

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:				
08X530: Longwood Preparatory Academy	320800011530	NYC Geographic District 08	Center for Supportive Schools	Check which plan below applies:				
				SIG			SCEP	
				Cohort: N/A				
				Model: N/A				
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	Asya Johnson	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: 70%	17.0%	29.9%	335
	Appointment Date: 9/21/2016							

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, we will achieve a NYS Demonstrable Improvement Indicator (DII) Score of 48% on the HS Chronic Absenteeism - All Students DII from the 2018 baseline rate of 53%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Identify SWAG Mentors and Chronic absentees to be matched • SWAG Mentor Training provided by CSD – Center for Supportive Schools • SWAG Mentor Kickoff Meeting • Mentor-Mentees Introduced • 1x day check in with mentor-mentee • 20-minute check in with mentor-mentee • Passport system that tracks daily attendance for each SWAG mentee (chronically absent students between 70% - 85% YTD Attendance) • CSS troubleshooting debrief new strategies looking at student profiles and outside supports – analysis of successes and challenges • Professional Development series for all teachers and staff to understand the interventions for each target group of students 	<ul style="list-style-type: none"> • Facilitate an attendance-based passport system using a hybrid-model for mentors to track and increase attendance for chronically absent scholars (80% - 90% ADA) • Implement monthly virtual parent workshops on how to support scholars during SY 20-21 transition back to school • Targeted mentoring support for English Language Learners (ELLs) who are at risk of becoming severely chronically absent • Leverage community school interns as attendance ambassadors who conduct outreach for peers at risk of increasing # of absences per month • Monthly scholar engagement workshops to promote attendance and engagement • Leverage full time Student Engagement Coordinator (SEC)

	<ul style="list-style-type: none"> Targeted mentoring for ELL students - CSD tracking progress towards ELL YTD goal, consultant and teacher facilitating ELL-focused trips, one-on-one mentoring and incentives Targeted interventions for subgroup (SWDs) - CSD and school admin tracking progress towards attendance goals for SWDs; CSD presents data analysis to attendance team Counseling services for students with disabilities, case by case One-on-one counseling for Students in Temporary Housing with social worker - Community School Director and Social Worker with targeted caseload for STH population to provide wraparound services Town Halls - School leaders will facilitate grade level town halls to discuss attendance priorities to each scholar, including expectations of 90% attendance Advisory - Scholars divided between 17 advisory groups to review attendance profiles and identify term goals with guidance from advisor Community School Internship four interns serve as attendance ambassadors for the school community – responsibilities include bulletin boards, attendance competitions, communications, etc. Blue Legends Student Leadership Program – requires 90%+ attendance to join <p>Adjustments for transition to remote learning</p> <ul style="list-style-type: none"> Each scholar was assigned a point person who contacted the scholar and/or parents each day during remote learning. Point person served as liaison for scholars and assisted them with scheduling meetings, and tutoring sessions with teachers. Scholars received raffles for e-giftcards for bringing scholars to “live sessions” during the buddy system challenge 	<ul style="list-style-type: none"> Conduct monthly professional development workshops for all instructional and support staff to access New Visions Data Portal and learn data tracking methods Collaboration between CSD and ELL coordinator (current teacher) to facilitate professional development to staff on supporting Average Daily Attendance of English Language Learners
<p>2018-19: 2016 Total Cohort (11th Graders) Passing ELA Regents</p> <p>Indicator: #69</p>	<p>Goal: By June 2021, we will achieve a NYS Demonstrable Improvement Indicator (DII) Score of 55% on the 2016 Total Cohort (11th Graders) Passing ELA Regents DII from the 2018 baseline rate of 50%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Guidance team monitors Scholarship Report Each marking Period – 3 per term for ELA passing rates and plans interventions for struggling students Administration and Guidance team Monitor ELA Regents and course Passing Rates (Jan and June) to Identify Target Students for Additional Intervention Use assessment data from quarterly Interim Assessments and engage in Data Analysis of these assessments to progress monitor student mastery of grade level standards, provide feedback to students and make adjustments to Instruction. ICT Teams meet twice per week to address student issues and co-plan lessons 	<ul style="list-style-type: none"> Revise reading intervention (WIN day) structure to include the daily use of Lexia reading data, reading groups, daily independent reading and small group instruction focused on foundation skills (fluency, word study & comprehension) Professional Development Aligned to Instructional Focus and Core 4 (Based on Zaretta Hammond’s Ready for Rigor Framework) that supports teachers in implementing Culturally Responsive teaching practices that enhance both social-emotional and cognitive aspects of teaching. Through collaboration with Blue Engine, support the 9th grade ICT team in implementing a variety of high

	<ul style="list-style-type: none"> • Incorporate WIN (What I Need- to improve my Reading) DAY within the ELA block to provide students an opportunity to read every day on their level as they build skills and stamina. In addition, CSR will give school academic specific skills to interact with the text more independently. • Utilize the DATAWISE process to identify a Learner Centered Problem, Problem of Practice and research-based strategies to improve specific skills as they relate to ELA Regents • Provide targeted Reading Intervention-Rewards (Reading Excellence Word Attack and Rate Development Strategies) • Implement Rosetta Stone- English to support tiered student intervention for ELL's • Use data reports from Lexia Power Up- Reading Comprehension Assessment & Practice in order to drive data conferences with teachers focusing explicitly on students' growth and outcomes to ensure that students receive the • Use Lexia rapid assessment baseline to place students in reading groups within ELA class and intervention periods. Pull out tier 3 students with federally funded IEP teacher. <p>Adjustments for transition to remote learning</p> <ul style="list-style-type: none"> • All scholars were provided with rigorous instruction and assigned a maximum of three assignments per week posted on Monday, Wednesdays, and Fridays; allowing time for scholars to handle multiple courses at once and pace their coursework. • Live sessions and block scheduling were offered to scholars during the day and remote special education learning plans were implemented for all scholars and language support plans. • Daily live study sessions were offered to scholars in AP courses. • Teachers used tech programs such as screencastify, flipgrid, and youtube to record a model of the task and in some cases review tasks with scholars. 	<p>impact co-teaching models to ensure full utilization of both teachers so that</p> <ul style="list-style-type: none"> • every scholar is engaged in learning every day. • Review & revise curriculum to ensure culturally relevant practices are incorporated. Use a backwards design approach when planning to adequately identify assessments, revisions, and collaborative opportunities within each Unit. • Administer MAP Assessment as Baseline Assessment in all ELA classes to identify standards aligned skill gaps • Implement Lexia Intervention Program in all ELA classes • Revise existing Interim Assessment and Data Analysis Cycle to include Mock Regents earlier and more frequent • Enhance existing Data Monitoring practices for monitoring credit accumulation and Regents progress by focusing data for specific subgroups (ELLs, SWDs, Black Males, etc.)
<p>2018-19: 2017 Total Cohort (10th Graders) Passing Math Regents</p> <p>Indicator: #67</p>	<p>Goal: By June 2021, we will achieve a NYS Demonstrable Improvement Indicator (DII) Score of 61% on the 2017 Total Cohort (10th Graders) Passing Math Regents DII from the 2018 baseline rate of 56%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Algebra 4 All Professional Learning for All 9th Grade Algebra and Math Modeling Teachers • Three additional periods of math instruction programmed for all 9th grade students • ICT Teams meet twice per week to address student issues and co-plan lessons • Utilize the DATAWISE process to identify a Learner Center Problem, Problem of Practice and research-based strategies to improve specific skills as they relate to Math & Science college readiness from 9th - 12th grade • Implement Math 180 Intervention for Students Below 700 Quantile Level based on Math 180 Placement • Use assessment data from quarterly Interim Assessments and engage in Data Analysis of these assessments to progress monitor student mastery of grade level standards, provide feedback to students and make adjustments to Instruction. 	<ul style="list-style-type: none"> • Change Math Programming Sequence to offer 10th grade scholars Algebra II instead of Geometry. Program Math Master Teacher to teach core 9th grade math class 5x a week. • Administer MAP Assessment as Baseline Assessment in all mathematics classes to identify standards aligned skill gaps • Implement Exact Path Intervention Program for Additional 9th Grade Algebra Periods • Professional Development Aligned to Instructional Focus and Core 4 (Based on Zaretta Hammond's Ready for Rigor Framework) that supports teachers in implementing Culturally Responsive teaching practices that enhance both social-emotional and cognitive aspects of teaching.

	<ul style="list-style-type: none"> Guidance team monitors Scholarship Report Each marking Period – 3 per term for math passing rates and plans interventions for struggling students Monitor Algebra Regents and course Passing Rates (Jan and June) to Identify Target Students for Additional Intervention <p>Adjustments for transition to remote learning</p> <ul style="list-style-type: none"> All scholars were provided with rigorous instruction and assigned a maximum of three assignments per week posted on Monday, Wednesdays, and Fridays; allowing time for scholars to handle multiple courses at once and pace their coursework. Live sessions and block scheduling were offered to scholars during the day and remote special education learning plans were implemented for all scholars and language support plans. Daily live study sessions were offered to scholars in AP courses. Teachers used tech programs such as screencastify, flipgrid, and youtube to record a model of the task and in some cases review tasks with scholars. 	<ul style="list-style-type: none"> Revise existing Interim Assessment and Data Analysis Cycle to include Mock Regents earlier and more frequently Enhance existing Data Monitoring practices for monitoring credit accumulation and Regents progress by focusing data for specific subgroups (ELLs, SWDs, Black Males, etc.) Through collaboration with Blue Engine, support the 9th grade ICT team in implementing a variety of high impact co-teaching models to ensure full utilization of both teachers so that every scholar is engaged in learning every day.
<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 70% on the 2015 Total Cohort 4-Year Grad Rate - All Students DII from the 2018 baseline rate of 64%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Align LPA's Core 5 Instructional Priorities with Instructional Leadership Framework and provide ongoing professional learning to all teachers in order to norm instructional strategies. Engage in instructional walk-throughs within teacher teams and leadership team to norm instructional strategies and expectations across classrooms Professional Development Plan reflects increasing the social emotional and cultural competency of all teachers and staff, with a focus on anti-bias training and Emotional Intelligence. Professional Development Activities are scheduled every Monday after school Cabinet Inquiry team will monitor implementation of Professional Development activities throughout the year to ensure fidelity to planning that increases the cultural and social emotional competency of staff. Instructional Cabinet meets every week to evaluate the needs of SWD and ENL students and plan instructional supports to meet student need Develop vertical interdisciplinary teacher teams (STEAM, Humanities) for collaborative planning around instructional expectations and creation of interdisciplinary units of study. Use assessment data from quarterly Interim Assessments and engage in Data Analysis of these assessments to progress monitoring student progress towards grade level standards and conference with students to provide actionable feedback on their growth. 	<ul style="list-style-type: none"> Revise Instructional Leadership team to include teachers from across grade bands and content areas to better inform Professional Development Collaborate with Instructional Leadership team to revise existing grading policy that is equitable and non-punitive, taking into account blended learning structures Provide Professional Development to all staff on the New Visions portal to increase their access to scholar level information Provide Professional Development aligned to Instructional Focus and Core 4 (Based on Zaretta Hammond's Ready for Rigor Framework) that supports teachers in implementing Culturally Responsive teaching practices that enhance both social-emotional and cognitive aspects of teaching. PLC Groups of teachers and staff will engage in inquiry and professional learning to determine impact of and make adjustment to school priorities (SWAG, Intervention, Co-Teaching) Enhance existing teacher team practices by supporting teams in using the Smart Goal Builder to identify a data based goal to determine their impact

	<ul style="list-style-type: none"> • Monitor all students’ progress toward graduation and ensure students know their progress toward graduation. • Redefine school-wide grading policy that provides an accurate representation of student progress aligned with grade level standards and Regents performance. • During, quarterly CEP monitoring, STH/ ENLs and SWDs will be closely monitored. Each Administrator will be assigned to a population to review progress. <p>Adjustments for transition to remote learning</p> <ul style="list-style-type: none"> • Senior meetings were scheduled one on one with the senior counselor to review scholars’ transcripts and the courses needed to graduate. • School leaders facilitated virtual report card conferences with scholars who fell behind during remote learning and designated themselves as point people for seniors. • Marking period grade tracking allowed us to identify which classes scholars were not completing assignments for. • Using the New Visions Data tool for remote learning, scholar assignments were tracked by class. 	<p>(teams include grade teams, equity team, school culture team, instructional leadership team, crisis team, etc.)</p> <ul style="list-style-type: none"> • Partner with new visions Network for School Improvement to establish 9th grade Success Team • Revise existing Interim Assessment and Data Analysis Cycle to include Mock Regents earlier and more frequent • Enhance existing Data Monitoring practices for monitoring credit accumulation and Regents progress by focusing data for specific subgroups (ELLs, SWDs, Black Males, etc.)
<p>HS Social Studies All Students Performance Index</p> <p>Indicator: #240</p>	<p>Goal: By June 2021, we will achieve a NYS Demonstrable Improvement Indicator (DII) Score of 190.9 on the HS Social Studies All Students Performance Index DII from the 2018 baseline rate of 185.9.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Professional Development Plan reflects increasing the social emotional and cultural competency of all teachers and staff, with a focus on anti-bias training and Emotional Intelligence. • Professional Development Activities are scheduled every Monday after school • Cabinet Inquiry team will monitor implementation of Professional Development activities throughout the year to ensure fidelity to planning that increases the cultural and social emotional competency of staff. • Instructional Cabinet meets every week to evaluate the needs of SWD and ENL students and plan instructional supports to meet student need • Develop vertical interdisciplinary teacher teams (STEAM, Humanities) for collaborative planning around instructional expectations and creation of interdisciplinary units of study. • Use assessment data from quarterly Interim Assessments and engage in Data Analysis of these assessments to progress monitoring student progress towards grade level standards and conference with students to provide actionable feedback on their growth. • Redefine school-wide grading policy that provides an accurate representation of student progress aligned with grade level standards and Regents performance. • During, quarterly CEP monitoring, STH/ ENLs and SWDs will be closely monitored. Each Administrator will be assigned to a population to review progress. 	<ul style="list-style-type: none"> • Professional Development Aligned to Instructional Focus and Core 4 (Based on Zaretta Hammond’s Ready for Rigor Framework) that supports teachers in implementing Culturally Responsive teaching practices that enhance both social-emotional and cognitive aspects of teaching. • Through collaboration with Blue Engine, support the 9th grade ICT team in implementing a variety of high impact co-teaching models to ensure full utilization of both teachers so that • every scholar is engaged in learning every day. • Review & revise curriculum to ensure culturally relevant practices are incorporated. Use a backwards design approach when planning to adequately identify assessments, revisions, and collaborative opportunities within each Unit. • Revise existing Interim Assessment and Data Analysis Cycle to include Mock Regents earlier and more frequent • Enhance existing Data Monitoring practices for monitoring Regents progress by focusing data for specific subgroups (ELLs, SWDs, Black Males, etc.)

	<p>Adjustments for transition to remote learning</p> <ul style="list-style-type: none"> All scholars were provided with rigorous instruction and assigned a maximum of three assignments per week posted on Monday, Wednesdays, and Fridays; allowing time for scholars to handle multiple courses at once and pace their coursework. Live sessions and block scheduling were offered to scholars during the day and remote special education learning plans were implemented for all scholars and language support plans. Daily live study sessions were offered to scholars in AP courses. Teachers used tech programs such as screencastify, flipgrid, and youtube to record a model of the task and in some cases review tasks with scholars. 	
<p>HS Science All Students Performance Index</p> <p>Indicator: #230</p>	<p>Goal: By June 2021, we will achieve a NYS Demonstrable Improvement Indicator (DII) Score of 184.7 on the HS Science All Students Performance Index DII from the 2018 baseline rate of 179.7.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Professional Development Plan reflects increasing the social emotional and cultural competency of all teachers and staff, with a focus on anti-bias training and Emotional Intelligence. Professional Development Activities are scheduled every Monday after school Cabinet Inquiry team will monitor implementation of Professional Development activities throughout the year to ensure fidelity to planning that increases the cultural and social emotional competency of staff. Instructional Cabinet meets every week to evaluate the needs of SWD and ENL students and plan instructional supports to meet student need Develop vertical interdisciplinary teacher teams (STEAM, Humanities) for collaborative planning around instructional expectations and creation of interdisciplinary units of study. Use assessment data from quarterly Interim Assessments and engage in Data Analysis of these assessments to progress monitoring student progress towards grade level standards and conference with students to provide actionable feedback on their growth. Redefine school-wide grading policy that provides an accurate representation of student progress aligned with grade level standards and Regents performance. During, quarterly CEP monitoring, STH/ ENLs and SWDs will be closely monitored. Each Administrator will be assigned to a population to review progress. <p>Adjustments for transition to remote learning</p> <ul style="list-style-type: none"> All scholars were provided with rigorous instruction and assigned a maximum of three assignments per week posted on Monday, Wednesdays, and Fridays; allowing time for scholars to handle multiple courses at once and pace their coursework. 	<ul style="list-style-type: none"> Professional Development Aligned to Instructional Focus and Core 4 (Based on Zaretta Hammond’s Ready for Rigor Framework) that supports teachers in implementing Culturally Responsive teaching practices that enhance both social-emotional and cognitive aspects of teaching. Through collaboration with Blue Engine, support the 9th grade ICT team in implementing a variety of high impact co-teaching models to ensure full utilization of both teachers so that every scholar is engaged in learning every day. Review & revise curriculum to ensure culturally relevant practices are incorporated. Use a backwards design approach when planning to adequately identify assessments, revisions, and collaborative opportunities within each Unit. Revise existing Interim Assessment and Data Analysis Cycle to include Mock Regents earlier and more frequent Enhance existing Data Monitoring practices for monitoring Regents progress by focusing data for specific subgroups (ELLs, SWDs, Black Males, etc.)

	<ul style="list-style-type: none"> • Live sessions and block scheduling were offered to scholars during the day and remote special education learning plans were implemented for all scholars and language support plans. • Daily live study sessions were offered to scholars in AP courses. • Teachers used tech programs such as screencastify, flipgrid, and youtube to record a model of the task and in some cases review tasks with scholars. 	
<p>2018-19: 2014 Total Cohort 5-Year Grad Rate - All Students</p> <p>Indicator: #88</p>	<p>Goal: By June 2021, we will achieve a NYS Demonstrable Improvement Indicator (DII) Score of 61% on the 2015 Total Cohort 5-Year Grad Rate - All Students DII from the 2018 baseline rate of 59%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Align LPA's Core 5 Instructional Priorities with Instructional Leadership Framework and provide ongoing professional learning to all teachers in order to norm instructional strategies. • Engage in instructional walk-throughs within teacher teams and leadership team to norm instructional strategies and expectations across classrooms • Professional Development Plan reflects increasing the social emotional and cultural competency of all teachers and staff, with a focus on anti-bias training and Emotional Intelligence. • Professional Development Activities are scheduled every Monday after school • Cabinet Inquiry team will monitor implementation of Professional Development activities throughout the year to ensure fidelity to planning that increases the cultural and social emotional competency of staff. • Instructional Cabinet meets every week to evaluate the needs of SWD and ENL students and plan instructional supports to meet student need • Develop vertical interdisciplinary teacher teams (STEAM, Humanities) for collaborative planning around instructional expectations and creation of interdisciplinary units of study. • Use assessment data from quarterly Interim Assessments and engage in Data Analysis of these assessments to progress monitoring student progress towards grade level standards and conference with students to provide actionable feedback on their growth. • Monitor all students' progress toward graduation and ensure students know their progress toward graduation. • Redefine school-wide grading policy that provides an accurate representation of student progress aligned with grade level standards and Regents performance. • During, quarterly CEP monitoring, STH/ ENLs and SWDs will be closely monitored. Each Administrator will be assigned to a population to review progress. <p>Adjustments for transition to remote learning</p> <ul style="list-style-type: none"> • Senior meetings were scheduled one on one with the senior counselor to review scholars' transcripts and the courses needed to graduate. 	<ul style="list-style-type: none"> • Monitor all students' progress toward graduation and ensure students know their progress toward graduation. • Counselors follow up students at YABC programs to support students at meeting their graduation goals <p>Please see above - Total Cohort 4-Year Grad Rate - All Students - Indicator: #70</p>

	<ul style="list-style-type: none"> • School leaders facilitated virtual report card conferences with scholars who fell behind during remote learning and designated themselves as point people for seniors. • Marking period grade tracking allowed us to identify which classes scholars were not completing assignments for. • Using the New Visions Data tool for remote learning, scholar assignments were tracked by class. 	
<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 66% on the 2015 Total Cohort 6-Year Grad Rate - All Students DII from the 2018 baseline rate of 56%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Align LPA's Core 5 Instructional Priorities with Instructional Leadership Framework and provide ongoing professional learning to all teachers in order to norm instructional strategies. • Engage in instructional walk-throughs within teacher teams and leadership team to norm instructional strategies and expectations across classrooms • Professional Development Plan reflects increasing the social emotional and cultural competency of all teachers and staff, with a focus on anti-bias training and Emotional Intelligence. • Professional Development Activities are scheduled every Monday after school • Cabinet Inquiry team will monitor implementation of Professional Development activities throughout the year to ensure fidelity to planning that increases the cultural and social emotional competency of staff. • Instructional Cabinet meets every week to evaluate the needs of SWD and ENL students and plan instructional supports to meet student need • Develop vertical interdisciplinary teacher teams (STEAM, Humanities) for collaborative planning around instructional expectations and creation of interdisciplinary units of study. • Use assessment data from quarterly Interim Assessments and engage in Data Analysis of these assessments to progress monitoring student progress towards grade level standards and conference with students to provide actionable feedback on their growth. • Monitor all students' progress toward graduation and ensure students know their progress toward graduation. • Redefine school-wide grading policy that provides an accurate representation of student progress aligned with grade level standards and Regents performance. • During, quarterly CEP monitoring, STH/ ENLs and SWDs will be closely monitored. Each Administrator will be assigned to a population to review progress. <p>Adjustments for transition to remote learning</p> <ul style="list-style-type: none"> • Senior meetings were scheduled one on one with the senior counselor to review scholars' transcripts and the courses needed to graduate. • School leaders facilitated virtual report card conferences with scholars who fell behind during remote 	<ul style="list-style-type: none"> • Monitor all students' progress toward graduation and ensure students know their progress toward graduation. • Counselors follow up students at YABC programs to support students at meeting their graduation goals <p>Please see above - Total Cohort 4-Year Grad Rate - All Students - Indicator: #70</p>

	<p>learning and designated themselves as point people for seniors.</p> <ul style="list-style-type: none"> • Marking period grade tracking allowed us to identify which classes scholars were not completing assignments for. • Using the New Visions Data tool for remote learning, scholar assignments were tracked by class. 	
<p>HS ELA All Students Performance Index</p> <p>Indicator: #120</p>	<p>Goal: By June 2021, we will achieve a NYS Demonstrable Improvement Indicator (DII) Score of 108.4 on the HS ELA All Students performance Index DII from the 2018 baseline rate of 98.4.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Guidance team monitors Scholarship Report Each marking Period – 3 per term for ELA passing rates and plans interventions for struggling students • Administration and Guidance team Monitor ELA Regents and course Passing Rates (Jan and June) to Identify Target Students for Additional Intervention • Use assessment data from quarterly Interim Assessments and engage in Data Analysis of these assessments to progress monitor student mastery of grade level standards, provide feedback to students and make adjustments to Instruction. • ICT Teams meet twice per week to address student issues and co-plan lessons • Incorporate WIN (What I Need- to improve my Reading) DAY within the ELA block to provide students an opportunity to read every day on their level as they build skills and stamina. In addition, CSR will give school academic specific skills to interact with the text more independently. • Utilize the DATAWISE process to identify a Learner Centered Problem, Problem of Practice and research-based strategies to improve specific skills as they relate to ELA Regents • Provide targeted Reading Intervention-Rewards (Reading Excellence Word Attack and Rate Development Strategies) • Implement Rosetta Stone- English to support tiered student intervention for ELL's • Use data reports from Lexia Power Up- Reading Comprehension Assessment & Practice in order to drive data conferences with teachers focusing explicitly on students' growth and outcomes to ensure that students receive the • Use Lexia rapid assessment baseline to place students in reading groups within ELA class and intervention periods. Pull out tier 3 students with federally funded IEP teacher. <p>Adjustments for transition to remote learning</p> <ul style="list-style-type: none"> • All scholars were provided with rigorous instruction and assigned a maximum of three assignments per week posted on Monday, Wednesdays, and Fridays; allowing time for scholars to handle multiple courses at once and pace their coursework. • Live sessions and block scheduling were offered to scholars during the day and remote special education learning plans were implemented for all scholars and language support plans. 	<p>Please see above 2016 Total Cohort (11th Graders) Passing ELA Regents - Indicator: #69</p>

	<ul style="list-style-type: none"> • Daily live study sessions were offered to scholars in AP courses. • Teachers used tech programs such as screencastify, flipgrid, and youtube to record a model of the task and in some cases review tasks with scholars. 	
<p>College, Career and Civic Readiness Index - All Students</p> <p>Indicator: #140</p>	<p>Goal: By June 2021, we will achieve a NYS Demonstrable Improvement Indicator (DII) Score of 88.7 on the College, Career and Civic Readiness Index - All Students DII from the 2018 baseline rate of 78.7.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Develop vertical and horizontal teacher teams to align instructional expectations to support school wide post-secondary planning scope and sequence. • Teacher trained in Project Advance on campus at Syracuse University • Target and prioritize ELL, SWD and STH scholars who have not participated in college now courses • Utilizing College Access for All funding, Good Shepherd Counselors provide advisement and student choice in selecting college courses provided at BCC and Hostos • Project Advance class in Sociology is provided to interested students at LPA to earn 3 credits sin sociology from Syracuse University • Students complete applications to enroll at BCC and Hostos with support of Good Shepherd Counselors • Classes begin at BCC and Hostos • Provide one-on-one post-secondary counseling in 9th and 10th grades with school-based college and career counselor. • Build 9th and 10th graders' awareness of post-secondary pathways and provide early planning opportunities. • Improve communication of critical post-secondary planning knowledge across all content areas at each grade level. • School Leadership meets once per month with Good Shepherd Counselors to track student progress and identify needed supports <p>Adjustments for transition to remote learning</p> <ul style="list-style-type: none"> • Daily live study sessions were offered to scholars in AP courses. 	<ul style="list-style-type: none"> • Curriculum Mapping for ICT AP courses • Weekly meetings with NYU College Advising Corps to encourage and motivate scholars to persist in their college now courses • Weekly Senior Seminar courses • Bi-weekly AP teacher support for curriculum planning for scholars with disabilities • Bi-weekly CTE grade progress meeting • Marking period data tracking for CTE and AP courses • Weekly check-ins with college now scholar with College Advising Corps • Review mid-term grades with from college now courses with scholars and college advising corps • Grade conferences with scholars in AP and CTE courses • Review MP data with AP teachers and CTE Teachers • 2nd MP data review for all AP & CTE courses + meet with AP and CTE teachers • Review final grades of college now courses for Term 1
<p>HS Math All Students Performance Index</p> <p>Indicator: #130</p>	<p>Goal: By June 2021, we will achieve a NYS Demonstrable Improvement Indicator (DII) Score of 85.6 on the HS Math All Students Performance Index DII from the 2018 baseline rate of 78.1%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Algebra 4 All Professional Learning for All 9th Grade Algebra and Math Modeling Teachers 	<p>Please see above 2017 Total Cohort (10th Graders) Passing Math Regents - Indicator: #67</p>

	<ul style="list-style-type: none"> • Three additional periods of math instruction programmed for all 9th grade students • ICT Teams meet twice per week to address student issues and co-plan lessons • Utilize the DATAWISE process to identify a Learner Center Problem, Problem of Practice and research-based strategies to improve specific skills as they relate to Math & Science college readiness from 9th - 12th grade • Implement Math 180 Intervention for Students Below 700 Quantile Level based on Math 180 Placement • Use assessment data from quarterly Interim Assessments and engage in Data Analysis of these assessments to progress monitor student mastery of grade level standards, provide feedback to students and make adjustments to Instruction. • Guidance team monitors Scholarship Report Each marking Period – 3 per term for math passing rates and plans interventions for struggling students • Monitor Algebra Regents and course Passing Rates (Jan and June) to Identify Target Students for Additional Intervention <p>Adjustments for transition to remote learning</p> <ul style="list-style-type: none"> • All scholars were provided with rigorous instruction and assigned a maximum of three assignments per week posted on Monday, Wednesdays, and Fridays; allowing time for scholars to handle multiple courses at once and pace their coursework. • Live sessions and block scheduling were offered to scholars during the day and remote special education learning plans were implemented for all scholars and language support plans. • Daily live study sessions were offered to scholars in AP courses. • Teachers used tech programs such as screencastify, flipgrid, and youtube to record a model of the task and in some cases review tasks with scholars. 	

<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
Plan for and implement Community School Model Indicator: #2	<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"> • ELL-focused Identify SWAG Mentors and Chronic absentees to be matched • SWAG Mentor Training provided by CSD – Center for Supportive Schools • SWAG Mentor Kickoff Meeting • Mentor-Mentees Introduced • 1x day check in with mentor-mentee • 20-minute check in with mentor-mentee • Passport system that tracks daily attendance for each SWAG mentee (chronically absent students between 70% - 85% YTD Attendance) • CSS troubleshooting debrief new strategies looking at student profiles and outside supports – analysis of successes and challenges • Professional Development series for all teachers and staff to understand the interventions for each target group of students • Targeted mentoring for ELL students - CSD tracking progress towards ELL YTD goal, consultant and teacher facilitating trips, one-on-one mentoring and incentives • Targeted interventions for subgroup (SWDs) - CSD and school admin tracking progress towards attendance goals for SWDs; CSD presents data analysis to attendance team • Counseling services for students with disabilities, case by case • One-on-one counseling for Students in Temporary Housing with social worker - Community School Director and Social Worker with targeted caseload for STH population to provide wraparound services • Town Halls - School leaders will facilitate grade level town halls to discuss attendance priorities to each scholar, including expectations of 90% attendance • Advisory - Scholars divided between 17 advisory groups to review attendance profiles and identify term goals with guidance from advisor • Community School Internship four interns serve as attendance ambassadors for the school community – responsibilities include bulletin boards, attendance competitions, communications, etc. • Blue Legends Student Leadership Program – requires 90%+ attendance to join 	<ul style="list-style-type: none"> • Facilitate an attendance-based passport system using a hybrid-model for mentors to track and increase attendance for chronically absent scholars (80% - 90% ADA) • Implement monthly virtual parent workshops on how to support scholars during SY 20-21 transition back to school • Targeted mentoring support for English Language Learners (ELLs) who are at risk of becoming severely chronically absent • Leverage community school interns as attendance ambassadors who conduct outreach for peers at risk of increasing # of absences per month • Monthly scholar engagement workshops to promote attendance and engagement leverage full time Student Engagement Coordinator (SEC) • Conduct monthly professional development workshops for all instructional and support staff to access New Visions Data Portal and learn data tracking methods • Collaboration between CSD and ELL coordinator (current teacher) to facilitate professional development to staff on supporting Average Daily Attendance of English Language Learners

	<ul style="list-style-type: none"> Family Engagement Team - CSD will regularly meet with Parent Coordinator and SW/Family Engagement Coordinator on a monthly basis to assess family engagement, needs of the school community, outreach, and systems for empowering families to be leaders of the school community. <p>Adjustments for transition to remote learning</p> <ul style="list-style-type: none"> Each scholar was assigned a point person who contacted the scholar and/or parents each day during remote learning. Point person served as liaison for scholars and assisted them with scheduling meetings, and tutoring sessions with teachers. Scholars received raffles for e-giftcards for bringing scholars to “live sessions” during the buddy system challenge Girls group, Boys group (SWAG kings) and scholar-led workshops were offered during remote learning in addition to mandated and at-risk counseling 	
<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"> ELT courses will be programmed as a "9th" period class on student programs at the start of the school year. During September, school counselors will schedule meetings with families and scholars who are participating in ELT courses for credit or Regents prep to ensure families are aware of how participation in these courses impacts scholar's progress towards graduation. We will offer enrichment opportunities such as SAT prep, College Now, and various student interest clubs during this time. ELT Regents prep and Intervention courses will be programmed with a maximum capacity of 15 students. 	<ul style="list-style-type: none"> During September, school counselors will schedule meetings with families and scholars who are participating in ELT courses for credit or Regents prep to ensure families are aware of how participation in these courses impacts scholar's progress towards graduation. We will offer enrichment opportunities such as SAT prep, College Now, and various student interest clubs during this time.
<p>2018-19: 2015 Total Cohort 4-Year Grad Rate - Hispanic Students</p> <p>Indicator: #73</p>	<p>Goal: By June 2021, we will achieve a NYS Demonstrable Improvement Indicator (DII) Score of 50% on the 2015 Total Cohort 4-Year Grad Rate - Hispanic Students DII from the 2018 baseline rate of 65%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Align LPA's Core 5 Instructional Priorities with Instructional Leadership Framework and provide ongoing professional learning to all teachers in order to norm instructional strategies. Engage in instructional walk-throughs within teacher teams and leadership team to norm instructional strategies and expectations across classrooms Professional Development Plan reflects increasing the social emotional and cultural competency of all teachers and staff, with a focus on anti-bias training and Emotional Intelligence. 	<ul style="list-style-type: none"> Monitor subgroup progress toward graduation and ensure students know their progress toward graduation. Targeted mentoring support for English Language Learners (ELLs) who are at risk of becoming severely chronically absent Collaboration between CSD and ELL coordinator (current teacher) to facilitate professional development to staff on supporting Average Daily Attendance of English Language Learners

	<ul style="list-style-type: none"> Professional Development Activities are scheduled every Monday after school Cabinet Inquiry team will monitor implementation of Professional Development activities throughout the year to ensure fidelity to planning that increases the cultural and social emotional competency of staff. Instructional Cabinet meets every week to evaluate the needs of SWD and ENL students and plan instructional supports to meet student need Develop vertical interdisciplinary teacher teams (STEAM, Humanities) for collaborative planning around instructional expectations and creation of interdisciplinary units of study. Use assessment data from quarterly Interim Assessments and engage in Data Analysis of these assessments to progress monitoring student progress towards grade level standards and conference with students to provide actionable feedback on their growth. Monitor all students’ progress toward graduation and ensure students know their progress toward graduation. Redefine school-wide grading policy that provides an accurate representation of student progress aligned with grade level standards and Regents performance. During, quarterly CEP monitoring, STH/ ENLs and SWDs will be closely monitored. Each Administrator will be assigned to a population to review progress. <p>Adjustments for transition to remote learning</p> <ul style="list-style-type: none"> Senior meetings were scheduled one on one with the senior counselor to review scholars’ transcripts and the courses needed to graduate. School leaders facilitated virtual report card conferences with scholars who fell behind during remote learning and designated themselves as point people for seniors. Marking period grade tracking allowed us to identify which classes scholars were not completing assignments for. Using the New Visions Data tool for remote learning, scholar assignments were tracked by class. 	<ul style="list-style-type: none"> During September, school counselors will schedule meetings with families and scholars who are participating in ELT courses for credit or Regents prep to ensure families are aware of how participation in these courses impacts scholar's progress towards graduation. <p>Please see above - Total Cohort 4-Year Grad Rate - All Students - Indicator: #70</p>
<p>2018-19: 2015 Total Cohort 4-Year Grad Rate - ED Students</p> <p>Indicator: #75</p>	<p>Goal: By June 2021, we will achieve a NYS Demonstrable Improvement Indicator (DII) Score of 57% on the 2015 Total Cohort 4-Year Grad Rate - ED Students DII from the 2018 baseline rate of 64%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Align LPA's Core 5 Instructional Priorities with Instructional Leadership Framework and provide ongoing professional learning to all teachers in order to norm instructional strategies. Engage in instructional walk-throughs within teacher teams and leadership team to norm instructional strategies and expectations across classrooms Professional Development Plan reflects increasing the social emotional and cultural competency of all teachers and staff, with a focus on anti-bias training and Emotional Intelligence. 	<ul style="list-style-type: none"> Monitor subgroup progress toward graduation and ensure students know their progress toward graduation. Targeted mentoring support for English Language Learners (ELLs) who are at risk of becoming severely chronically absent During September, school counselors will schedule meetings with families and scholars who are participating in ELT courses for credit or Regents prep to ensure families are aware of how

	<ul style="list-style-type: none"> Professional Development Activities are scheduled every Monday after school Cabinet Inquiry team will monitor implementation of Professional Development activities throughout the year to ensure fidelity to planning that increases the cultural and social emotional competency of staff. Instructional Cabinet meets every week to evaluate the needs of SWD and ENL students and plan instructional supports to meet student need Develop vertical interdisciplinary teacher teams (STEAM, Humanities) for collaborative planning around instructional expectations and creation of interdisciplinary units of study. Use assessment data from quarterly Interim Assessments and engage in Data Analysis of these assessments to progress monitoring student progress towards grade level standards and conference with students to provide actionable feedback on their growth. Monitor all students’ progress toward graduation and ensure students know their progress toward graduation. Redefine school-wide grading policy that provides an accurate representation of student progress aligned with grade level standards and Regents performance. During, quarterly CEP monitoring, STH/ ENLs and SWDs will be closely monitored. Each Administrator will be assigned to a population to review progress. <p>Adjustments for transition to remote learning</p> <ul style="list-style-type: none"> Senior meetings were scheduled one on one with the senior counselor to review scholars’ transcripts and the courses needed to graduate. School leaders facilitated virtual report card conferences with scholars who fell behind during remote learning and designated themselves as point people for seniors. Marking period grade tracking allowed us to identify which classes scholars were not completing assignments for. Using the New Visions Data tool for remote learning, scholar assignments were tracked by class. 	<p>participation in these courses impacts scholar's progress towards graduation.</p> <p>Please see above - Total Cohort 4-Year Grad Rate - All Students - Indicator: #70</p>
<p>2018-19: 2014 Total Cohort 5-Year Grad Rate - ED Students</p> <p>Indicator: #93</p>	<p>Goal: By June 2021, we will achieve a NYS Demonstrable Improvement Indicator (DII) Score of 60% on the 2014 Total Cohort 5-Year Grad Rate - ED Students DII from the 2018 baseline rate of 61%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Align LPA's Core 5 Instructional Priorities with Instructional Leadership Framework and provide ongoing professional learning to all teachers in order to norm instructional strategies. Engage in instructional walk-throughs within teacher teams and leadership team to norm instructional strategies and expectations across classrooms Professional Development Plan reflects increasing the social emotional and cultural competency of all teachers and staff, with a focus on anti-bias training and Emotional Intelligence. 	<ul style="list-style-type: none"> Monitor subgroup progress toward graduation and ensure students know their progress toward graduation. Targeted mentoring support for English Language Learners (ELLs) who are at risk of becoming severely chronically absent During September, school counselors will schedule meetings with families and scholars who are participating in ELT courses for credit or Regents prep to ensure families are aware of how

	<ul style="list-style-type: none"> Professional Development Activities are scheduled every Monday after school Cabinet Inquiry team will monitor implementation of Professional Development activities throughout the year to ensure fidelity to planning that increases the cultural and social emotional competency of staff. Instructional Cabinet meets every week to evaluate the needs of SWD and ENL students and plan instructional supports to meet student need Develop vertical interdisciplinary teacher teams (STEAM, Humanities) for collaborative planning around instructional expectations and creation of interdisciplinary units of study. Use assessment data from quarterly Interim Assessments and engage in Data Analysis of these assessments to progress monitoring student progress towards grade level standards and conference with students to provide actionable feedback on their growth. Monitor all students’ progress toward graduation and ensure students know their progress toward graduation. Redefine school-wide grading policy that provides an accurate representation of student progress aligned with grade level standards and Regents performance. During, quarterly CEP monitoring, STH/ ENLs and SWDs will be closely monitored. Each Administrator will be assigned to a population to review progress. <p>Adjustments for transition to remote learning</p> <ul style="list-style-type: none"> Senior meetings were scheduled one on one with the senior counselor to review scholars’ transcripts and the courses needed to graduate. School leaders facilitated virtual report card conferences with scholars who fell behind during remote learning and designated themselves as point people for seniors. Marking period grade tracking allowed us to identify which classes scholars were not completing assignments for. Using the New Visions Data tool for remote learning, scholar assignments were tracked by class. 	<p>participation in these courses impacts scholar's progress towards graduation.</p> <p>Please see above - Total Cohort 4-Year Grad Rate - All Students - Indicator: #70</p>
<p>College, Career and Civic Readiness Index - Hispanic Students</p> <p>Indicator: #143</p>	<p>Goal: By June 2021, we will achieve a NYS Demonstrable Improvement Indicator (DII) Score of 90.4 on the College, Career and Civic Readiness Index - Hispanic Students DII from the 2018 baseline rate of 83.8.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Develop vertical and horizontal teacher teams to align instructional expectations to support school wide post-secondary planning scope and sequence. Teacher trained in Project Advance on campus at Syracuse University Target and prioritize ELL, SWD and STH scholars who have not participated in college now courses Utilizing College Access for All funding, Good Shepherd Counselors provide advisement and student choice in selecting college courses provided at BCC and Hostos 	<ul style="list-style-type: none"> Weekly check-ins with college now scholar with College Advising Corps Collaboration between CSD and ELL coordinator (current teacher) to facilitate professional development to staff on supporting Average Daily Attendance of English Language Learners <p>Please see College, Career and Civic Readiness Index - All Students Indicator: #140</p>

	<ul style="list-style-type: none"> • Project Advance class in Sociology is provided to interested students at LPA to earn 3 credits in sociology from Syracuse University • Students complete applications to enroll at BCC and Hostos with support of Good Shepherd Counselors • Classes begin at BCC and Hostos • Provide one-on-one post-secondary counseling in 9th and 10th grades with school-based college and career counselor. • Build 9th and 10th graders' awareness of post-secondary pathways and provide early planning opportunities. • Improve communication of critical post-secondary planning knowledge across all content areas at each grade level. • School Leadership meets once per month with Good Shepherd Counselors to track student progress and identify needed supports <p>Adjustments for transition to remote learning</p> <ul style="list-style-type: none"> • Daily live study sessions were offered to scholars in AP courses. 	
<p>Percent Earning 10 Credits Year 2</p> <p>Indicator: #t2</p>	<p>Goal: By June 2021, we will achieve a NYS Demonstrable Improvement Indicator (DII) Score of 66.1% on the Percent Earning 10 Credits Year 2 DII from the 2018 baseline rate of 61.2%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Professional Development Plan reflects increasing the social emotional and cultural competency of all teachers and staff, with a focus on anti-bias training and Emotional Intelligence. • Professional Development Activities are scheduled every Monday after school • Cabinet Inquiry team will monitor implementation of Professional Development activities throughout the year to ensure fidelity to planning that increases the cultural and social emotional competency of staff. • Instructional Cabinet meets every week to evaluate the needs of SWD and ENL students and plan instructional supports to meet student need • Develop vertical interdisciplinary teacher teams (STEAM, Humanities) for collaborative planning around instructional expectations and creation of interdisciplinary units of study. • Use assessment data from quarterly Interim Assessments and engage in Data Analysis of these assessments to progress monitoring student progress towards grade level standards and conference with students to provide actionable feedback on their growth. • Redefine school-wide grading policy that provides an accurate representation of student progress aligned with grade level standards and Regents performance. • During, quarterly CEP monitoring, STH/ ENLs and SWDs will be closely monitored. Each Administrator will be assigned to a population to review progress. 	<ul style="list-style-type: none"> • Monthly scholar engagement workshops to promote attendance and engagement • Leverage full time Student Engagement Coordinator (SEC) • Conduct monthly professional development workshops for all instructional and support staff to access New Visions Data Portal and learn data tracking methods • Collaboration between CSD and ELL coordinator (current teacher) to facilitate professional development to staff on supporting Average Daily Attendance of English Language Learners

	<p>Adjustments for transition to remote learning</p> <ul style="list-style-type: none"> • All scholars were provided with rigorous instruction and assigned a maximum of three assignments per week posted on Monday, Wednesdays, and Fridays; allowing time for scholars to handle multiple courses at once and pace their coursework. • Live sessions and block scheduling were offered to scholars during the day and remote special education learning plans were implemented for all scholars and language support plans. • Daily live study sessions were offered to scholars in AP courses. • Teachers used tech programs such as screencastify, flipgrid, and youtube to record a model of the task and in some cases review tasks with scholars. 	
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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

<p>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</p>
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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).

SLT/CET is held the first Monday of every Month.

Meetings Held:

- **September 16, 2019** – focused on Norming: Expectations and scheduling meeting times for the year. SLT role was determined to develop educational policies, ensure resources are available, create structures and make decisions. Also discussed was the DII's and Receivership Hearing scheduled for 9/19/19, Parent Teacher Conferences/Open School night on 9/26/19 and Legendary Day on 9/27/19.
- **September 19, 2019** – SLT Elections of Chairperson and Secretary
- **October 7, 2019** – SLT Interviews of Administrative Candidates
- **October 28, 2019** – Brief Meeting to review staffing issue
- **November 4, 2019** – Agenda – Review and finalize CEP Goals and School Progress Data

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)

<i>Budget Amendments</i>
<p>ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:</p> <ul style="list-style-type: none"> • SIG FS-10 2020-21 BUDGET AND BUDGET NARRATIVE • CSG AND PSSG AMENDMENTS <p>BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/.</p>

Part VI: Best Practices (Optional)

<i>Best Practices</i>	
<p>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>	
<p>List the best practice that will be or is currently being implemented in the school.</p>	<p>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.</p>
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: