

## 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 plan will be posted on the district website:				
08X405 - Herbert H. Lehman High School	320800011405	NYC Geographic District #08	East Side House, Inc.	Check which plan below applies:				
				SIG			SCEP	
				Cohort:			Model:	
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
Richard A. Carranza, Chancellor	John Powers	Meisha Ross Porter, Executive Superintendent Sabrina Cook, Superintendent Donald Conyers, First Deputy Chancellor, Interim Acting Sharon Rencher, Senior Executive Director of State/Federal Education Policy		09-12	2015 Total Cohort 4-Year Grad Rate – All Students: 68%  2013 Total Cohort 6-Year Grad Rate – All Students: 70%	10.5%	25.4%	971
	Appointment Date: 8/17/2015							

#### **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.

**Attention** – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). 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 serves as the continuation plan for Receivership schools receiving School Improvement Grant (SIG) funds. It also serves as the planning instrument for Receivership schools with School Comprehensive Education Plans (SCEP). This document in its entirety must be posted on the district website.

**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
HS ELA All Students Performance Index  Indicator: 120	<p><b>Goal:</b> By June 2021, our HS ELA All Students Performance Index will increase by 11.9 points from our baseline of 153.2 to our DII of 165.1</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• Students receive lessons on writing strategies developed by teachers in partnership with the Institute for Writing and Thinking at Bard College.</li> <li>• All students in the 9th and 10th grade who have not yet passed the English Regents will be assessed using the STAR 360 platform to identify areas and strategies for improvement.</li> <li>• Instructional Cabinet participates in monthly instructional rounds of ELA classes that are designed to be Regents-culminating.</li> <li>• Teachers receive PD, examine student work, and engage in common planning around Advanced Literacy Hallmark 1: Engaging Texts, Hallmark 2: Rich Discussion, Hallmark 3: Frequent Writing, and Hallmark 4: Academic Vocabulary and Language.</li> <li>• Students with disabilities receive dedicated instruction in Regents-based skills via SDI and based upon the results of the STAR 360 assessment.</li> <li>• Students with disabilities attend after-school AIS services based upon the results of diagnostic testing to ensure passing scores on the Regents Exam.</li> </ul>	<ul style="list-style-type: none"> <li>• ILT will establish overarching goals for the year including the systems and structures that ensure:               <ul style="list-style-type: none"> <li>○ A coherent structure for sentence-level and paragraph-level writing is applied school wide</li> <li>○ Teachers are individualizing instruction to ensure ELLs, former ELLs, and those who speak another language at home are receiving appropriate support in developing and sustaining an academic vocabulary</li> </ul> </li> <li>• We will program a dual certified English/ENL teacher to teach at least one section of 11th grade English, to ensure additional support for ELLs.</li> <li>• The 10th and 11th grade ELA course teams (which culminate in Regents Exams for students who have not already achieved a passing or CR score) will meet to review alignment of texts and tasks to Regents tasks and to map</li> </ul>

	<ul style="list-style-type: none"> <li>• ELLs are programmed for a standalone ENL class that embed Regents prep if they are at the transitioning, expanding, entering, or emerging levels.</li> <li>• STHs receive personalized support in identifying and remedying deficit areas from our STH coordinator.</li> <li>• ELLs receive dedicated afterschool support in literacy and Regents Prep via dedicated Title III instruction.</li> <li>• ENL Coordinator assess new students in accordance with NYSED regulations and provides support/resources for ELL/MLL parents and students.</li> <li>• ENL coordinator provides PD about ENL strategies, particularly to crosswalk the needs of ELLs to the Advanced Literacy Strategies.</li> </ul> <p><b>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</b></p> <ul style="list-style-type: none"> <li>• Switch to Google Classroom supplemented with Edgenuity Courseware and additional on-line resources such as Jamboard, Flipgrid, Kami and Screencastify. A few other resources that were recommended by the BBO and/or by individual teachers.</li> <li>• Reformulation of professional learning and inquiry calendar</li> <li>• Redesign of student tasks adapted to be useable in asynchronous on-line structures</li> <li>• Reteach Questioning and Discussion techniques to better meet the demands of students in an on-line setting</li> <li>• Re calculating assessment strategies where timed, proctored assessments are not practical</li> <li>• Principal is on District Instructional Leadership Team and supported the transition to remote learning at Lehman as well as in High Schools across the district.</li> <li>• Curriculum Maps were adapted as texts that originally planned were not available/could not be issued to students. Teachers were required to utilize the texts that were now available in Edgenuity and had to adjust their curriculum to meet the available text.</li> </ul>	<ul style="list-style-type: none"> <li>• The 10th and 11th grade ELA course teams will implement the planned curriculum and analyze assessment data and student performance during professional development.</li> <li>• The 10th and 11th grade ELA course teams will evaluate the semester’s data and refine or modify plans for the spring term.</li> <li>• Planning will commence for a new 9th grade interdisciplinary humanities course will combine English and Social Studies to allow for a unified and coherent interplay between the two subjects, including the reading, writing to learn, and writing to demonstrate learning.</li> <li>• The 9th grade humanities team will integrate English, Social Studies and the coherent teaching of reading and writing using, as core resources, the Big History Project and Bickerstaff’s They Say, I Say: The Moves That Matter In Academic Writing.</li> <li>• The 9th grade humanities team will evaluate portfolios of student work and other student assessment data to make changes to the course outline in preparation for the Spring Term.</li> <li>• The ILT will plan a series of PDs around writing strategies and vocabulary development.</li> <li>• The ILT will deliver (or train others to deliver) whole school and department-level PDs around reading, writing to learn, writing to demonstrate learning, and vocabulary development.</li> <li>• The ILT will evaluate the impact of the Fall PDs and begin planning for Spring PDs.</li> </ul>
<p>HS Math All Students Performance Index</p> <p>Indicator: 130</p>	<p><b>Goal:</b> By June 2021, our HS Math All Students Performance Index will increase from our 20-21 baseline of 108.2 to 110 which exceeds our 20-21 DII of 101.9</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• Implement a second-year Algebra course that has smaller sections, where possible. Additionally, for sections that are ICT, ensure that the special education teacher is dual-certified in mathematics to maximize opportunities for content-driven parallel teaching.</li> <li>• Students in grades 9 and 10 who have not yet passed the Algebra Regents are assessed using the STAR 360 platform to identify deficit areas.</li> </ul>	<ul style="list-style-type: none"> <li>• ILT will establish overarching goals for the year including the systems and structures that ensure:             <ul style="list-style-type: none"> <li>○ Students are learning procedural mathematics as well as the conceptual underpinnings fundamental to constructed response questions.</li> <li>○ Students are being held accountable for correct mathematical vocabulary, notation, and argumentation.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Students have opportunities to attend supplemental Saturday and/or afterschool tutoring to address the deficits identified by classroom assessments and/or the STAR 360 Assessments.</li> <li>• Instructional Cabinet engage in monthly instructional rounds of classes designed to culminate in the Algebra Regents.</li> <li>• Students in grade 9 receive a period of Statistics in addition to a period of Algebra to allow for reinforcement and application of mathematics skills in a novel context. (Students who receive ICT in their regular algebra class are programmed for a co-taught statistics class as well).</li> <li>• Offer students with disabilities supplemental tutoring on Saturdays and/or after school in a small group setting.</li> <li>• Ensure that mathematics teachers of students in year two who have not yet passed the Regents received targeted professional development in mathematics-specific SDI.</li> <li>• ENL students, where possible, receive tutoring from a math teacher or peer tutor who is also familiar with that student's native language.</li> <li>• ENL students receive explicit small-group instruction in the use of mathematics ENL glossaries, in those languages for which they are available.</li> <li>• STHs receive personalized support in identifying and remedying deficit areas from our STH coordinator.</li> <li>• Algebra Teachers engage in a common planning and collaborative inquiry process of looking at student work and developing common assessments that focuses on cross walking Advanced Literacy Hallmark 4: Vocabulary to Math Practice 1: Make Sense of Problems and Persevere in Solving Them, Vocabulary to Math Practice 2: Reason Abstractly and Quantitatively, and Practice 3: Construct Viable Arguments and Critique the Reasoning of Others, Vocabulary to Math Practice 4: Model with Mathematics and Practice 5: Use Appropriate Tools Strategically, and Vocabulary to Math Practice 6: Attend to Precision, Practice 7: Look For and Make Use of Structure, and Practice 8: Look For and Express Regularity in Repeated Reasoning.</li> </ul> <p><b>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</b></p> <ul style="list-style-type: none"> <li>• Switch to Google Classroom supplemented with Edgenuity Courseware and additional on-line resources such as Jamboard, Flipgrid, Kami and Screencastify. A few other resources that were recommended by the BBO and/or by individual teachers.</li> <li>• Reformulation of professional learning and inquiry calendar</li> <li>• Redesign of student tasks adapted to be useable in asynchronous on-line structures</li> <li>• Reteach Questioning and Discussion techniques to better meet the demands of students in an on-line setting</li> <li>• Re calculating assessment strategies where timed, proctored assessments are not practical</li> <li>• Principal is on District Instructional Leadership Team and supported the transition to remote learning at Lehman as well as in High Schools across the district.</li> </ul>	<ul style="list-style-type: none"> <li>• The school will program a dual-certified (Math/SpEd) teacher in the ICT sections to Year 2 Algebra to ensure that students receive both specially designed instruction and appropriate mathematical content support.</li> <li>• The school will reconstitute the 9th grade Algebra teaching team and re-imagine the curriculum to focus on teaching for conceptual understanding. The team will be led by a teacher with expertise in higher-level math (and who has previously taught algebra) to ensure that students are being taught the conceptual underpinnings necessary for higher-level math and will begin planning over the summer.</li> <li>• The Math Department will plan an integrated series of PD/Inquiry for each course/grade team, focusing on Math Practice Standard 3, and aligning with the schoolwide focus on writing to learn and writing to demonstrate learning, and also involving looking at student work and teacher tasks.</li> <li>• The Math Department will engage in the PD/Inquiry referenced above.</li> <li>• The Math Department will evaluate the PD/Inquiry model referenced above and will plan for the Spring Term.</li> <li>• The 10th Grade Algebra Team will evaluate data from distance learning and a student pre-assessment to design lessons that target and remedy student gaps in understanding, using in-person and blended learning to differentiate for individual students.</li> <li>• The 10th Grade Algebra Team will deliver the lessons planned above and give Regents-aligned assessments at the end of each unit/module.</li> <li>• The 10th Grade Algebra Team will evaluate the lessons, as well as results from the January 2021 Regents Exam.</li> <li>• The school will program the 9th grade Algebra Team so that all teachers are free to observe the course lead teacher as their Circular 6 Assignment.</li> </ul>
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<p>College, Career and Civic Readiness Index - All Students</p> <p>Indicator: 140</p>	<p><b>Goal:</b> By June 20-21, our College, Career and Civic Readiness Index for All Students will increase from our 20-21 baseline of 97.2 to 99.0 which exceeds our 20-21 DII of 85.0</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Seniors, pending credit gaps, are programmed for a dual-enrollment class in an area of strength if they have not yet weighted a 2.0 on this metric.</li> <li>At the end of every marking period, students attend tutoring sessions to which they are invited based upon grades and teacher recommendation.</li> <li>STH are given necessary resources to excel in dual enrollment classes after a needs assessment by the STH coordinator.</li> <li>STH attend tutoring and be given makeup work to compensate for absences.</li> <li>SWDs are given additional tutoring and AIS services as necessary to ensure success in college-level classes.</li> <li>SWDs are strategically programmed for a dual-enrollment course in an area of relative strength, according to IEP and teacher reports.</li> <li>ELLs are offered the opportunity to pursue the Seal of Biliteracy or an AP Exam in their native language if they choose not to enroll in a dual enrollment course.</li> <li>ELLs are programmed for a SUNY or AP course appropriate to their current level of English.</li> <li>ELLs receive tutoring to support success in AP or dual-enrollment classes using Title III funds.</li> </ul> <p><b>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</b></p> <ul style="list-style-type: none"> <li>Switch to Google Classroom supplemented with Edgenuity Courseware and additional on-line resources such as Jamboard, Flipgrid, Kami and Screencastify. A few other resources that were recommended by the BBO and/or by individual teachers.</li> <li>Reformulation of professional learning and inquiry calendar</li> <li>Redesign of student tasks adapted to be useable in asynchronous on-line structures</li> <li>Reteach Questioning and Discussion techniques to better meet the demands of students in an on-line setting</li> <li>Re calculating assessment strategies where timed, proctored assessments are not practical</li> <li>Principal is on District Instructional Leadership Team and supported the transition to remote learning at Lehman as well as in High Schools across the district.</li> </ul>	<ul style="list-style-type: none"> <li>We will program all on-track seniors for either a SUNY course (CCCRI = 2.0) or an AP course (CCCRI = 1.5 for course credit, 2.0 for AP score of 3+) in an area of strength, particularly for students who have not yet contributed to this metric.</li> <li>AP/SUNY course teachers will give a pre-assessment and identify students who might need additional support to be successful. This could include strengthening of pre-requisite skills and/or particular course content.</li> <li>The school will also revisit programming, as some AP/SUNY courses do not require specific prerequisites, and may be more accessible to students (e.g. statistics)</li> <li>AP/SUNY course teachers will offer supplemental tutoring using Title I PS funding, to ensure that students have equitable access to advanced coursework.</li> <li>AP/SUNY course teachers will evaluate student grades and the effectiveness of interventions. Where feasible, student placement and/or support will be modified for the Spring Term.</li> <li>(Note: Some SUNY courses are semester-based [e.g. Precalculus] such that students can earn three SUNY credits and one high school credit in the Fall, and opt out of Calculus in the Spring]</li> </ul>
<p>HS Chronic Absenteeism - All Students</p> <p>Indicator: 170</p>	<p><b>Goal:</b> By June 2021, our HS Chronic Absenteeism - All Students rate will decrease from our 18-19 baseline of 44% to our 20-21 DII of 34%</p> <p><b>Strategies:</b></p>	<ul style="list-style-type: none"> <li>The Attendance Team (including CBO) will meet to select Success Mentoring caseloads.</li> <li>Students identified for Success Mentoring (based on prior year attendance and/or DOE risk group) will receive weekly success mentoring, and interventions when absent per the ladder of intervention.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students are supported and monitored by the attendance team, such as phone calls, guidance meetings, case conferencing, success mentoring, and analysis of attendance and chronic absenteeism data.</li> <li>• Students receive quarterly attendance incentives.</li> <li>• During the teachers' Common Parent Engagement Period, students are supported and monitored by classroom teachers, through differentiation and RTI referrals.</li> <li>• Teachers design lessons that contain multiple entry points to facilitate the reengagement of students who return to school after chronic absenteeism (CA) intervention.</li> <li>• Students in Temporary Housing receive supplemental support based on a need's assessment by the STH Coordinator.</li> <li>• The STH coordinator track the students' attendance and liaise with teachers and appropriate social services staff when students at CA or approaching the CA threshold.</li> <li>• Teachers refer STH for tutoring or RTI services for academic support due to missed school days.</li> <li>• ACES students receive small attendance incentives at more frequent intervals to align with functional levels.</li> </ul> <p><b>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</b></p> <ul style="list-style-type: none"> <li>• Attendance procedures were recalculated</li> <li>• Outreach teams remained intact and additional support was provided by aides that were normally engaged in other tasks during a regular school day.</li> <li>• Attendance tracking interactions were assessed differently as many informal interactions now counted as attendance. Students may have participated in Google Meets while not logging in to their Google classroom. Emails to teacher and counselors needed to be accounted for as well. Tracking procedures needed to be put in place to record all these interactions.</li> </ul>	<ul style="list-style-type: none"> <li>• The Attendance Team will meet weekly to engage in a review of data and to manage caseloads, expectations, and interventions as appropriate.</li> <li>• The Attendance Team will review the impact of Success Mentoring as measured by the improvement in year-over-year attendance of students receiving Success Mentoring, and will also change caseloads to reflect students newly at risk of being CA.</li> <li>• The CSD, Attendance Consultant, and AP Attendance will meet to plan the semester's schedule of attendance incentives.</li> <li>• The Attendance Team will implement a schedule of attendance incentives—some for all students and some for students receiving Success Mentoring</li> <li>• The Attendance Team will evaluate the results of the incentives, by analyzing student-level data as well as school-level data for days before and after vacations and other days that were specifically incentivized.</li> </ul>
<p>HS Science All Students Performance Index</p> <p>Indicator: 230</p>	<p><b>Goal:</b> By June 2021, HS Science All Students Performance Index will increase by 8.1 points from our baseline of 176.4 to our DII of 184.5</p> <p><b>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</b></p> <ul style="list-style-type: none"> <li>• Switch to Google Classroom supplemented with Edgenuity Courseware and additional on-line resources such as Jamboard, Flipgrid, Kami and Screencastify. A few other resources that were recommended by the BBO and/or by individual teachers.</li> <li>• Reformulation of professional learning and inquiry calendar</li> <li>• Redesign of student tasks adapted to be useable in asynchronous on-line structures</li> <li>• Reteach Questioning and Discussion techniques to better meet the demands of students in an on-line setting</li> </ul>	<ul style="list-style-type: none"> <li>• ILT will establish overarching goals for the year including the systems and structures that ensure:             <ul style="list-style-type: none"> <li>○ Students are being held accountable for correct scientific vocabulary, notation, and argumentation.</li> </ul> </li> <li>• The Science Department will plan an integrated series of PD/Inquiry for each course/grade team, aligning with the schoolwide focus on writing to learn and writing to demonstrate learning, and involving looking at student work and teacher tasks.</li> <li>• The Science Department will engage in the PD/Inquiry referenced above.</li> </ul>

	<ul style="list-style-type: none"> <li>• Re calculating assessment strategies where timed, proctored assessments are not practical</li> <li>• Principal is on District Instructional Leadership Team and supported the transition to remote learning at Lehman as well as in High Schools across the district.</li> </ul> <p><i>* For Key Strategies, see Level 1 DII: Math All Students Performance Index</i></p>	<ul style="list-style-type: none"> <li>• The Science Department will evaluate the PD/Inquiry model referenced above and will plan for the Spring Term.</li> <li>• The Science Team will evaluate data from distance learning and a student pre-assessment to design lessons that target and remedy student gaps in understanding, using in-person and blended learning to differentiate for individual students.</li> </ul>
<p>HS Social Studies All Students Performance Index</p> <p>Indicator: 240</p>	<p><b>Goal:</b> By June 2021, our HS Social Studies All Students Performance Index will increase by 4.2 points from our baseline of 179.6 to our DII of 183.8</p> <p><b>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</b></p> <ul style="list-style-type: none"> <li>• Switch to Google Classroom supplemented with Edgenuity Courseware and additional on-line resources such as Jamboard, Flipgrid, Kami and Screencastify. A few other resources that were recommended by the BBO and/or by individual teachers.</li> <li>• Reformulation of professional learning and inquiry calendar</li> <li>• Redesign of student tasks adapted to be useable in asynchronous on-line structures</li> <li>• Reteach Questioning and Discussion techniques to better meet the demands of students in an on-line setting</li> <li>• Re calculating assessment strategies where timed, proctored assessments are not practical</li> <li>• Principal is on District Instructional Leadership Team and supported the transition to remote learning at Lehman as well as in High Schools across the district.</li> </ul> <p><i>* For Key Strategies, see Level 1 DII: HS ELA All Students Performance Index</i></p>	<ul style="list-style-type: none"> <li>• Planning will commence for a new 9th grade interdisciplinary humanities course will combine English and Social Studies to allow for a unified and coherent interplay between the two subjects, including the reading, writing to learn, and writing to demonstrate learning.</li> <li>• The 9th grade humanities team will integrate English, Social Studies and the coherent teaching of reading and writing using, as core resources, the Big History Project and Bickerstaff's They Say, I Say: The Moves That Matter In Academic Writing.</li> <li>• The 9th grade humanities team will evaluate portfolios of student work and other student assessment data to make changes to the course outline in preparation for the Spring Term.</li> <li>• The ILT will plan a series of PDs around writing strategies and vocabulary development.</li> <li>• The ILT will deliver (or train others to deliver) whole school and department-level PDs around reading, writing to learn, writing to demonstrate learning, and vocabulary development.</li> <li>• The ILT will evaluate the impact of the Fall PDs and begin planning for Spring PDs.</li> </ul>
<p>2018-19: 2013 Total Cohort 6-Year Grad Rate - All Students</p> <p>Indicator: 250</p>	<p><b>Goal:</b> By June 2021, our 3 Total Cohort 6-Year Grad Rate - All Students will increase from our 20-21 baseline of 70% to 71% which exceeds our 20-21 DII of 64%</p> <p><b>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</b></p> <ul style="list-style-type: none"> <li>• Counselors continued to track potential graduates students in their on-line work and followed up with students and parents to address and areas where students were falling off their graduation track</li> </ul>	<ul style="list-style-type: none"> <li>• The CBO will work to ensure that potential grads at risk and their families are well-supported with all the items necessary for student success.</li> <li>• Each CBO Student Adviser will work with a caseload of at-risk students in consultation with a GC to allow for consistency and continuity of services.</li> </ul>



	<p><i>* For Key Strategies, see Level 1 DII: 4-Year Graduation Rate</i></p>	<ul style="list-style-type: none"> <li>• CBO Student Advisers will evaluate the impact of their work, and plan with the CSD and AP Guidance to ensure students receive adequate support in the Spring.</li> <li>• The AP English/ENL and ENL Coordinator will evaluate the progress of ELL students and design tutoring/interventions to support credit accumulation and course completion using Title III. Where advisable and feasible, this support could involve participation in online courses for credit accumulation, using a platform that allows students to toggle between English and their native language.</li> </ul>
<p>2018-19: 2017 Total Cohort (10th Graders) Passing Math Regents</p> <p>Indicator: 67</p>	<p><b>Goal:</b> By June 2021, our Total Cohort (10th Graders) Passing Math Regents will increase by 11 points from our baseline of 59% to our DII of 70%</p> <p><b>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</b></p> <ul style="list-style-type: none"> <li>• Switch to Google Classroom supplemented with Edgenuity Courseware and additional on-line resources such as Jamboard, Flipgrid, Kami and Screencastify. A few other resources that were recommended by the BBO and/or by individual teachers.</li> <li>• Reformulation of professional learning and inquiry calendar</li> <li>• Redesign of student tasks adapted to be useable in asynchronous on-line structures</li> <li>• Reteach Questioning and Discussion techniques to better meet the demands of students in an on-line setting</li> <li>• Re calculating assessment strategies where timed, proctored assessments are not practical</li> <li>• Principal is on District Instructional Leadership Team and supported the transition to remote learning at Lehman as well as in High Schools across the district.</li> </ul> <p><i>* For Key Strategies, see Level 1 DII: HS Math All Students Performance Index</i></p>	<p>* See Level 1 DII: HS Math All Students Performance Index</p>
<p>2018-19: 2016 Total Cohort (11th Graders) Passing ELA Regents</p> <p>Indicator: 69</p>	<p><b>Goal:</b> By June 2021, our Total Cohort (11th Graders) Passing ELA Regents will increase from our 20-21 baseline of 68% to 69% which exceeds our 20-21 DII of 62%</p> <p><b>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</b></p> <ul style="list-style-type: none"> <li>• Switch to Google Classroom supplemented with Edgenuity Courseware and additional on-line resources such as Jamboard, Flipgrid, Kami and Screencastify. A few other resources that were recommended by the BBO and/or by individual teachers.</li> <li>• Reformulation of professional learning and inquiry calendar</li> </ul>	<p>* See Level 1 DII: HS ELA All Students Performance Index</p>

	<ul style="list-style-type: none"> <li>• Redesign of student tasks adapted to be useable in asynchronous on-line structures</li> <li>• Reteach Questioning and Discussion techniques to better meet the demands of students in an on-line setting</li> <li>• Re calculating assessment strategies where timed, proctored assessments are not practical</li> <li>• Principal is on District Instructional Leadership Team and supported the transition to remote learning at Lehman as well as in High Schools across the district.</li> </ul> <p><i>* For Key Strategies, see Level 1 DII: HS ELA All Students Performance Index</i></p>	
<p>2018-19: 2015 Total Cohort 4-Year Grad Rate - All Students</p> <p>Indicator: 70</p>	<p><b>Goal:</b> By June 2021, our Total Cohort 4-Year Grad Rate - All Students will increase from our 20-21 baseline of 68% to 69% which exceeds our 20-21 DII of 64%</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Counselors review Individualized Graduation Plans with students at least once per term, resulting in identification of opportunities for additional credit accumulation where appropriate.</li> <li>• At the conclusion of every marking period, students are invited to make up missing work from that marking period to remain on track for credit accumulation and subsequent graduation.</li> <li>• Students with disabilities are programmed for CDOS-required courses and experiences to maximize options for graduation.</li> <li>• Teachers of SWDs receive Professional Development in Specially Designed Instruction, using the results of the semi-annual STAR 360 assessments.</li> <li>• ELLs who scored at the Entering/Emerging, Transitioning, or Expanding Levels receive explicit instruction in literacy to support the acquisition of vocabulary in core content areas.</li> <li>• ENL teachers engage in a PLC around methods to raise student NYSESLAT Scores for underclassmen, so that they are "commanding" before the start of senior year, increasing the chance of on-time graduation.</li> <li>• Students in Temporary Housing are provided with dedicated time and space after school to complete homework, college career planning, and assignments.</li> </ul> <p><b>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</b></p> <ul style="list-style-type: none"> <li>• Counselors continued to track potential graduates students in their on-line work and followed up with students and parents to address and areas where students were falling off their graduation track</li> </ul>	<ul style="list-style-type: none"> <li>• Counselors will review transcripts of students in the graduating cohort. Where students are not on track to graduate, they will be programmed for supplementary classes and/or shared instruction with YABC, and will also consider alternative settings that might allow for accelerated credit accumulation</li> <li>• Seniors at risk of not graduating will receive biweekly check-ins from their counselors and will also be the subject of case conferencing or other collaborative meetings. In many cases, there is overlap between this activity and the Success Mentoring described in the CA goal.</li> <li>• Counselors will reevaluate their caseloads based on Fall grades. Where necessary, students will be reprogrammed to ensure they stay on track for credits.</li> <li>• The CBO will work to ensure that potential grads at risk and their families are well-supported with all the items necessary for student success.</li> <li>• Each CBO Student Adviser will work with a caseload of at-risk students in consultation with a GC to allow for consistency and continuity of services.</li> <li>• CBO Student Advisers will evaluate the impact of their work, and plan with the CSD and AP Guidance to ensure students receive adequate support in the Spring.</li> <li>• The AP English/ENL and ENL Coordinator will evaluate the progress of ELL students and design tutoring/interventions to support credit accumulation and course completion using Title III. Where advisable and feasible, this support could</li> </ul>

		<p>involve participation in online courses for credit accumulation, using a platform that allows students to toggle between English and their native language.</p> <ul style="list-style-type: none"> <li>• The plans for ENL progress developed above will be implemented using Title III funding.</li> <li>• ELL progress towards graduation will be evaluated and plans revised for the Spring.</li> </ul>
<p>2018-19: 2014 Total Cohort 5-Year Grad Rate - All Students</p> <p>Indicator: 88</p>	<p><b>Goal:</b> By June 2021, our Total Cohort 5-Year Grad Rate - All Students will increase from our 20-21 baseline of 66% to 67% which exceeds our 20-21 DII of 64%</p> <p><b>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</b></p> <ul style="list-style-type: none"> <li>• Counselors continued to track potential graduates students in their on-line work and followed up with students and parents to address and areas where students were falling off their graduation track</li> </ul> <p><i>* For Key Strategies, see Level 1 DII: 4-Year Graduation Rate</i></p>	<ul style="list-style-type: none"> <li>• The CBO will work to ensure that potential grads at risk and their families are well-supported with all the items necessary for student success.</li> <li>• Each CBO Student Adviser will work with a caseload of at-risk students in consultation with a GC to allow for consistency and continuity of services.</li> <li>• CBO Student Advisers will evaluate the impact of their work, and plan with the CSD and AP Guidance to ensure students receive adequate support in the Spring.</li> <li>• The AP English/ENL and ENL Coordinator will evaluate the progress of ELL students and design tutoring/interventions to support credit accumulation and course completion using Title III. Where advisable and feasible, this support could involve participation in online courses for credit accumulation, using a platform that allows students to toggle between English and their native language.</li> </ul>
<p>School Safety - HS</p> <p>Indicator: H2</p>	<p><b>Goal:</b> By June 2021, School Safety will increase form our 20-21 baseline of 2.5 to 2.7 which exceeds our 20-21 DII of 2.1</p> <p><b>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</b></p> <ul style="list-style-type: none"> <li>• The culture and climate team provided students support at expressing frustration in emails/on-line forums</li> </ul> <p><i>* For Key Strategies, see Level 1 DII: HS Chronic Absenteeism - All Students</i></p>	<ul style="list-style-type: none"> <li>• Students identified for Success Mentoring (will receive weekly success mentoring, and interventions when absent per the ladder of intervention.</li> <li>• The Attendance Team will meet weekly to engage in a review of data and to manage caseloads, expectations, and interventions as appropriate.</li> <li>• The Attendance Team will review the impact of Success Mentoring as measured by the improvement in year-over-year attendance of students receiving Success Mentoring and OORS data.</li> </ul>

Part II – Demonstrable Improvement Indicators (Level 2)

<u>LEVEL 2 Indicators</u> 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
HS ELA ED Performance Index  Indicator: 125	<p><b>Goal:</b> By June 2021, our HS ELA ED Performance Index will increase by 7.9 points from our baseline of 148.6 to our DII of 156.5</p> <p><i>* For Key Strategies, see Level 1 DII: HS ELA All Students Performance Index</i></p>	<ul style="list-style-type: none"> <li>We will program a dual certified English/ENL teacher to teach at least one section of 11th grade English, to ensure additional support for ELLs.</li> <li>The 10th and 11th grade ELA course teams (which culminate in Regents Exams for students who have not already achieved a passing or CR score) will meet to review alignment of texts and tasks to Regents tasks and to map</li> <li>The 10th and 11th grade ELA course teams will implement the planned curriculum and analyze assessment data and student subgroup performance during professional development.</li> <li>The 10th and 11th grade ELA course teams will evaluate the semester's data and refine or modify plans for the spring term.</li> </ul>
HS Math Hispanic Performance Index  Indicator: 133	<p><b>Goal:</b> By June 2021, HS Math Hispanic Performance Index will increase from our 20-21 baseline of 102.5 to 104 which exceeds our 20-21 DII of 95.6</p> <p><i>* For Key Strategies, see Level 1 DII: HS Math All Students Performance Index</i></p>	<ul style="list-style-type: none"> <li>The school will reconstitute the 9th grade Algebra teaching team and re-imagine the curriculum to focus on teaching for conceptual understanding. The team will be led by a teacher with expertise in higher-level math (and who has previously taught algebra) to ensure that students are being taught the conceptual underpinnings necessary for higher-level math and will begin planning over the summer.</li> <li>The Math Department will plan an integrated series of PD/Inquiry for each course/grade team, focusing on Math Practice Standard 3, and aligning with the schoolwide focus on writing to learn and writing to demonstrate learning, and also involving looking at student work and teacher tasks.</li> </ul>

<p>HS Math ED Performance Index Indicator: 135</p>	<p><b>Goal:</b> By June 2021, our HS Math ED Performance Index will increase from our 20-21 baseline of 104.6 to 106 which exceeds our 20-21 DII of 102.3</p> <p><i>* For Key Strategies, see Level 1 DII: HS Math All Students Performance Index</i></p>	<ul style="list-style-type: none"> <li>• The school will reconstitute the 9th grade Algebra teaching team and re-imagine the curriculum to focus on teaching for conceptual understanding. The team will be led by a teacher with expertise in higher-level math (and who has previously taught algebra) to ensure that students are being taught the conceptual underpinnings necessary for higher-level math and will begin planning over the summer.</li> <li>• The Math Department will plan an integrated series of PD/Inquiry for each course/grade team, focusing on Math Practice Standard 3, and aligning with the schoolwide focus on writing to learn and writing to demonstrate learning, and also involving looking at student work and teacher tasks.</li> </ul>
<p>College, Career and Civic Readiness Index - Black Students Indicator: 142</p>	<p><b>Goal:</b> By June 2021, our College, Career and Civic Readiness Index - Black Students will increase by 4.1 points from our baseline of 90.8 to our DII of 94.9</p> <p><i>* * For Key Strategies, see Level 1 DII: College, Career, and Civic Readiness Index - All Students</i></p>	<ul style="list-style-type: none"> <li>• AP/SUNY course teachers will give a pre-assessment and identify students who might need additional support to be successful. This could include strengthening of pre-requisite skills and/or course content.</li> <li>• The school will also revisit programming, as some AP/SUNY courses do not require specific prerequisites, and may be more accessible to students (e.g. statistics)</li> <li>• AP/SUNY course teachers will offer supplemental tutoring using Title I PS funding, to ensure that students have equitable access to advanced coursework.</li> <li>• AP/SUNY course teachers will evaluate student grades and the effectiveness of interventions. Where feasible, student placement and/or support will be modified for the Spring Term.</li> </ul>
<p>Plan for and implement Community School Model Indicator: 2</p>	<p><b>Goal:</b> By June 2021, we will Plan for and implement Community School Model to meet the DII objectives as outlined in our Community School Rubric</p> <p><b>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</b></p>	<ul style="list-style-type: none"> <li>• The CSD, Attendance Consultant, and AP Attendance will meet to plan the semester's schedule of activities and incentives.</li> <li>• The Attendance Team (including CBO) will meet to select Success Mentoring caseloads.</li> </ul>

	<ul style="list-style-type: none"> <li>CBO, Ease Side House, supported student and families virtually, in a similar capacity as they had been prior to Covid 19.</li> </ul> <p><i>* For Key Strategies, see Level 1 DII: HS Chronic Absenteeism - All Students</i></p>	<ul style="list-style-type: none"> <li>Students identified for Success Mentoring (based on prior year attendance and/or DOE risk group) will receive weekly success mentoring, and interventions when absent per the ladder of intervention.</li> <li>The Attendance Team will meet weekly to engage in a review of data and to manage caseloads, expectations, and interventions as appropriate.</li> <li>The Attendance Team will review the impact of Success Mentoring as measured by the improvement in year-over-year attendance of students receiving Success Mentoring, OORS data and will also change caseloads to reflect students newly at risk of being CA.</li> <li>The CSD, Attendance Consultant, and AP Attendance will meet to plan the semester’s schedule of incentives.</li> <li>The Attendance Team will implement a schedule of incentives—some for all students and some for students receiving Success Mentoring</li> <li>The Attendance Team will evaluate the results of the incentives, by analyzing student-level data as well as school-level data for days before and after vacations and other days that were specifically incentivized.</li> </ul>
<p>2018-19: 2014 Total Cohort 5-Year Grad Rate - Black Students</p> <p>Indicator: 90</p>	<p><b>Goal:</b> By June 2021, our Total Cohort 5-Year Grad Rate - Black Students will exceed our DII of 62%</p> <p><b>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</b></p> <ul style="list-style-type: none"> <li>Counselors continued to track potential graduates students in their on-line work and followed up with students and parents to address and areas where students were falling off their graduation track</li> </ul> <p><i>** For Key Strategies, see Level See Level 1 DII: 4-Year Graduation Rate</i></p>	<ul style="list-style-type: none"> <li>The CBO will work to ensure that potential grads at risk and their families are well-supported with all the items necessary for student success.</li> <li>Each CBO Student Adviser will work with a caseload of at-risk students in consultation with a GC to allow for consistency and continuity of services.</li> <li>CBO Student Advisers will evaluate the impact of their work, and plan with the CSD and AP Guidance to ensure students receive adequate support in the Spring.</li> </ul>
<p>Providing 200 Hours of Extended Day Learning Time (ELT)</p> <p>Indicator: 94</p>	<p><b>Goal:</b> By June 2021, we will Provide 200 Hours of Extended Day Learning Time (ELT) to meet the DII objectives as outlined in our ELT Rubric</p> <p><b>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</b></p>	<ul style="list-style-type: none"> <li>AP/SUNY course teachers will offer supplemental tutoring using Title I PS funding, to ensure that students have equitable access to advanced coursework.</li> </ul>

	<ul style="list-style-type: none"> <li>• ELT continued during the transition to remote learning as was provided before the transition.</li> <li>• Credit bearing courses for students to remediate prior failed classes were provided on-line through Edgenuity and Google Classroom</li> <li>• Tutoring was provided as teachers held 1 hour of office hours each day</li> </ul> <p>* For Key Strategies, see Level 1 DII: HS Chronic Absenteeism - All Students</p>	<ul style="list-style-type: none"> <li>• CBO Student Advisers will evaluate the impact of their work, and plan with the CSD and AP Guidance to ensure students receive adequate support in the Spring.</li> <li>• The AP English/ENL and ENL Coordinator will evaluate the progress of ELL students and design tutoring/interventions to support credit accumulation and course completion using Title III. Where advisable and feasible, this support could involve participation in online courses for credit accumulation, using a platform that allows students to toggle between English and their native language.</li> <li>• Counselors will review transcripts of students in the graduating cohort. Where students are not on track to graduate, they will be programmed for supplementary classes.</li> </ul>
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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><u>Goals and/or Key Strategies</u> 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**

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).

**Executive Superintendent/Superintendent Approved Recommendations:**

Teacher Diversity: We will increase diversity in hiring by attending diversity-driven hiring events such NYC Men Teach and the Progressive Public and Charter School Job Fair for Teachers of Color. We anticipate recruiting diverse teachers who share the same educational beliefs, mission, values, and goals of Lehman High School.

**Outcomes of the CET:**

- Reviewed the recommendations from the Receivership hearings
- Discussed attendance initiatives and goals
- Parent engagement activities
- Student supports and interventions

**SLT/CET Monday, November 4, 2019**

- CEP Progress monitoring
- Introduction of New Members
- Parents Association
- Coordinator of Student Affairs Presentation
- UFT Matters
- Student Government Election

**SLT/CET Monday, December 16, 2019**

- Principal Updates
- Parents Association
- Coordinator of Student Affairs Presentation
- UFT Matters
- Student Government Presentation



**SLT/CET Monday, January 13, 2020**

- Principal Q and A
- Budget – Table of Organization
- Parents Association
- Coordinator of Student Affairs Presentation
- UFT Matters
- Student Government Presentation
- CBO Presentation

The CET continues to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement metrics and any additional information necessary to assess the implementation of the plan, provided by the Executive Superintendent, Superintendent and the Principal. The CET utilized the goals and benchmarks in the School Comprehensive Education Plan (SCEP) as well as CSG plans as applicable to track progress towards meeting their school specific goals and Demonstrable Improvement indicators. CET meetings are held once a month at a time that is convenient for parents – usually Mondays.

**Powers of the Receiver**

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.

Report Out

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)*

<p><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.</p>	
List the best practice that will be or is currently being implemented in the school.	Describe a best practice that will be in place for the 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): \_\_\_\_\_

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 2020-2021 Community Engagement Team plan and membership.

Name of CET Representative (Print): \_\_\_\_\_

Signature of CET Representative: \_\_\_\_\_

Title of CET Representative: \_\_\_\_\_

Date: \_\_\_\_\_

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

<b>District Name</b>	
<b>School Name</b>	
<b>Contact Person</b>	<b>Telephone (    )</b>
<b>E-Mail Address</b>	
<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>	
<b>Authorized Signature (in blue ink)</b>	<b>Title of Chief School/Administrative Officer</b>
<b>Typed Name:</b>	<b>Date:</b>