iReady. Q2: The parent coordinator

		<p>organizes parent information sessions for families and tracks participation rates and usefulness of sessions and shares the data collected with administrative team in order to make adjustments to future sessions.· Q1: Analyze follow up feedback forms. Q2: Parent coordinator will create feedback forms that are used to analyze level of interest and usefulness of sessions that are organized for families. The data will then be collected, analyzed and shared with presenters and administrators the impact in Q3 is improved sessions based on feedback</p> <p>Q4: Scholars continued to engage with MyOn and IReady alongside their families. Scholars were able to read text that were culturally relevant and of interest to them.</p> <p>Q4: Principal hosted weekly meetings with parents to share information on the progress of remote learning and check in with families in order to address any needs that arise.</p>
<p>94 - Providing 200 Hours of Extended Day Learning Time (ELT)</p>	<p>Ensure all teachers and Educational Assistants engage in differentiation and intervention groups will take place based on scholars' academic language acquisition via homogeneous grouping during academic day and ELT.</p>	<p>The following data and strategies support continued progress toward meeting this indicator:· Practice Makes Perfect engages all 3rd 4th and 5th graders in Expanded Learning Timer where they use Engage New York Materials to support scholars in small tutoring groups as small as 3 and as large as 5. Every 2 weeks they provide snapshot data around time on task, completion and comprehension. The aforementioned has resulted in an increase of 25% between the first snapshot data and the snapshot data at the end of December. ... K-2 group starting November 4th. 7:50am – 8:20am.· K-2 21stc century grant includes drumming, dance, step, and healthy eating during 3-5 ELT so families only have to pick up scholars once</p> <p>Q4: Practice Makes Perfect created google classrooms to provide scholars with additional learning opportunities in both ELA and Mathematics.</p>
<p>g1 - Average Proficiency Rating Math, ICT</p>	<p>By June, 2020, all scholars in Grades 3-5 will achieve a performance index of 74.3 on the NYSED Math Exam.</p>	<p>· Q1: iReady Math Vertical Assessments. Q2: Teachers will administer and analyze data from the IReady Winter diagnostic and analyze the data to make small groups and track progress bi-monthly· The net impact in Q3 is a 20% reduction in Tier 1 as evidenced by iReady. Q1: State related test questions. Q2: Teachers will embed state related test questions into their day to day instruction in reading,</p>

writing and mathematics. Scholars will complete in class assessments that teachers will use to reteach skills and strategies not mastered. ·The next impact in Q3 is 90% alignment of constructed response questions with the expectations of grade level standards. Q1: Data Corp every four units cumulative assessments. Q2: Data Corp. consultant will lead professional development session on analyzing data and creating next steps for individual and small groups of scholars based on assessments that are aligned to grade specific standards and state assessments.· The next impact in Q3 is 100% participation and usage of Dropbox. Q1 : Rehearsals of state assessments. Q2: We will administer two rounds of full rehearsal assessments for Mathematics assessment in January and March and use that data to create and adjust pacing calendars as well as create intervention groups.· The net impact in Q3 on Rehearsal Assessments is average 9% increase between the first and second rehearsal assessments. Q1: Grade 3 MAP, PD training.Q2: Third grade teachers will administer the MAP assessment after attending a professional development session to familiarize them with the program and its implementation. · The net impact in Q3 is 100% participation in the MAP assessment. Q1: Professional development on Exemplars’ scheduled to begin on November 5th; Q2: which has led to teachers embedding and tracking the standards samples from Exemplars into the corresponding units of study so that scholars have multiple opportunities to experience grade-level content. Data is tracked using our Dropbox system on a weekly basis· The net impact on Q3 is 85% usage of Exemplars Q1: Bi weekly reports from practice makes perfect to inform ongoing instruction; Q2: which has lead teachers to embed the feedback from Practice Makes Perfect. The net impact on Q3 is bi-weekly assessment in Practice Makes Perfect Q4 Teachers engaged in virtual PD sessions with a focus on synchronous and asynchronous instruction and implemented their new learning in their google classroom platform during math instruction. Q4 Practice Makes Perfect continued their work with scholars in need of additional mathematics support in

		<p>grades 3-5. Interventionists worked one on one with scholars with demonstrated need based on data collected. Q4 Structure remote learning was readjusted so that synchronous teaching took place twice per week and asynchronous took place two times per week. Scholars worked in small differentiated groups on the scheduled asynchronous day. Q4: Math instruction pacing was adjusted to ensure that focus standards were taught and assessed prior to the end of the school year. Q4: IReady assessment administration took place to measure scholar's progress towards grade level standards.</p>
<p>k1 - NYC School Survey: Collaborative Teachers</p>	<p>Based on school-wide end of the year data (iReady, Fountas & Pinnell, and the June Instructional Report), we determined that scholars needed exposure to foundational literacy skills, which resulted in a change of curriculum.</p>	<ul style="list-style-type: none"> · Q2: iReady, Fountas & Pinnell data is used on a daily basis to inform instruction around fluency, literal comprehension and inferential comprehension · Q1: Teachers and Educational Assistants will receive training/coaching around Balanced Literacy, including Phonics/Word Work, Shared Reading, Close Reading, Guided Reading, and Writing; Q2: which has lead teachers to receive feedback on a weekly basis to improve the quality of their pedagogy. · Q1: Based on school-wide end of the year data iReady, Fountas & Pinnell, and the June Instructional Report), we determined that scholars needed exposure to foundational literacy skills, which resulted in a change of curriculum; Q2: which has lead us to engage in continuing cycles of professional development to support teachers with the roll out and implementation of curriculum so that the curriculum is implemented with fidelity. Q1: We conduct a survey at the start of professional development every 6 week cycle that mirrors the survey questions and responses Q2: which has led to us creating staff support groups and engaging in teacher facilitated professional development. Q2: Teachers have developed critical friends, having teachers engage in inter-visitations, and buddy teachers that provide feedback for critical friend scenario which has led to peer to peer feedback and sharing of best practices Q2: Weekly feedback through our vendor Whestone – online platform that correlates to Danieslon, and getting better

		<p>faster guide which has led to a 0.25 increase in ratings between the first round of observations and the second round of observations</p> <p>Q4: Teachers received weekly, non-evaluative feedback on their remote instruction with a focus on the development of standards aligned behavioral learning objectives, tasks aligned to their learning objectives and clear, explicit model of the strategy.</p>
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Part III – Goals and/or Key Strategies – (As applicable)

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

<p>Goals and/or Key Strategies Identify the goals and key strategies in the approved SIG or SCEP plan that were implemented during the reporting period but were NOT already discussed in the section above. (Add additional rows as needed.)</p>	
List the Key Strategy from your approved intervention plan (SIG or SCEP).	2020-21 School Year Continuation Plan
1.	
2.	
3.	

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. What additional CET changes are you anticipating (If any) for the 2020-21 school year?

Report Out of CET Plan Implementation
<p>During the month of September of this school year, each of the 12 Receivership schools held public hearings for the purposes of discussing an update on school receivership and the performance of the school, and soliciting input through public engagement regarding recommendations for improving the school. The Executive Superintendent/Superintendent reviewed and provided approved recommendations to the school which will be used to inform planning and adjustments needed to the School Comprehensive Educational Plan (SCEP).</p> <p><u>Executive Superintendent/Superintendent Approved Recommendations:</u></p> <ul style="list-style-type: none"> • Recommendation for expanding art and music programs. • Recommendation for developing a robotics program. • Recommendation for community building off site, including student trips. <p><u>Outcomes of the CET:</u> School leaders, along with CET and SLT, are determining how best to utilize school staff and funds to provide for further expanded programs.</p>
<p><u>Powers of the Receiver</u> Describe the anticipated use of the School Receiver’s powers for the 2020-2021 school year (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.</p>
Report Out
<p>The NYCDOE engages in regular consultation with the leadership of its collective bargaining units regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised CEP and SIG plans that require changes to the collective bargaining agreements, for example, mandatory participation of all school staff in summer professional development activities. We are planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.</p> <p>Listed below are any other efforts to utilize the powers of the School Receiver:</p> <ul style="list-style-type: none"> * Replace school leadership to help transform a school on an as-needed basis. * School-level community engagement meetings to discuss Receivership status and solicit public input and recommendations.

Part V – Budget – (As applicable)

Budget Amendments

ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT AS APPLICABLE:

- SIG FS-10 2020-21 BUDGET AND BUDGET NARRATIVE
- CSG AND PSSG AMENDMENTS

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

Part VI: Best Practices (Optional)

<u>Best Practices</u> 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 2020-2021 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 2020-21 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): Danika Rux – Superintendent

Signature of Receiver: Danika Rux

Date: 07/30/20

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 2020-2021 Community Engagement Team plan and membership.

Name of CET Representative (Print): Kerianne Harrison

Signature of CET Representative: *Kerianne Harrison*

Title of CET Representative: Principal

Date: July 23, 2020

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, NY 12234
2020-21
School Improvement Grant
Continuation Plan Cover Page

District Name NYCDOE District 5	
School Name PS 194 Countee Cullen	
Contact Person Principal Kerianne Harrison	Telephone ()
E-Mail Address kharrison4@schools.nyc.gov	
<p>I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	

Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer Superintendent
Typed Name: Danika Rux	Date: 07/30/20

Rev. May 2020