

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:				
08X452: Gotham Collaborative High School	320800011452	NYC Geographic District #08	Educational Alchemy	Check which plan below applies:				
				SIG			SCEP	
				Cohort: 7				
Model: Innovation and Reform Framework, College and Career								
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 Carranza, Chancellor	David Liu	Meisha Ross Porter, Executive Superintendent		09-12	2015 Total Cohort 4-Year Grad Rate – All Students: 59%	13.3%	25.3%	513
	Appointment Date: 4/18/2018	Sabrina Cook, Superintendent Donald Conyers, First Deputy Chancellor, Interim Acting Sharon Rencher, Senior Executive Director of State/Federal Education Policy						

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. 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 Chronic Absenteeism - All Students Indicator: #170	<p>Goal: By June 2021, our Chronic Absenteeism DII will decrease by at least 7.2% from our 2018-19 baseline of 56.1 to below our progress target of 49% Training of all teachers in taking attendance with online system.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Implementation of online attendance collection system • Official Attendance taken at beginning of day • Implementation of Attendance Reversal practices (Online -> Daily Attendance) • Kid Talks for STH with Long Term Absent Team. Implement personalized Intervention based (PBIS reward, other rewards) on student Kid Talk • Automatic home contact for all period attendance with online period attendance. • Daily datasets with tracking of students who are not meeting responsibilities, identify, support, and connect with students the following day 	<ul style="list-style-type: none"> • School leaders will review 2019-20 attendance data to develop three lists: <ol style="list-style-type: none"> 1. returning students who were chronically absent in 2019-20. These students will be given Tier 3 supports. 2. incoming students who are siblings of those who were chronically absent in 2019-20. These students will be given Tier 2 supports in the first half of the year. 3. returning students who missed between 14 and 17 days in 2019-20. These students will be given Tier 2 supports in the first half of the year. • School leaders will work toward developing Tier 2 and 3 supports. For Tier 3, this will involve identifying staff who are willing to serve as mentors for students and developing expectations for the role of mentor. For Tier 2 supports, this will involve communicating to the assigned teacher that the child is potentially at-risk for chronic absenteeism, and that attendance should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance.

	<ul style="list-style-type: none"> • Kid Talks for all students - Weekly datasets with tracking of students who are not meeting responsibilities, identify, support, and connect with students. Implement personalized Intervention based (PBIS reward, other rewards) on student Kid Talk • Kid Talks with SWD Teacher Team. Implement personalized Intervention based (PBIS reward, other rewards) on student Kid Talk <p>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</p> <ul style="list-style-type: none"> • Entire attendance team including all school aides shifted to be attendance mentors • Every student was assigned an attendance mentor, previously only Level 3 intervention students had a mentor 	<ul style="list-style-type: none"> • Staff mentors will meet daily with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. Staff will call the home of each student who is not in attendance each day. The principal will emphasize the importance of regular school attendance in the monthly parent newsletter. • The attendance committee will conduct its monthly meeting and cover four set topics: <ol style="list-style-type: none"> 1. Review attendance data for September and identify students who have missed two or three days of school. Members of the attendance committee will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 2. Identify students that have missed more than three days of school. The attendance committee will develop individualized plans for October for each student to address barriers to school attendance. 3. Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports. 4. Review the attendance of those receiving Tier 3 supports. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 2 days of school to determine if additional support is needed. • Staff will call the home of each student who is not in attendance each day. Staff mentors will meet daily with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The principal will emphasize the importance of regular school attendance in the monthly parent newsletter. • Kid Talks for STH with Long Term Absent Team. Implement personalized Intervention based (PBIS reward, other rewards) on student Kid Talk • Automatic home contact for all period attendance with online period attendance. • Daily datasets with tracking of students who are not meeting responsibilities, identify, support, and connect with students the following day
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<p>2018-19: 2016 Total Cohort (11th Graders) Passing ELA Regents</p> <p>Indicator: #69</p>	<p>Goal: By August 2021, our High School ELA 2016 Total Cohort (11th Graders) Passing ELA Regents DII will increase from our 2018-19 baseline of 51 and both exceed our 2020-21 progress target of 48 and our 2018-19 Performance of 51</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Aligning English Curriculum to have four-year skills progression (Scope and Sequence) • Ensure all co-teachers have received professional development on the multiple models of co-teaching to better support student barriers with Teaching Matter Coaching. • Leverage information from students' IEPs on the impact of disability to plan for required adaptations to instruction. • Ensure that teachers who are providing instruction to ELLs/MLLs are effective and have a deep knowledge of content and can leverage students' cultures as an asset. Through Professional Development with Teaching Matters. • Create opportunities for ELLs/MLLs to use their home language, when and where appropriate. • Conduct a school-wide assessment of classroom book collections to assess adequate volume, as well as E-Readers and availability of high interest books to provide STH students. 	<ul style="list-style-type: none"> • A SIG funded supplemental ENL Teacher will support 2 ENL teacher streams, whereby ENL students receive more in-classroom support in all their humanities classes. Additionally, ENL teachers provide their teams with tools and strategies to provide targeted, consistent support, across disciplines. • A SIG funded supplemental Special Education Teacher will push in and provide students in-classroom support in their subject area classes. Additionally, this teacher will provide the instructional teams with tools and strategies to provide targeted, consistent support in subject area classes. • A SIG funded supplemental Assistant will provide supports including: providing teachers with the support that they require for improving school-wide pedagogy and curriculum; PD implementation as well as serve as a coordinator for inter-visitations and any individualized support that is needed by teachers based on observations. Introduce new lesson plan template that combines lesson plan process with lesson plan template. • Teachers, working in their department teams will troubleshoot and adapt to the new lesson plan template to insure alignment with standards. • Instructional Cabinet Team will review current grading policy and begin modifying policy to better align with standards-based grading. • Instructional Cabinet Team will meet with department teams to discuss proposals to current grading policy to align with standards-based grading.

	<p>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</p> <ul style="list-style-type: none"> Professional Development shifted to focus on remote and technological learning with the objective to ensure students could demonstrate the learning necessary to earn course credit Teachers began designing lessons and providing instruction using Google Classrooms Shift to a standards-based grading model was accelerated during this time Teacher teams agreed upon standards-based summative tasks in each course so that incomplete grades could be followed up with consistent strategies and messaging Pacing calendars were adjusted Grade teams identified students showing a significant drop in academic performance with remote learning compared to live instruction Grade team members became academic mentors to students who were identified as struggling 	<ul style="list-style-type: none"> Instructional Cabinet Team will roll out new standards-based grading policy with full staff. Instructional Cabinet Team will evaluate first marking period grades and meet with department teams to understand how the new grading policy impacted instruction and students learning Instructional Cabinet Team will review lesson plan process and lesson plan to better to have a plan that better supports standards-based instruction. Instructional Cabinet Team will determine the appropriate process to roll out new decisions to teachers through department teams. Aligning English Curriculum to have four-year skills progression (Scope and Sequence). School leaders will communicate that Curriculum Maps will be expected to align to the skills progression as well. Teachers will be given time to adjust their curriculum maps. Through departments, teachers will be introduced to the new grading policy that shifts percentages from completion to percentages to standards. Online gradebooks will also be organized as such. Departments will look at MAP data to determine progress on students and adjust on standards to target. Department teams, each month will review unit/lesson plans to tune plans to better suit the needs of SWD's and ELLs.
<p>2018-19: 2017 Total Cohort (10th Graders) Passing Math Regents Indicator: #67</p>	<p>Goal: By June 2021, our High School 2016 Total Cohort (10th Graders) Passing Math Regents DII will increase by at least 12 points from a baseline of 28 to exceed our 2020-21 progress target of 40</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Aligning Math Curriculum to have four-year skills progression (Scope and Sequence) Ensure all co-teachers have received professional development on the multiple models of co-teaching to better support student barriers through Great Books Coaching Leverage information from students' IEPs on the impact of disability to plan for required adaptations to instruction. Ensure that teachers who are providing instruction to ELLs/MLLs are effective and have a deep knowledge of content and can leverage students' cultures as an asset. Through Professional Development with Great Books. Create opportunities for ELLs/MLLs to use their home language, when and where appropriate. 	<ul style="list-style-type: none"> A SIG funded supplemental Math Teacher will push in and provide students in-classroom support in their mathematics classes. Additionally, this teacher will provide the ENL and SWD teams with tools and strategies to provide targeted, consistent support in mathematics. A SIG funded supplemental Special Education Teacher will push in and provide students in-classroom support in their subject area classes. Additionally, this teacher will provide the instructional teams with tools and strategies to provide targeted, consistent support in subject area classes. Introduce new lesson plan template that combines lesson plan process with lesson plan template. Teachers will have full school year to adapt to new lesson plan template that aligns more closely to standards. Instructional Cabinet Team will review current grading policy and begin modifying policy to better align with standards-based grading. Instructional Cabinet Team will meet with department teams to discuss proposals to current grading policy to align with standards-based grading. Instructional Cabinet Team will roll out new standards-based grading policy with full staff.

	<p>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</p> <ul style="list-style-type: none"> Professional Development shifted to focus on remote and technological learning with the objective to ensure students could demonstrate the learning necessary to earn course credit Teachers began designing lessons and providing instruction using Google Classrooms Shift to a standards-based grading model was accelerated during this time Teacher teams agreed upon standards-based summative tasks in each course so that incomplete grades could be followed up with consistent strategies and messaging Pacing calendars were adjusted Grade teams identified students showing a significant drop in academic performance with remote learning compared to live instruction Grade team members became academic mentors to students who were identified as struggling 	<ul style="list-style-type: none"> Instructional Cabinet Team will evaluate first marking period grades and meet with department teams to understand how the new grading policy impacted instruction and students learning Instructional Cabinet Team will review lesson plan process and lesson plan to better to have a plan that better supports standards-based instruction. Aligning English Curriculum to have four-year skills progression (Scope and Sequence). School leaders will communicate that Curriculum Maps will be expected to align to the skills progression as well. Teachers will be given time to adjust their curriculum maps. Through departments, teachers will be introduced to the new grading policy that shifts percentages from completion to percentages to standards. Online gradebooks will also be organized as such. Departments will look at MAP data to determine progress on students and adjust on standards to target.
<p>HS ELA All Students Performance Index</p> <p>Indicator: #120</p>	<p>Goal: By August 2021, our High School ELA All Students Performance Index DII will increase from our 2018-19 baseline of 105.8 to both exceed our progress target of 98 and our 2018-2019 Performance of 105.8</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Aligning English Curriculum to have four-year skills progression (Scope and Sequence) Ensure all co-teachers have received professional development on the multiple models of co-teaching to better support student barriers with Teaching Matter Coaching. Leverage information from students' IEPs on the impact of disability to plan for required adaptations to instruction. Ensure that teachers who are providing instruction to ELLs/MLLs are effective and have a deep knowledge of content and can leverage students' cultures as an asset. Through Professional Development with Teaching Matters. Create opportunities for ELLs/MLLs to use their home language, when and where appropriate. 	<ul style="list-style-type: none"> Introduce new lesson plan template that combines lesson plan process with lesson plan template. Teachers, working in their department teams will troubleshoot and adapt to the new lesson plan template to insure alignment with standards. Instructional Cabinet Team will review current grading policy and begin modifying policy to better align with standards-based grading. Instructional Cabinet Team will meet with department teams to discuss proposals to current grading policy to align with standards-based grading. Instructional Cabinet Team will roll out new standards-based grading policy with full staff. Instructional Cabinet Team will evaluate first marking period grades and meet with department teams to understand how the new grading policy impacted instruction and students learning Instructional Cabinet Team will review lesson plan process and lesson plan to better to have a plan that better supports standards-based instruction. Instructional Cabinet Team will determine the appropriate process to roll out new decisions to teachers through department teams. Aligning English Curriculum to have four-year skills progression (Scope and Sequence). School leaders will communicate that Curriculum Maps will be

	<ul style="list-style-type: none"> Conduct a school-wide assessment of classroom book collections to assess adequate volume, as well as E-Readers and availability of high interest books to provide STH students. <p>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</p> <ul style="list-style-type: none"> Professional Development shifted to focus on remote and technological learning with the objective to ensure students could demonstrate the learning necessary to earn course credit Teachers began designing lessons and providing instruction using Google Classrooms Shift to a standards-based grading model was accelerated during this time Teacher teams agreed upon standards-based summative tasks in each course so that incomplete grades could be followed up with consistent strategies and messaging Pacing calendars were adjusted Grade teams identified students showing a significant drop in academic performance with remote learning compared to live instruction Grade team members became academic mentors to students who were identified as struggling 	<p>expected to align to the skills progression as well. Teachers will be given time to adjust their curriculum maps.</p> <ul style="list-style-type: none"> Through departments, teachers will be introduced to the new grading policy that shifts percentages from completion to percentages to standards. Online gradebooks will also be organized as such. Departments will look at MAP data to determine progress on students and make adjustments on standards to target. Department teams, each month will review unit/lesson plans to tune plans to better suit the needs of SWD’s and ELLs.
<p>2018-19: 2015 Total Cohort 4-Year Grad Rate - All Students</p> <p>Indicator: #70</p>	<p>Goal: By June 2021, we will achieve a NYS Demonstrable Improvement Indicator (DII) Score of 72% on the 2015 Total Cohort 4-Year Grad Rate - All Students DII from the 2018 baseline rate of 65%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Develop horizontal teacher teams for collaborative planning around instructional expectations for students in temporary housing Provide time for co-teachers to plan together to identify a barrier that can be supported via a differentiation strategy/plan and incorporating it in Unit and lesson plans. Analyze standards to prioritize skills students require to progress within the shared curriculum. Create ELT for students in need of credits for credit remediation Create ELT for students in need of credits for skill improvement 	<ul style="list-style-type: none"> A SIG funded supplemental Social Studies teacher will support ENL Students in meeting the writing and analysis skills to necessary to reach Proficiency levels on the US History and Global Studies Regents Exams. A SIG funded supplemental ENL Teacher will support 2 ENL teacher streams, whereby ENL students receive more in-classroom support in all their humanities classes. Additionally, ENL teachers provide their teams with tools and strategies to provide targeted, consistent support, across disciplines. A SIG funded supplemental Math Teacher will push in and provide students in-classroom support in their mathematics classes. Additionally, this teacher will provide the ENL and SWD teams with tools and strategies to provide targeted, consistent support in mathematics. A SIG funded supplemental Special Education Teacher will push in and provide students in-classroom support in their subject area classes. Additionally, this teacher will provide the instructional teams with tools

	<ul style="list-style-type: none"> • Create ELT for ELL students who are considered Entering or Emerging to better support academic language • Provide time for ELL co-teachers to plan together to ensure that teachers are familiar with their students to best tailor authentic text that is representative of students' linguistically and culturally diverse experiences. • Provide time for SWD co-teachers to plan together to identify a barrier that can be supported via a differentiation strategy/plan and incorporating it in Unit and lesson plans. <p>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</p> <ul style="list-style-type: none"> • Counselors continued to utilize New Visions Data Tool to ensure students were on a pathway to receive their credits by June/August 2020 • Grade teams as well continued to evaluate student progress through the progress to graduation tracker and intervene as necessary to support students and families in making the adjustment to on-line learning • Grade teams identified students showing a significant drop in academic performance with remote learning compared to live instruction • Grade team members became academic mentors to students who were identified as struggling 	<p>and strategies to provide targeted, consistent support in subject area classes.</p> <ul style="list-style-type: none"> • A SIG funded supplemental Assistant Principal will provide supports including: providing teachers with the support that they require for improving school-wide pedagogy and curriculum; PD implementation as well as serve as a coordinator for inter-visitations and any individualized support that is needed by teachers based on observations. Develop horizontal teacher teams for collaborative planning around instructional expectations for students in temporary housing • Provide time for co-teachers to plan together to identify a barrier that can be supported via a differentiation strategy/plan and incorporating it in Unit and lesson plans. • Analyze standards to prioritize skills students require to progress within the shared curriculum. • Create ELT for students in need of credits for credit remediation • Create ELT for students in need of credits for skill improvement • Create ELT for ELL students who are considered Entering or Emerging to better support academic language • Provide time for ELL co-teachers to plan together to ensure that teachers are familiar with their students to best tailor authentic text that is representative of students' linguistically and culturally diverse experiences. • Provide time for SWD co-teachers to plan together to identify a barrier that can be supported via a differentiation strategy/plan and incorporating it in Unit and lesson plans.
<p>School Safety</p> <p>Indicator: #h2</p>	<p>Goal: By June 2021, we will achieve a NYS Demonstrable Improvement Indicator (DII) Score of above 3.07 on the School Safety DII from a baseline of 3.0.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Implement Collaborative Inquiry for weekly Student Tracking in meeting student responsibilities • Implement Early Warning Intervention System to support consistent responses in a progressive restorative way before traditional punitive responses <p>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</p>	<ul style="list-style-type: none"> • School leaders will work toward developing Tier 2 and 3 supports. For Tier 3, this will involve identifying staff who are willing to serve as mentors for students and developing expectations for the role of mentor. For Tier 2 supports, this will involve communicating to the assigned teacher that the child is potentially at-risk and that academic success should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's performance. • Staff mentors will meet daily with student mentees receiving tier 3 support to check-in with the student. Mentors will share any information about barriers to school success with the guidance team. Kid Talks for all students - Weekly datasets with tracking of students who are not meeting responsibilities, identify, support, and connect with

	<ul style="list-style-type: none"> • Attendance mentors were first line of defense for Social Emotional support • Short term crisis counselling was provided • Grade teams identified students showing a significant drop in academic performance with remote learning compared to live instruction • Grade team members became academic mentors to students who were identified as struggling 	<p>students. Implement personalized Intervention based (PBIS reward, other rewards) on student Kid Talk</p> <ul style="list-style-type: none"> • Kid Talks with SWD Teacher Team. Implement personalized Intervention based (PBIS reward, other rewards) on student Kid Talk • Kid Talks with ELL Teacher Team. Implement personalized Intervention based (PBIS reward, other rewards) on student Kid Talk • Student advocates for SWD's • Onboarding new staff to school wide PBIS Rewards system. • Kid Talks for STH with Long Term Absent Team • Grade teams revise student responsibilities to better suit new working environment that are aligned to PBIS rewards. This will establish expectations for student. • Grade team leaders with undergo CRE training to then introduce to grade team leaders as a start to overall CRE education to better build connections with students.
<p>2018-19: 2013 Total Cohort 6-Year Grad Rate - All Students</p> <p>Indicator: #250</p>	<p>Goal: By June 2021, we will achieve a NYS Demonstrable Improvement Indicator (DII) Score of 69% on the 2013 Total Cohort 6-Year Grad Rate - All Students DII from the 2018 baseline rate of 74%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Develop horizontal teacher teams for collaborative planning around instructional expectations for students in temporary housing • Provide time for co-teachers to plan together to identify a barrier that can be supported via a differentiation strategy/plan and incorporating it in Unit and lesson plans. • Analyze standards to prioritize skills students require to progress within the shared curriculum. • Create ELT for students in need of credits for credit remediation • Create ELT for students in need of credits for skill improvement • Create ELT for ELL students who are considered Entering or Emerging to better support academic language • Provide time for ELL co-teachers to plan together to ensure that teachers are familiar with their students to best tailor authentic text that is representative of students' linguistically and culturally diverse experiences. • Provide time for SWD co-teachers to plan together to identify a barrier that can be supported via a differentiation strategy/plan and incorporating it in Unit and lesson plans. 	<ul style="list-style-type: none"> • A SIG funded supplemental Social Studies teacher will support ENL Students in meeting the writing and analysis skills to necessary to reach Proficiency levels on the US History and Global Studies Regents Exams. • A SIG funded supplemental ENL Teacher will support 2 ENL teacher streams, whereby ENL students receive more in-classroom support in all their humanities classes. Additionally, ENL teachers provide their teams with tools and strategies to provide targeted, consistent support, across disciplines. • A SIG funded supplemental Math Teacher will push in and provide students in-classroom support in their mathematics classes. Additionally, this teacher will provide the ENL and SWD teams with tools and strategies to provide targeted, consistent support in mathematics. • A SIG funded supplemental Special Education Teacher will push in and provide students in-classroom support in their subject area classes. Additionally, this teacher will provide the instructional teams with tools and strategies to provide targeted, consistent support in subject area classes. • A SIG funded supplemental Assistant Principal will provide supports including: providing teachers with the support that they require for improving school-wide pedagogy and curriculum; PD implementation as well as serve as a coordinator for inter-visitations and any individualized support that is needed by teachers based on observations.

	<p>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</p> <ul style="list-style-type: none"> • Counselors continued to utilize New Visions Data Tool to ensure students were on a pathway to receive their credits by June/August 2020 • Grade teams as well continued to evaluate student progress through the progress to graduation tracker and intervene as necessary to support students and families in making the adjustment to on-line learning • Grade teams identified students showing a significant drop in academic performance with remote learning compared to live instruction • Grade team members became academic mentors to students who were identified as struggling 	
<p>College, Career and Civic Readiness Index - All Students</p> <p>Indicator: #140</p>	<p>Goal: By June 2021 our College, Career and Civic Readiness Index – All Students DII will improve to 75.9 from a baseline of 65.9 as measured by state metrics.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Create 4-year CDOS path for all students • Train teachers of College and Career Readiness courses to ensure 4-year sequence supports CDOS credential as well as College and Career Access for All initiative • Increase SWD programming in College level courses by 5% • Increase SWD programming to off-site Internship Program by 5% • Increase ELL programming in College level courses by 5% • Increase ELL programming to off-site Internship Program by 5% <p>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</p> <ul style="list-style-type: none"> • Internship program shifted to remote internships where applicable. • Approximately 45/90 Internship students were able to make this shift • School had an 80 percent attempt rate with AP examinations (which shifted to on-line administration) • Students enrolled at Monroe college were able to continue their dual enrollment remotely • Students at Monroe College for full campus coursework were also able to shift to remote learning to complete their college courses on-line 	<ul style="list-style-type: none"> • Master schedule has a 4-year sequence where all students have the opportunity to receive a CDOS credential. • ELL and SWD students will have equitable access to Internship and College level classes. • Mandated ELT for credit remediation and skill progression for identified students.

<p>HS Social Studies All Students Performance Index</p> <p>Indicator: #240</p>	<p>Goal: By June 2021, our HS Social Studies All Students Performance Index DII will improve to 161.9 from a baseline of 151.9 as measured by state metrics.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Ensure all co-teachers have received professional development on the multiple models of co-teaching to better support student barriers through Great Books Coaching • Leverage information from students' IEPs on the impact of disability to plan for required adaptations to instruction. • Ensure that teachers who are providing instruction to ELLs/MLLS are effective and have a deep knowledge of content and can leverage students' cultures as an asset. Through Professional Development with Great Books. • Create opportunities for ELLs/MLLS to use their home language, when and where appropriate. <p>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</p> <ul style="list-style-type: none"> • Professional Development shifted to focus on remote and technological learning with the objective to ensure students could demonstrate the learning necessary to earn course credit • Teachers began designing lessons and providing instruction using Google Classrooms • Shift to a standards-based grading model was accelerated during this time • Teacher teams agreed upon standards-based summative tasks in each course so that incomplete grades could be followed up with consistent strategies and messaging • Pacing calendars were adjusted • Grade teams identified students showing a significant drop in academic performance with remote learning compared to live instruction • Grade team members became academic mentors to students who were identified as struggling 	<ul style="list-style-type: none"> • A SIG funded supplemental Social Studies teacher will support ENL Students in meeting the writing and analysis skills to necessary to reach Proficiency levels on the US History and Global Studies Regents Exams. • A SIG funded supplemental ENL Teacher will support 2 ENL teacher streams, whereby ENL students receive more in-classroom support in all their humanities classes. Additionally, ENL teachers provide their teams with tools and strategies to provide targeted, consistent support, across disciplines. • A SIG funded supplemental Special Education Teacher will push in and provide students in-classroom support in their subject area classes. Additionally, this teacher will provide the instructional teams with tools and strategies to provide targeted, consistent support in subject area classes. • A SIG funded supplemental Assistant Principal will provide supports including: providing teachers with the support that they require for improving school-wide pedagogy and curriculum; PD implementation as well as serve as a coordinator for inter-visitations and any individualized support that is needed by teachers based on observations. • Introduce new lesson plan template that combines lesson plan process with lesson plan template. Teachers will have full school year to adapt to new lesson plan template that aligns more closely to standards. • Instructional Cabinet Team will review current grading policy and begin modifying policy to better align with standards-based grading. • Instructional Cabinet Team will meet with department teams to discuss proposals to current grading policy to align with standards-based grading. • Instructional Cabinet Team will roll out new standards-based grading policy with full staff. • Instructional Cabinet Team will evaluate first marking period grades and meet with department teams to understand how the new grading policy impacted instruction and students learning • Instructional Cabinet Team will review lesson plan process and lesson plan to better to have a plan that better supports standards-based instruction. • Aligning English Curriculum to have four-year skills progression (Scope and Sequence). School leaders will communicate that Curriculum Maps will be expected to align to the skills progression as well. Teachers will be given time to adjust their curriculum maps. • Through departments, teachers will be introduced to the new grading policy that shifts percentages from completion to percentages to standards. Online gradebooks will also be organized as such.
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		<ul style="list-style-type: none"> • Departments will look at MAP data to determine progress on students and make adjustments on standards to target.
<p>HS Science All Students Performance Index</p> <p>Indicator: #230</p>	<p>Goal: By June 2021, our HS Science All Students Performance Index DII will improve to 149.1 from a baseline of 139.1 as measured by state metrics.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Ensure all co-teachers have received professional development on the multiple models of co-teaching to better support student barriers through Great Books Coaching • Leverage information from students' IEPs on the impact of disability to plan for required adaptations to instruction. • Ensure that teachers who are providing instruction to ELLs/MLLS are effective and have a deep knowledge of content and can leverage students' cultures as an asset. Through Professional Development with Great Books. • Create opportunities for ELLs/MLLS to use their home language, when and where appropriate. <p>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</p> <ul style="list-style-type: none"> • Professional Development shifted to focus on remote and technological learning with the objective to ensure students could demonstrate the learning necessary to earn course credit • Teachers began designing lessons and providing instruction using Google Classrooms • Shift to a standards-based grading model was accelerated during this time • Teacher teams agreed upon standards-based summative tasks in each course so that incomplete grades could be followed up with consistent strategies and messaging • Pacing calendars were adjusted • Grade teams identified students showing a significant drop in academic performance with remote learning compared to live instruction • Grade team members became academic mentors to students who were identified as struggling 	<ul style="list-style-type: none"> • Introduce new lesson plan template that combines lesson plan process with lesson plan template. Teachers will have full school year to adapt to new lesson plan template that aligns more closely to standards. • Instructional Cabinet Team will review current grading policy and begin modifying policy to better align with standards-based grading. • Instructional Cabinet Team will meet with department teams to discuss proposals to current grading policy to align with standards-based grading. • Instructional Cabinet Team will roll out new standards-based grading policy with full staff. • Instructional Cabinet Team will evaluate first marking period grades and meet with department teams to understand how the new grading policy impacted instruction and students learning • Instructional Cabinet Team will review lesson plan process and lesson plan to better to have a plan that better supports standards-based instruction. • Aligning English Curriculum to have four-year skills progression (Scope and Sequence). School leaders will communicate that Curriculum Maps will be expected to align to the skills progression as well. Teachers will be given time to adjust their curriculum maps. • Through departments, teachers will be introduced to the new grading policy that shifts percentages from completion to percentages to standards. Online gradebooks will also be organized as such. • Departments will look at MAP data to determine progress on students and make adjustments on standards to target.

<p>HS Math All Students Performance Index</p> <p>Indicator: #130</p>	<p>Goal By June 2021, our High School math All Students Performance Index DII will rise to 63.4 from a baseline of 53.4.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Aligning Math Curriculum to have four-year skills progression (Scope and Sequence). Ensure all co-teachers have received professional development on the multiple models of co-teaching to better support student barriers through Great Books Coaching Leverage information from students' IEPs on the impact of disability to plan for required adaptations to instruction. Ensure that teachers who are providing instruction to ELLs/MLLS are effective and have a deep knowledge of content and can leverage students' cultures as an asset. Through Professional Development with Great Books. Create opportunities for ELLs/MLLS to use their home language, when and where appropriate. <p>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</p> <ul style="list-style-type: none"> Professional Development shifted to focus on remote and technological learning with the objective to ensure students could demonstrate the learning necessary to earn course credit Teachers began designing lessons and providing instruction using Google Classrooms Shift to a standards-based grading model was accelerated during this time Teacher teams agreed upon standards-based summative tasks in each course so that incomplete grades could be followed up with consistent strategies and messaging Pacing calendars were adjusted Grade teams identified students showing a significant drop in academic performance with remote learning compared to live instruction Grade team members became academic mentors to students who were identified as struggling 	<ul style="list-style-type: none"> Introduce new lesson plan template that combines lesson plan process with lesson plan template. Teachers will have full school year to adapt to new lesson plan template that aligns more closely to standards. Instructional Cabinet Team will review current grading policy and begin modifying policy to better align with standards-based grading. Instructional Cabinet Team will meet with department teams to discuss proposals to current grading policy to align with standards-based grading. Instructional Cabinet Team will roll out new standards-based grading policy with full staff. Instructional Cabinet Team will evaluate first marking period grades and meet with department teams to understand how the new grading policy impacted instruction and students learning Instructional Cabinet Team will review lesson plan process and lesson plan to better to have a plan that better supports standards-based instruction. Aligning English Curriculum to have four-year skills progression (Scope and Sequence). School leaders will communicate that Curriculum Maps will be expected to align to the skills progression as well. Teachers will be given time to make adjustments to their curriculum maps. Through departments, teachers will be introduced to the new grading policy that shifts percentages from completion to percentages to standards. Online gradebooks will also be organized as such. Departments will look at MAP data to determine progress on students and make adjustments on standards to target.
<p>2018-19: 2014 Total Cohort 5-Year Grad Rate - All Students</p>	<p>Goal:</p>	<ul style="list-style-type: none"> Provide time for ELL co-teachers to plan together to ensure that teachers are familiar with their students to best tailor authentic text that is

<p>Indicator: #88</p>	<p>By June 2021, we will achieve a NYS Demonstrable Improvement Indicator (DII) Score of 79% on the 2014 Total Cohort 5-Year Grad Rate - All Students DII from the 2018 baseline rate of 65%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Develop horizontal teacher teams for collaborative planning around instructional expectations for students in temporary housing • Provide time for co-teachers to plan together to identify a barrier that can be supported via a differentiation strategy/plan and incorporating it in Unit and lesson plans. • Analyze standards to prioritize skills students require to progress within the shared curriculum. • Create ELT for students in need of credits for credit remediation • Create ELT for students in need of credits for skill improvement • Create ELT for ELL students who are considered Entering or Emerging to better support academic language • Provide time for ELL co-teachers to plan together to ensure that teachers are familiar with their students to best tailor authentic text that is representative of students' linguistically and culturally diverse experiences. • Provide time for SWD co-teachers to plan together to identify a barrier that can be supported via a differentiation strategy/plan and incorporating it in Unit and lesson plans. <p>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</p> <ul style="list-style-type: none"> • Counselors continued to utilize New Visions Data Tool to ensure students were on a pathway to receive their credits by June/August 2020 • Grade teams as well continued to evaluate student progress through the progress to graduation tracker and intervene as necessary to support students and families in making the adjustment to on-line learning • Grade teams identified students showing a significant drop in academic performance with remote learning compared to live instruction • Grade team members became academic mentors to students who were identified as struggling 	<p>representative of students' linguistically and culturally diverse experiences.</p> <ul style="list-style-type: none"> • Provide time for SWD co-teachers to plan together to identify a barrier that can be supported via a differentiation strategy/plan and incorporating it in Unit and lesson plans. • A SIG funded supplemental Social Studies teacher will support ENL Students in meeting the writing and analysis skills to necessary to reach Proficiency levels on the US History and Global Studies Regents Exams. • A SIG funded supplemental ENL Teacher will support 2 ENL teacher streams, whereby ENL students receive more in-classroom support in all their humanities classes. Additionally, ENL teachers provide their teams with tools and strategies to provide targeted, consistent support, across disciplines. • A SIG funded supplemental Math Teacher will push in and provide students in-classroom support in their mathematics classes. Additionally, this teacher will provide the ENL and SWD teams with tools and strategies to provide targeted, consistent support in mathematics. • A SIG funded supplemental Special Education Teacher will push in and provide students in-classroom support in their subject area classes. Additionally, this teacher will provide the instructional teams with tools and strategies to provide targeted, consistent support in subject area classes. • A SIG funded supplemental Assistant Principal will provide supports including: providing teachers with the support that they require for improving school-wide pedagogy and curriculum; PD implementation as well as serve as a coordinator for inter-visitations and any individualized support that is needed by teachers based on observations.
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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
DTSDE Tenant 6: Family Engagement Indicator: #6	<p>Goal: By June 2021, our Family Engagement DII will meet the progress target parameters on the DTSDE – Tenant 6 as required by SED.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • The school offers regular workshops and information sessions that help families understand how children learn and are being taught. These are offered in families preferred language. • The school has guidance related to programs, requirements, courses and assessments that supports families understanding of what is needed for successful and timely grade-level/course completion on their trajectory toward graduating college and career ready. • The principal shares data with families about the school and describes how the school is working to make improvements at least once per quarter. • Family survey data is analyzed to identify trends and areas of concern. Families are involved in planning how address the identified areas of concern. <p>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</p> <ul style="list-style-type: none"> • Attendance mentors were able to reach out to families to garner their support throughout the switch to remote learning. • Parent Coordinator as well supported families as an attendance mentor • Internet phone numbers were secured so that when parents called the school, the calls were forwarded to these numbers which the attendance mentors could access through a home computer/iPad/smartphone 	<ul style="list-style-type: none"> • Twice per year, in November and March, the school will utilize the DTSDE Tenet 6 Self-Assessment Calculator to gauge progress in this DII. Evaluation will look at school performance in below categories: • The school offers regular workshops and information sessions that help families understand how children learn and are being taught. These are offered in families preferred language. • The school has guidance related to programs, requirements, courses and assessments that supports families understanding of what is needed for successful and timely grade-level/course completion on their trajectory toward graduating college and career ready. • The principal shares data with families about the school and describes how the school is working to make improvements at least once per quarter. • Family survey data is analyzed to identify trends and areas of concern. Families are involved in planning how address the identified areas of concern. (6B)

<p>Plan for and implement Community School Model</p> <p>Indicator: #2</p>	<p>Goal: 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>Key Strategies:</p> <ul style="list-style-type: none"> • Implement Collaborative Inquiry for weekly Student Tracking in meeting student responsibilities • Implement Early Warning Intervention System to support consistent responses in a progressive restorative way before traditional punitive responses 	<ul style="list-style-type: none"> • School leaders will work toward developing Tier 2 and 3 supports. For Tier 3, this will involve identifying staff who are willing to serve as mentors for students and developing expectations for the role of mentor. For Tier 2 supports, this will involve communicating to the assigned teacher that the child is potentially at-risk and that academic success should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's performance. • Staff mentors will meet daily with student mentees receiving tier 3 support to check-in with the student. Mentors will share any information about barriers to school success with the guidance team. Kid Talks for all students - Weekly datasets with tracking of students who are not meeting responsibilities, identify, support, and connect with students. Implement personalized Intervention based (PBIS reward, other rewards) on student Kid Talk • Kid Talks with SWD Teacher Team. Implement personalized Intervention based (PBIS reward, other rewards) on student Kid Talk • Kid Talks with ELL Teacher Team. Implement personalized Intervention based (PBIS reward, other rewards) on student Kid Talk • Student advocates for SWD's • Onboarding new staff to school wide PBIS Rewards system. • Kid Talks for STH with Long Term Absent Team • Grade teams revise student responsibilities to better suit new working environment that are aligned to PBIS rewards. This will establish expectations for student. • Grade team leaders will undergo CRE training to then introduce to grade team leaders as a start to
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<p>Providing 200 Hours of Extended Day Learning Time (ELT)</p> <p>Indicator: #94</p>	<p>Goal: 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>Key Strategies:</p> <ul style="list-style-type: none"> • Create ELT for students in need of credits for credit remediation • Create ELT for students in need of credits for skill improvement • Create ELT for ELL students who are considered Entering or Emerging to better support academic language <p>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</p> <ul style="list-style-type: none"> • ELT continued as students were able to continue with credit remediation remotely • ELT for skill support was suspended 	<p>overall CRE education to better build connections with students.</p> <ul style="list-style-type: none"> • 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. • SIG funded per session will support student after school programming including credit remediation, tutoring, Saturday school and support during school holidays as well as for curriculum development and professional development for teachers to adapt curriculum to meet student's individual needs and to provide improved social emotional supports.
<p>2018-19: 2015 Total Cohort 4-Year Grad Rate - SWD Students</p> <p>Indicator: #71</p>	<p>Goal: By June 2021, we will achieve a NYS Demonstrable Improvement Indicator (DII) Score of 48% on the 2015 Total Cohort 4-Year Grad Rate – SWD Students DII from the 2018 baseline rate of 51%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Develop horizontal teacher teams for collaborative planning around instructional expectations for students in temporary housing • Provide time for co-teachers to plan together to identify a barrier that can be supported via a differentiation strategy/plan and incorporating it in Unit and lesson plans. • Analyze standards to prioritize skills students require to progress within the shared curriculum. • Create ELT for students in need of credits for credit remediation • Create ELT for students in need of credits for skill improvement • Create ELT for ELL students who are considered Entering or Emerging to better support academic language • Provide time for ELL co-teachers to plan together to ensure that teachers are familiar with their students to best tailor authentic text that is representative of students' linguistically and culturally diverse experiences. • Provide time for SWD co-teachers to plan together to identify a barrier that can be supported via a differentiation strategy/plan and incorporating it in Unit and lesson plans. <p>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</p> <ul style="list-style-type: none"> • A remote support plan was put in place for each SWD student • Teachers of Special Education students shifted traditional ICT support to small groups in separate differentiated synchronous support times within Google Classroom 	<ul style="list-style-type: none"> • A SIG funded supplemental Math Teacher will push in and provide students in-classroom support in their mathematics classes. Additionally, this teacher will provide the ENL and SWD teams with tools and strategies to provide targeted, consistent support in mathematics. • A SIG funded supplemental Special Education Teacher will push in and provide students in-classroom support in their subject area classes. Additionally, this teacher will provide the instructional teams with tools and strategies to provide targeted, consistent support in subject area classes. • A SIG funded supplemental Assistant Principal will provide supports including: providing teachers with the support that they require for improving school-wide pedagogy and curriculum; PD implementation as well as serve as a coordinator for inter-visitations and any individualized support that is needed by teachers based on observations.

<p>HS ELA Hispanic Performance Index</p> <p>Indicator: #123</p>	<p>Goal: By August 2021, our High School ELA Hispanic Performance Index DII will rise to 83.8 from a baseline of 73.8.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Develop horizontal teacher teams for collaborative planning around instructional expectations for ELL Students • Create ELT for ELL students who are considered Entering or Emerging to better support academic language • Provide time for ELL co-teachers to plan together to ensure that teachers are familiar with their students to best tailor authentic text that is representative of students' linguistically and culturally diverse experiences. • Increase ELL programming in College level courses by 5% • Increase ELL programming to off-site Internship Program by 5% • Create opportunities for ELLs/MLLs to use their home language, when and where appropriate. • Kid Talks with ELL Teacher Team and Student Advocates for ELLs <p>Adjustments made due to Covid 19 transition to remote learning in mid-March included:</p> <ul style="list-style-type: none"> • Professional Development shifted to focus on remote and technological learning with the objective to ensure students could demonstrate the learning necessary to earn course credit • Teachers began designing lessons and providing instruction using Google Classrooms • Shift to a standards-based grading model was accelerated during this time • Teacher teams agreed upon standards-based summative tasks in each course so that incomplete grades could be followed up with consistent strategies and messaging • Pacing calendars were adjusted • Grade teams identified students showing a significant drop in academic performance with remote learning compared to live instruction • Grade team members became academic mentors to students who were identified as struggling 	<ul style="list-style-type: none"> • Administration will ensure through creative programming that ELL push in support is limited to the least amount of co-teaching pairs as possible. This will allow ELL teachers to have a better grasp of the content, to then better support students. • Develop horizontal teacher teams for collaborative planning around instructional expectations for ELL Students to better support ELL skill progression over the course of 4 years. • Create ELT for ELL students who are considered Entering or Emerging to better support academic language outside of normal academic classes. • Provide time for ELL co-teachers to plan together to ensure that teachers are familiar with their students to best tailor authentic text that is representative of students' linguistically and culturally diverse experiences. • Increase ELL programming in College level courses by 5% to provide equitable access. • Increase ELL programming to off-site Internship Program by 5% to provide equitable access. • Create opportunities for ELLs/MLLs to use their home language, when and where appropriate. • Kid Talks with ELL Teacher Team and Student Advocates for ELLs to better support a student holistically. • A SIG funded supplemental Social Studies teacher will support ENL Students in meeting the writing and analysis skills to necessary to reach Proficiency levels on the US History and Global Studies Regents Exams. • A SIG funded supplemental ENL Teacher will support 2 ENL teacher streams, whereby ENL students receive more in-classroom support in all of their humanities classes. Additionally, ENL teachers provide their teams with tools and strategies to provide targeted, consistent support, across disciplines. • A SIG funded supplemental Math Teacher will push in and provide students in-classroom support in their
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		<p>mathematics classes. Additionally, this teacher will provide the ENL and SWD teams with tools and strategies to provide targeted, consistent support in mathematics.</p> <ul style="list-style-type: none"> • A SIG funded supplemental Special Education Teacher will push in and provide students in-classroom support in their subject area classes. Additionally, this teacher will provide the instructional teams with tools and strategies to provide targeted, consistent support in subject area classes. • A SIG funded supplemental Assistant Principal will provide supports including: providing teachers with the support that they require for improving school-wide pedagogy and curriculum; PD implementation as well as serve as a coordinator for inter-visitations and any individualized support that is needed by teachers based on observations.
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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).

Outcomes of the CET:

- Discussed attendance initiatives and goals
- Parent engagement activities
- Family engagement budget approval
- Student supports and interventions

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.

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

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.

Listed below are any other efforts to utilize the powers of the School Receiver:

- * 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)

Best Practices

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

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

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