

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:				
New Directions Secondary School	320900011350	NYC Geographic District #09	Wediko	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
Paul Rotondo	*If new, attach resume.	Tim Lisante, Executive Superintendent Paul Rotondo, Superintendent Donald Conyers, First Deputy Chancellor Interim Acting		06-12	N/A	44.6%	26.7%	195
	Appointment Date: 3/31/2015	Sharon Rencher, Senior Executive Director of State/Federal Education Policy						

Executive Summary
<p>Please provide a <i>plain-language summary</i> 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 <i>no more than 500 words</i>.</p>
<p>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.</p>
<p>Our strategy is Comprehensive School Support (CSS), which aims to do the following as a system:</p> <ul style="list-style-type: none"> • Accelerate learning in ALL schools • Close the opportunity gap by addressing disproportionality • Bring coherence to the way administrators use data • Reallocate support with a lens on equity

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

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

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

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

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

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
3-8 ELA All Students Core Subject Performance Index Indicator: 100	<p>2019-20 Goal: By August 2020 the average student proficiency ratings for middle school NY State ELA exams will improve from a 1.87 to a 2.15, raising our ELA MGP to 39.7 through extended learning time in language arts classes with rigorous, standards-based curriculum and evidence-based reading intervention practices.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Assess all students for literacy levels using a universal screener (DRP) within the first 30 days of the school year. Assess students who are reading 2+ years below grade level (according to the universal screener results) using Fountas and Pinnell Running Records. Welcome back night in early October to account for late entering transfers in the first five weeks of school. Conduct regular student work analysis in Professional Learning communities to ensure standards alignment and identify gap areas for follow-up instruction Professional development for teachers on Strategic Reading strategies to increase student reading comprehension. Observe teachers to ensure that all students are developing stamina and fluency for reading by regularly annotating text, with marginal notes that summarize meaning. <p>Adjustments to Key Strategies:</p> <ul style="list-style-type: none"> In response to the COVID-19 pandemic, we have trained all staff on how to effectively use DOE-approved virtual conferencing and remote learning tools to improve the remote learning environment for our students. All teachers have created online classrooms hosted on Learning Management System (LMS) platforms such as G Suite which includes Google Classroom, Google Meets, Google Drive, Google Docs, and Google Sheets. 	<p>2020-21 Goal: By August 2021, the school will increase the proficiency rate for the All Students subgroup on the English Language Arts Regents Exam (Common Core) from 63% to 66%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Due to truncation, the school is now focusing exclusively on high school students to support this new goal and no longer enrolls middle school students. School leader will review and monitor credit accumulation data in ELA. Computer adaptive assessments will be used such as Edmentum's Exact Path program to deliver targeted competency-based instruction in math, reading, and language arts. Sample questions from past ELA Regents assessments will be used across all English classes. <p>Data Trends:</p> <ul style="list-style-type: none"> 9th period literacy instruction was targeted in groups of 5-10 students, focusing on reading comprehension. The school administers Degrees of Reading Power (DRP) assessment for all students. DRP was used as a MOSL (Measure of Student Learning) local assessment for all students. Based on this assessment, school leaders noted

	<ul style="list-style-type: none"> The district-led ACCESS team has provided bi-weekly professional learning and support to strengthen pedagogy through the use of digital tools such as Zoom and Microsoft Teams. School leaders have uploaded student-to-staff interaction data collected through the school’s tracking system to STARS (Student Transcript and Reporting System) Classroom. School leaders have addressed COVID challenges by ensuring that all students have consistent access to internet with an emphasis on flexibility during online interaction. 	<p>a 6.8% increase for 6th graders and a 7.2% increase for 7th graders.</p> <ul style="list-style-type: none"> DRP highlights gains of 4.8% from the fall which encompasses movement of 8th grade students from level 1 to level 2. 7th grade students improved by 7.6%. 6th grade students improved by 7%. Most remarkably, our self-contained DRP scores for all students shows a 15% improvement, up from the substantially below level to the moderately below level.
<p>3-8 Math All Students Core Subject Performance Index</p> <p>Indicator: 110</p>	<p><u>2019-20 Goal:</u> By August 2020 we will improve middle school average student proficiency ratings on the 2020 NY State math exams from 1.88 to 2.16 and increase math MGP to 45.3 through extended learning time in mathematics classes with rigorous, standards-based curriculum and evidence-based practices.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> Create and maintain data stream on all MS math students, organized by key state exam standards. Use data analysis to further differentiate Tier I instruction using Engage NY, Pearson’s CMP3 Math Program, and NY i-Ready. For middle school Tier II instruction students will receive an extra period of targeted math skill instruction using IXL Math and/or NY i-Ready. Implement Japanese lesson study in Professional Learning Communities to impact math instruction and student outcomes. (NYSEB EBS) Weekly instructional coaching for middle school math teachers. Quarterly parent workshops at Open School Night which break down the NYS Math Standards for MS and HS Algebra I class. <p><u>Adjustments to Key Strategies:</u></p> <ul style="list-style-type: none"> In response to the COVID-19 pandemic, we have trained all staff on how to effectively use DOE-approved virtual conferencing and remote learning tools to improve the remote learning environment for our students. All teachers have created online classrooms hosted on Learning Management System (LMS) platforms such as G Suite which includes Google Classroom, Google Meets, Google Drive, and Google Sheets. The district-led ACCESS team has provided bi-weekly professional learning and support to strengthen pedagogy through the use of digital tools such as Zoom and Microsoft Teams. School leaders have uploaded student-to-staff interaction data collected through the school’s tracking system to STARS (Student Transcript and Reporting System) Classroom. School leaders have addressed COVID challenges by ensuring that all students have consistent access to internet with an emphasis on flexibility during online interaction. 	<p><u>2020-21 Goal:</u> By August 2021, the school will increase the proficiency rate of the All Students subgroup on the Algebra Regents Exam, moving from 14% to 17%.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> Due to truncation, the school is now focusing exclusively on high school math with an emphasis on student performance on the annual Algebra Regents Exam. Online Professional Learning Communities will be led by the ACCESS Borough/Citywide Office (BCO) and Superintendent Team to address math instruction and student outcomes. <p><u>Data Trends:</u></p> <ul style="list-style-type: none"> Student Transcript and Academic Recording System (STARS) data shows students taking the January Algebra Common Core Regents improved by 5.6 percentage points year-over-year, moving from 10.3% to 15.9%. Course-specific math assessments improved by 25% from semester 1 to semester 2 as indicated on scholarship reports. The District Director of School Improvement (DSI) worked with school leaders to reassign math personnel to yield the greatest instructional impact both pre-COVID and during remote learning. Student engagement levels continued to improve throughout the COVID pandemic as indicated on the school’s Remote Learning Student Interaction tracker.

		<ul style="list-style-type: none"> Based on the January 2020 Item Skills Analysis in Algebra, we have intensified efforts for areas in need of improvement such as interpreting expressions for functions in terms of the situation they model. Results from our NWEA (Northwest Evaluation Association) MAP Growth assessments show 6th grade students improved overall by 6%, 7th grade improved by 25% and 8th grade improved by 8%. Our math self-contained subgroup yielded limited positive change based on success metrics; however, results from MAP assessments are presently being used to provide response to intervention for these students.
<p>3-8 Chronic Absenteeism - All Students</p> <p>Indicator: 160</p>	<p>Goal: By August 2020, our Middle School-Wide Chronic absenteeism will decrease to 64% by knowing every student and implementing a Single Shepherd model for counseling chronically absent students.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Examine student register and identify youth who will become or became chronically absent over the course of the semester. Create a one-pager graphic for students to view how they are doing compared to their peers-at-a-glance. Meet with all students in small groups or individually in the first 6 weeks of school to examine attendance patterns and explore new strategies to maintain high rates of school attendance. <p>Adjustments to Key Strategies:</p> <ul style="list-style-type: none"> In response to the COVID-19 pandemic, our school staff conducts wellness check-ins virtually where meetings occur 1:1 or in small groups with students via digital learning platforms. Our dedicated counselors have engaged in trauma-informed practices via Google Hangout with students who have experienced episodes of violence and trauma. 	<p>2020-21 Goal: By June 2021, the school will achieve a chronic absenteeism rate of 64%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> School guidance staff and social workers will conduct virtual wellness check-ins. School staff will virtually meet 1:1 or in small groups with students via Zoom, Google Hangout or Microsoft Teams to check-in at minimum on a weekly basis. The school will implement a new messaging application to provide live updates to students around scheduling. <p>Data Trends:</p> <ul style="list-style-type: none"> The Automate the Schools (ATS) attendance tracker shows Chronic Absenteeism (CA) for all students has decreased by 18% as of March 9, 2020. The attendance team has conducted ongoing outreach to approximately 20 students per grade level to ensure online engagement with Google Classrooms. During remote learning, student engagement/interaction rates ranged between 80%-90% according to STARS Insight! Beta. Wediko Children’s Services has utilized a unique online model which provides daily social-emotional learning (SEL) supports for all students.

<p>3-8 ELP Success Ratio - All Students</p> <p>Indicator: 180</p>	<p><u>2019-20 Goal(s):</u> By August 2020 the ELP Success Ratio for all ELL students will move from .6 to .8 by programming all ELLs with at least one free standing ENL and at least two core courses team taught by an ENL certified teacher and by maintaining rigorous oversight of benchmark assessments and attendance.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Establish a culturally responsive school climate and culture which supports ELL students in middle and high school. • Use ELL benchmark assessments (DRP scores, credit accumulation, period attendance) to provide tiered intervention to ELLs. • Improve teacher planning practices using data and research-based ENL supports for all middle and high school courses. • Implement a Language Institute during our Welcome Back Week. <p><u>Adjustments to Key Strategies:</u></p> <ul style="list-style-type: none"> • In response to the COVID-19 pandemic, we have trained all staff on how to effectively use DOE-approved virtual conferencing and remote learning tools to improve the remote learning environment for our students. • All teachers have created online classrooms hosted on Learning Management System (LMS) platforms such as G Suite which includes Google Classroom, Google Meets, Google Drive, and Google Sheets. The district-led ACCESS team has provided bi-weekly professional learning and support to strengthen pedagogy through the use of digital tools such as Zoom and Microsoft Teams. • School leaders have uploaded student-to-staff interaction data collected through the school’s tracking system to STARS (Student Transcript and Reporting System) Classroom. • School leaders have addressed COVID challenges by ensuring that all students have consistent access to internet with an emphasis on flexibility during online interaction. 	<p><u>2020-21 Goal:</u> By June 2021, the school will achieve an ELP Success ratio of 0.9.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Establish a clear language development pedagogy using specific explicit vocabulary instruction routine, quick-writes, and a Think-Pair-Share-Write. • Develop ongoing activities that promote peer discussion, explicit writing instruction, and reading comprehension. • Incorporate a language development continuum consistent in every classroom to best address ELL students' unique needs and ability levels. <p><u>Data Trends:</u></p> <ul style="list-style-type: none"> • Our school support staff has logged over 50 hours of outreach to ENL students providing friendly and supportive calls to keep students on track. • Google Hangouts was leveraged as a simple tool that allowed for ongoing student engagement of ENLs through weekly cultural celebrations. • Special education, related service providers, and ENL teachers have met for 22 hours of planning time dedicated to providing small group support in breakout room links and rigorous learning tasks for targeted students.
<p>Grades 4 and 8 Science All Students Weighted Average Achievement Index</p> <p>Indicator: 220</p>	<p><u>2019-20 Goal(s):</u> By August 2020 the average student proficiency ratings for middle school NY State ELA exams will improve from a 1.87 to a 2.15, raising our ELA MGP to 39.7 through extended learning time in language arts classes with rigorous, standards-based curriculum and evidence-based reading intervention practices.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Assess all students for literacy levels using a universal screener (DRP) within the first 30 days of the school year. • Assess students who are reading 2+ years below grade level (according to the universal screener results) using Fountas and Pinnell Running Records. • Welcome back night in early October to account for late entering transfers in the first five weeks of school. • Conduct regular student work analysis in Professional Learning communities to ensure standards alignment and identify gap areas for follow-up instruction 	<p><u>2020-21 Goal:</u> By June 2021, the school will achieve a CCCR rate of 29.2.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Counselors will provide post-secondary planning to all students, including CDOS endorsement credential coursework. • Teachers will receive outside supports through the school’s Instructional leadership Team (ILT) coordination of the following partnerships: ESKOLTA LLC, College Access for All, and the New York City Mathematics Project at Lehman College.

	<ul style="list-style-type: none"> Professional development for teachers on Strategic Reading strategies to increase student reading comprehension. Observe teachers to ensure that all students are developing stamina and fluency for reading by regularly annotating text, with marginal notes that summarize meaning. <p>Adjustments to Key Strategies:</p> <ul style="list-style-type: none"> In response to the COVID-19 pandemic, we have trained all staff on how to effectively use DOE-approved virtual conferencing and remote learning tools to improve the remote learning environment for our students. All teachers have created online classrooms hosted on Learning Management System (LMS) platforms such as G Suite which includes Google Classroom, Google Meets, Google Drive, and Google Sheets. The district-led ACCESS team has provided bi-weekly professional learning and support to strengthen pedagogy through the use of digital tools such as Zoom and Microsoft Teams. School leaders have uploaded student-to-staff interaction data collected through the school’s tracking system to STARS (Student Transcript and Reporting System) Classroom. School leaders have addressed COVID challenges by ensuring that all students have consistent access to internet with an emphasis on flexibility during online interaction. 	<ul style="list-style-type: none"> ACCESS BCO support will be inclusive of an instructional coach who will support the use of data to revamp science curricula to Next Generation Learning Standards. School leaders will identify students eligible to re-take the Regents and provide necessary academic programming and support for them to become prepared for a level 3 or above proficiency rate on the Science Regents exam. <p>Data Trends:</p> <ul style="list-style-type: none"> The STARS January 2020 Regents Exam Report shows that our students improved by 5.9 percentage points on the Physical Setting/Physics Regents exam in a year-over-year analysis. Our ACCESS science coach reviewed all science supports provided on Google Classroom and conducted over 20 hours of content-focused instructional planning.
<p>3-8 ELA All Students MGP</p> <p>Indicator: 33</p>	<p>2019-20 Goal: By August 2020 the average student proficiency ratings for middle school NY State ELA exams will improve from a 1.87 to a 2.15, raising our ELA MGP to 39.7 through extended learning time in language arts classes with rigorous, standards-based curriculum and evidence-based reading intervention practices.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Assess all students for literacy levels using a universal screener (DRP) within the first 30 days of the school year. Assess students who are reading 2+ years below grade level (according to the universal screener results) using Fountas and Pinnell Running Records. Welcome back night in early October to account for late entering transfers in the first five weeks of school. Conduct regular student work analysis in Professional Learning communities to ensure standards alignment and identify gap areas for follow-up instruction Professional development for teachers on Strategic Reading strategies to increase student reading comprehension. Observe teachers to ensure that all students are developing stamina and fluency for reading by regularly annotating text, with marginal notes that summarize meaning. <p>Adjustments to Key Strategies:</p> <ul style="list-style-type: none"> In response to the COVID-19 pandemic, we have trained all staff on how to effectively use DOE-approved virtual conferencing and remote learning tools to improve the remote learning environment for our students. 	<p>2020-21 Goal: By August 2021, the school will increase the proficiency rate for the All Students subgroup on the English Language Arts Regents Exam (Common Core) from 63% to 66%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Due to truncation, the school is now focusing exclusively on high school students to support this new goal and no longer enrolls middle school students. School leader will review and monitor credit accumulation data in ELA. Computer adaptive assessments will be used such as Edmentum’s Exact Path program to deliver targeted competency-based instruction in math, reading, and language arts. Sample questions from past ELA Regents assessments will be used across all English classes. <p>Data Trends:</p> <ul style="list-style-type: none"> 9th period literacy instruction was targeted in groups of 5-10 students, focusing on reading comprehension.

	<ul style="list-style-type: none"> All teachers have created online classrooms hosted on Learning Management System (LMS) platforms such as G Suite which includes Google Classroom, Google Meets, Google Drive, and Google Sheets. The district-led ACCESS team has provided bi-weekly professional learning and support to strengthen pedagogy through the use of digital tools such as Zoom and Microsoft Teams. School leaders have uploaded student-to-staff interaction data collected through the school’s tracking system to STARS (Student Transcript and Reporting System) Classroom. School leaders have addressed COVID challenges by ensuring that all students have consistent access to internet with an emphasis on flexibility during online interaction. 	<ul style="list-style-type: none"> The school administers Degrees of Reading Power (DRP) assessment for all students. DRP was used as a MOSL (Measure of Student Learning) local assessment for all students. Based on this assessment, school leaders noted a 6.8% increase for 6th graders and a 7.2% increase for 7th graders. DRP highlights gains of 4.8% from the fall which encompasses movement of 8th grade students from level 1 to level 2. 7th grade students improved by 7.6%. 6th grade students improved by 7%. Most remarkably, our self-contained DRP scores for all students shows a 15% improvement, up from the substantially below level to the moderately below level.
<p>3-8 Math All Students MGP</p> <p>Indicator: 39</p>	<p>Goal(s): By August 2020 we will improve middle school average student proficiency ratings on the 2020 NY State math exams from 1.88 to 2.16, increase math MGP to 45.3 through extended learning time in mathematics classes with rigorous, standards-based curriculum and evidence-based practices.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Create and maintain data stream on all MS math students, organized by key state exam standards. Use data analysis to further differentiate Tier I instruction using Engage NY, Pearson’s CMP3 Math Program, and NY i-Ready. For middle school Tier II instruction students will receive an extra period of targeted math skill instruction using IXL Math and/or NY i-Ready. Implement Japanese lesson study in Professional Learning Communities to impact math instruction and student outcomes. (NYSED EBS) Weekly instructional coaching for middle school math teachers. Quarterly parent workshops at Open School Night which break down the NYS Math Standards for MS and HS Algebra I class. <p>Adjustments to Key Strategies:</p> <ul style="list-style-type: none"> In response to the COVID-19 pandemic, we have trained all staff on how to effectively use DOE-approved virtual conferencing and remote learning tools to improve the remote learning environment for our students. All teachers have created online classrooms hosted on Learning Management System (LMS) platforms such as G Suite which includes Google Classroom, Google Meets, Google Drive, and Google Sheets. The district-led ACCESS team has provided bi-weekly professional learning and support to strengthen pedagogy through the use of digital tools such as Zoom and Microsoft Teams. 	<p>2020-21 Goal: By August 2021, the school will increase the proficiency rate of the All Students subgroup on the Algebra Regents Exam, moving from 14% to 17%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Due to truncation, the school is now focusing exclusively on high school math with an emphasis on student performance on the annual Algebra Regents Exam. Online Professional Learning Communities will be led by the ACCESS Borough/Citywide Office (BCO) and Superintendent Team to address math instruction and student outcomes. <p>Data Trends:</p> <ul style="list-style-type: none"> Student Transcript and Academic Recording System (STARS) data shows students taking the January Algebra Common Core Regents improved by 5.6 percentage points year-over-year, moving from 10.3% to 15.9%. Course-specific math assessments improved by 25% from semester 1 to semester 2 as indicated on scholarship reports. The District Director of School Improvement (DSI) worked with school leaders to reassign math personnel to yield

	<ul style="list-style-type: none"> • School leaders have uploaded student-to-staff interaction data collected through the school’s tracking system to STARS (Student Transcript and Reporting System) Classroom. • School leaders have addressed COVID challenges by ensuring that all students have consistent access to internet with an emphasis on flexibility during online interaction. 	<p>the greatest instructional impact both pre-COVID and during remote learning.</p> <ul style="list-style-type: none"> • Student engagement levels continued to improve throughout the COVID pandemic as indicated on the school’s Remote Learning Student Interaction tracker. • Based on the January 2020 Item Skills Analysis in Algebra, we have intensified efforts for areas in need of improvement such as interpreting expressions for functions in terms of the situation they model. • Results from our NWEA (Northwest Evaluation Association) MAP Growth assessments show 6th grade students improved overall by 6%, 7th grade improved by 25% and 8th grade improved by 8%. • Our math self-contained subgroup yielded limited positive change based on success metrics; however, results from MAP assessments are presently being used to provide response to intervention for these students.
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Part II – Demonstrable Improvement Indicators (Level 2)

<p><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.</p>		
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(s): By August 2020, the percent of All Students responding positively to the NYC Survey area: "Personal Attention and Support" will improve 9%, from 54 to 63%. This will be accomplished by ensuring we hear each student well and are attentive to all student voices.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Leverage support from CBO (Community Based Organization) Wediko to creatively support student needs with individual counseling, student advocates, and health and mental health resources. 	<p>2020-21 Goal: By June 2021, at least 90% of the Phase 1 from DTSDE Tenet 6 will be common across the school; 50% of Phase 2 indicators for parent and community engagement will be common across the school; four Tenet 6 Phase 3 indicators will be common across the school.</p> <p>Key Strategies:</p>

	<ul style="list-style-type: none"> • Ensure adequate referral and support for all students that address social and emotional developmental health and academic success. • Analyze trends and patterns from Level 1-5 Incident and Suspension reports in collaboration with the Office of Safety and Youth Development. • CBO Wediko will conduct an informal survey with students addressing all facets of personal attention and support. • Teachers will work together with students across the school to acknowledge diversity, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience. <p>Adjustments to Key Strategies:</p> <ul style="list-style-type: none"> • Increase student-to-staff interactions during remote learning and monitor students who have a history of chronic absenteeism. • CBO Wediko will analyze ways in which it has traditionally helped boost in-school attendance and collaboratively develop ways to convert those strategies to a virtual context. 	<ul style="list-style-type: none"> • Implement NYCDOE’s Every Student, Every Day (ESED) campaign which calls upon all New York City schools to take strategic actions to reduce chronic absenteeism (CA) and help students reach their potential. • Educate students and parents about emotional wellness and early identification of children and/or teenagers in need of mental health services. • CBO Wediko will conduct a comprehensive school and community needs/assets assessment. • Assign adult or peer Success Mentors to high school students and assign a Success Mentor to 9th grade students with a history of chronic absenteeism or with more than one missed interaction. <p>Data Trends:</p> <ul style="list-style-type: none"> • Certain targeted groups of students who were actively attending school (Pre-COVID) achieved up to a 60 percentage point decrease in CA due to the efforts of the attendance team. • The CA rate for HS students overall decreased by 11.75%. • Middle school had a 76% average weekly engagement/attendance rate, and high school had an 81% average attendance rate during the COVID pandemic. • All teachers share information about what is being taught with families at least once per week.
<p>DTSDE Tenet 6: Family Engagement</p> <p>Indicator: 6</p>	<p>Goal(s): By August 2020, the percent of All Students responding positively to the NYC Survey area: "Personal Attention and Support" will improve 9%, from 54 to 63%. This will be accomplished by ensuring we hear each student well and are attentive to all student voices.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Leverage support from CBO (Community Based Organization) Wediko to creatively support student needs with individual counseling, student advocates, and health and mental health resources. • Ensure adequate referral and support for all students that address social and emotional developmental health and academic success. • Analyze trends and patterns from Level 1-5 Incident and Suspension reports in collaboration with the Office of Safety and Youth Development. 	<p>2020-21 Goal: By June 2021, at least 90% of the Phase 1 from DTSDE Tenet 6 will be common across the school; 50% of Phase 2 indicators for parent and community engagement will be common across the school; four Tenet 6 Phase 3 indicators will be common across the school.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Implement NYCDOE’s Every Student, Every Day (ESED) campaign which calls upon all New York City schools to take strategic actions to reduce chronic absenteeism (CA) and help students reach their potential.

	<ul style="list-style-type: none"> • CBO Wediko will conduct an informal survey with students addressing all facets of personal attention and support. • Teachers will work together with students across the school to acknowledge diversity, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience <p>Adjustments to Key Strategies:</p> <ul style="list-style-type: none"> • Increase student-to-staff interactions during remote learning and monitor students who have a history of chronic absenteeism. • CBO Wediko will analyze ways in which it has traditionally helped boost in-school attendance and collaboratively develop ways to convert those strategies to a virtual context. 	<ul style="list-style-type: none"> • Educate students and parents about emotional wellness and early identification of children and/or teenagers in need of mental health services. • CBO Wediko will conduct a comprehensive school and community needs/assets assessment. • Assign adult or peer Success Mentors to high school students and assign a Success Mentor to 9th grade students with a history of chronic absenteeism or with more than one missed interaction. <p>Data Trends:</p> <ul style="list-style-type: none"> • Certain targeted groups of students who were actively attending school (Pre-COVID) achieved up to a 60 percentage point decrease in CA due to the efforts of the attendance team. • The CA rate for HS students overall decreased by 11.75%. • Middle school had a 76% average weekly engagement/attendance rate, and high school had an 81% average attendance rate during the COVID pandemic. • All teachers share information about what is being taught with families at least once per week.
<p>Providing 200 Hours of Extended Day Learning Time (ELT)</p> <p>Indicator: 94</p>	<p>Goal(s): By August 2020 the ELP Success Ratio for all ELL students will move from .6 to .8 by programming all ELLs with at least one free standing ENL and at least two core courses team taught by an ENL certified teacher and by maintaining rigorous oversight of benchmark assessments and attendance.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Establish a culturally responsive school climate and culture which supports ELL students in middle and high school. • Use ELL benchmark assessments (DRP scores, credit accumulation, period attendance) to provide tiered intervention to ELLs. • Improve teacher planning practices using data and research-based ENL supports for all middle and high school courses. • Implement a Language Institute during our Welcome Back Week. <p>Adjustments to Key Strategies:</p> <ul style="list-style-type: none"> • During COVID school closure, every teacher and guidance counselor provided "Office Hours" twice a week for 90 minutes for live help sessions or for assistance with online lessons. 	<p>2020-21 Goal By June 2021, at least 90% of the Phase 1 from DTSDE Tenet 6 will be common across the school; 50% of Phase 2 indicators for parent and community engagement will be common across the school; four Tenet 6 Phase 3 indicators will be common across the school.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • School leaders will adjust ELT schedules to ensure time is allotted for academic programming, enrichment programming and teacher collaboration. • CBO Wediko will provide both academic and enrichment services during dedicated ELT periods. • During the school year, students and families will be involved in ELT planning through participation in both SLT (school Leadership Team) and CET (Community Engagement Team) meetings.

	<ul style="list-style-type: none"> School leaders developed innovative tools during the shift to remote learning to check student engagement including a customized student engagement tracker, where all teachers reported on student levels of engagement each day. For example, a 1-5 survey/rating system was used to detail levels of engagement based on logins and submission of student work products. 	<p>Data Trends:</p> <ul style="list-style-type: none"> Over 75% of students have indicated their satisfaction with ELT programming per CBO Wediko student surveys. Middle school had a 76% average weekly attendance/engagement rate, and high school had an 81% attendance/engagement rate during the pandemic.
<p>Average Proficiency Rating ELA, Self-Contained</p> <p>Indicator: f5</p>	<p>Goal(s): By August 2020 the average student proficiency ratings for middle school NY State ELA exams will improve from a 1.87 to a 2.15, raising our ELA MGP to 39.7 through extended learning time in language arts classes with rigorous, standards-based curriculum and evidence-based reading intervention practices.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Assess all students for literacy levels using a universal screener (DRP) within the first 30 days of the school year. Assess students who are reading 2+ years below grade level (according to the universal screener results) using Fountas and Pinnell Running Records. Welcome back night in early October to account for late entering transfers in the first five weeks of school. Conduct regular student work analysis in Professional Learning communities to ensure standards alignment and identify gap areas for follow-up instruction Professional development for teachers on Strategic Reading strategies to increase student reading comprehension. Observe teachers to ensure that all students are developing stamina and fluency for reading by regularly annotating text, with marginal notes that summarize meaning 	<p>2020-21 Goal By August 2021, the school will increase the proficiency rate for the All Students subgroup on the English Language Arts Regents Exam (Common Core) from 63% to 66%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Due to truncation, the school is now focusing exclusively on high school students to support this new goal and no longer enrolls middle school students. School leader will review and monitor credit accumulation data in ELA. Computer adaptive assessments will be used such as Edmentum’s Exact Path program to deliver targeted competency-based instruction in math, reading, and language arts. Sample questions from past ELA Regents assessments will be used across all English classes. <p>Data Trends:</p> <ul style="list-style-type: none"> 9th period literacy instruction was targeted in groups of 5-10 students, focusing on reading comprehension. The school administers Degrees of Reading Power (DRP) assessment for all students. DRP was used as a MOSL (Measure of Student Learning) local assessment for all students. Based on this assessment, school leaders noted a 6.8% increase for 6th graders and a 7.2% increase for 7th graders. DRP highlights gains of 4.8% from the fall which encompasses movement of 8th grade students from level 1 to level 2. 7th grade students improved by 7.6%. 6th grade students improved by 7%.

		<ul style="list-style-type: none"> • Most remarkably, our self-contained DRP scores for all students shows a 15% improvement, up from the substantially below level to the moderately below level.
<p>Average Proficiency Rating ELA, SETSS</p> <p>Indicator: F6</p>	<p>Goal(s): By August 2020 the average student proficiency ratings for middle school NY State ELA exams will improve from a 1.87 to a 2.15, raising our ELA MGP to 39.7 through extended learning time in language arts classes with rigorous, standards-based curriculum and evidence-based reading intervention practices.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Assess all students for literacy levels using a universal screener (DRP) within the first 30 days of the school year. • Welcome back night in early October to account for late entering transfers in the first five weeks of school. • Conduct regular student work analysis in Professional Learning communities to ensure standards alignment and identify gap areas for follow-up instruction • Professional development for teachers on Strategic Reading strategies to increase student reading comprehension. • Observe teachers to ensure that all students are developing stamina and fluency for reading by regularly annotating text, with marginal notes that summarize meaning 	<p>2020-21 Goal By August 2021, the school will increase the proficiency rate for the All Students subgroup on the English Language Arts Regents Exam (Common Core) from 63% to 66%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Due to truncation, the school is now focusing exclusively on high school students to support this new goal and no longer enrolls middle school students. • School leader will review and monitor credit accumulation data in ELA. • Computer adaptive assessments will be used such as Edmentum’s Exact Path program to deliver targeted competency-based instruction in math, reading, and language arts. • Sample questions from past ELA Regents assessments will be used across all English classes. <p>Data Trends:</p> <ul style="list-style-type: none"> • 9th period literacy instruction was targeted in groups of 5-10 students, focusing on reading comprehension. • The school administers Degrees of Reading Power (DRP) assessment for all students. DRP was used as a MOSL (Measure of Student Learning) local assessment for all students. Based on this assessment, school leaders noted a 6.8% increase for 6th graders and a 7.2% increase for 7th graders. • DRP highlights gains of 4.8% from the fall which encompasses movement of 8th grade students from level 1 to level 2. • 7th grade students improved by 7.6%. • 6th grade students improved by 7%. • Most remarkably, our self-contained DRP scores for all students shows a 15% improvement, up from the substantially below level to the moderately below level.

<p>Average Proficiency Rating Math, Self-Contained</p> <p>Indicator: g5</p>	<p><u>Goal(s):</u> By August 2020 we will improve middle school average student proficiency ratings on the 2020 NY State math exams from 1.88 to 2.16, increase math MGP to 45.3 through extended learning time in mathematics classes with rigorous, standards-based curriculum and evidence-based practices.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Create and maintain data stream on all MS math students, organized by key state exam standards. • Use data analysis to further differentiate Tier I instruction using Engage NY, Pearson’s CMP3 Math Program, and NY i-Ready. • For middle school Tier II instruction students will receive an extra period of targeted math skill instruction using IXL Math and/or NY i-Ready. • Implement Japanese lesson study in Professional Learning Communities to impact math instruction and student outcomes. (NYSED EBS) • Weekly instructional coaching for middle school math teachers. • Quarterly parent workshops at Open School Night which break down the NYS Math Standards for MS and HS Algebra I class. <p><u>Adjustments to Key Strategies:</u></p> <ul style="list-style-type: none"> • In response to the COVID-19 pandemic, we have trained all staff on how to effectively use DOE-approved virtual conferencing and remote learning tools to improve the remote learning environment for our students. • All teachers have created online classrooms hosted on Learning Management System (LMS) platforms such as G Suite which includes Google Classroom, Google Meets, Google Drive, and Google Sheets. The district-led ACCESS team has provided bi-weekly professional learning and support to strengthen pedagogy through the use of digital tools such as Zoom and Microsoft Teams. • School leaders have uploaded student-to-staff interaction data collected through the school’s tracking system to STARS (Student Transcript and Reporting System) Classroom. • School leaders have addressed COVID challenges by ensuring that all students have consistent access to internet with an emphasis on flexibility during online interaction. 	<p><u>2020-21 Goal</u> By August 2021, the school will increase the proficiency rate of the All Students subgroup on the Algebra Regents Exam, moving from 14% to 17%.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Due to truncation, the school is now focusing exclusively on high school math with an emphasis on student performance on the annual Algebra Regents Exam. • Online Professional Learning Communities will be led by the ACCESS Borough/Citywide Office (BCO) and Superintendent Team to address math instruction and student outcomes. <p><u>Data Trends:</u></p> <ul style="list-style-type: none"> • Student Transcript and Academic Recording System (STARS) data shows students taking the January Algebra Common Core Regents improved by 5.6 percentage points year-over-year, moving from 10.3% to 15.9%. • Course-specific math assessments improved by 25% from semester 1 to semester 2 as indicated on scholarship reports. • The District Director of School Improvement (DSI) worked with school leaders to reassign math personnel to yield the greatest instructional impact both pre-COVID and during remote learning. • Student engagement levels continued to improve throughout the COVID pandemic as indicated on the school’s Remote Learning Student Interaction tracker. • Based on the January 2020 Item Skills Analysis in Algebra, we have intensified efforts for areas in need of improvement such as interpreting expressions for functions in terms of the situation they model. • Results from our NWEA (Northwest Evaluation Association) MAP Growth assessments show 6th grade students improved overall by 6%, 7th grade improved by 25% and 8th grade improved by 8%. • Our math self-contained subgroup yielded limited positive change based on success metrics; however,
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		<p>results from MAP assessments are presently being used to provide response to intervention for these students.</p>
<p>NYC School Survey: Rigorous Instruction – HST</p> <p>Indicator: j3</p>	<p>Goal(s): By August 2020, the CCCR index will improve from 14.3 to 33.5 for all students, by ensuring adequate programming for students who are CDOS-eligible with planning for intensive graduation pathways, social work actions and post-secondary counseling.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Identify students eligible to retake Regents exams and provide necessary academic programming for them to become prepared for a level 4 or above performance on the January or June English or Algebra Regents exams. • Assess students’ career interests and provide opportunities to build skills that support those career paths. • Implementation of the Success Mentoring Model • Post-secondary planning fair in October and March. • Create opportunities for student internships, as part of the CDOS endorsement credential process. 	<p>2020-21 Goal By June 2021, there will be a 3% increase among all students who agree or strongly agree that they learn a lot from feedback on their work moving positive responses from 49% to 52% (Q2a).</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Identify students eligible to retake Regents exams and provide necessary academic programming for them to become prepared for a level 4 or above performance on the January or June English Regents exams. <p>Data Trends:</p> <ul style="list-style-type: none"> • Teachers who use explicit vocabulary instruction, think pair share write and quick writes have showed improved levels of student engagement as measured by student work outcomes. • 14 college and career readiness workshops have taken place so far this year with 15 students on average

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.)

Goals and/or Key Strategies

Identify the goals and key strategies in the approved SIG or SCEP plan that were implemented during the reporting period but were NOT already discussed in the section above. (Add additional rows as needed.)

List the Key Strategy from your approved intervention plan (SIG or SCEP).	2020-21 School Year Continuation Plan
1. Use of technology in the classroom to deliver instruction	<p>The 2015-2020 NYCDOE Strategic Technology Plan includes the following priorities: integrate technology into instruction; invest in infrastructure and devices; and a focus on the user. Our theory of action centers around the belief that, if we equip educators with the content, devices, internet connectivity and pedagogical skills to use technology in support of instructional goals, and we provide families with information and digital tools that support active participation in their children’s learning – then students will have integrated, authentic, and relevant learning experiences and environments that foster academic achievement, the development of digital skills, and the knowledge necessary to graduate and be successful in the 21st-century workforce. Over the course of the plan, each prioritized area will have associated goals at the school and district levels. The NYCDOE will increase the availability of training, curriculum, professional development, and other supports to expand opportunities for NYC students to develop knowledge and skills in computer science and other STEM disciplines. Key initiatives will include:</p> <ul style="list-style-type: none"> • The NYC STEM Education Framework, launched in August 2015, offers a structured approach schools can use to implement or expand STEM programming. • The NYC Summer STEM program, a four-week summer learning program for NYC students completing second, seventh, and tenth grades that focus on students living in high-need communities. This program was piloted in summer 2015 with philanthropic support and university partnership. Career and Technical Education (CTE) programs support both students’ postsecondary aspirations and the City’s economy. • Computer Science for All, an initiative to make computer science education an integral part of the NYC public school experience over the next ten years. <p>All schools will have flexibility and support to develop an approach that works for their students; there will not be one, mandated curriculum. Some examples of how schools can choose to integrate technology include:</p> <ul style="list-style-type: none"> • Offer a semester or full-year course on computer science, such as Advanced Placement Computer Science. • Integrate a unit of computer science into a content course or a sequence of courses such as robotics, web design, physical computing, computer programming and coding, multimedia design, 3D design and fabrication, or other emerging skills and technologies. • Offer a multi-year sequence of computer science courses or units within technology classes, similar to the NYCDOE’s Software Engineering Pilot (SEP). • Integrate computer science into art, technology, or other classes.
2.	
3.	

Community Engagement Team (CET)

Describe the type, nature, frequency and outcomes of meetings conducted by the CET and its sub-committees that will be charged with addressing specific components of the CET Plan. Describe outcomes or potential outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2019-20 School Year. What additional CET changes are you anticipating (If any) for the 2020-21 school year?

Report Out of CET Plan Implementation

During the month of September of this school year, each of the 12 Receivership schools held public hearings for the purposes of discussing an update on school receivership and the performance of the school, and soliciting input through public engagement regarding recommendations for improving the school. The Executive Superintendent/Superintendent reviewed and provided approved recommendations to the school which will be used to inform planning and adjustments needed to the School Comprehensive Educational Plan (SCEP).

Executive Superintendent/Superintendent Approved Recommendations:

- Recommendation for improved supports for students with Individualized Education Programs (IEPs).
- Recommendation for supports to improve attendance.
- Recommendation for leadership support to determine appropriate strategies to engage middle school students.

Outcomes of the CET:

- Our CET discussed the New York State Education Department (NYSED) virtual visit which took place on June 25, 2020. The purpose of the visit to monitor the school's trajectory toward meeting Demonstrable Improvement progress targets. The state visit was the first NYSED progress monitoring visit the school received during the 2019-20 school year.
- Our District is leading a CSS (Comprehensive School Support) process, where teachers have specific plans to provide differentiated support with special attention to students with IEPs.
- Our school is implementing the Single Shepherd mentoring initiative to engage students in more robust post-secondary planning around student-identified goals.
- Our school has planned many attendance incentives including an attendance trip and a perfect attendance award; we also have over fifty (50) hallway posters to encourage attendance; we have a dedicated team who provides intensive phone outreach to get students to class every day and each student has an assigned "call person."
- Our school continues to identify best practices for middle school success from other NYC middle schools, such as MS 22, a school where dramatic improvements have occurred during a short time span.

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.

Part V – Budget – (As applicable)

Budget Amendments

ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT AS APPLICABLE:

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

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

Part VI: Best Practices (Optional)

<u>Best Practices</u>	
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in receivership.	
List the best practice currently being implemented in the school.	Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
The Superintendent team and Access Borough/Citywide Office (BCO) staff work together with school leaders to implement the Comprehensive School Support (CSS) initiative which allows for ongoing leadership coaching and the development of both short and long-term goals. CSS school visits provide opportunities for intensive monitoring of teacher effectiveness through 8-week improvement cycles anchored in data. These cycles are centered around a Problem of Practice (POP) co-constructed by the school’s instructional leadership team (ILT) and the CSS support team through an examination of data and driven by the school’s CEP. The support cycles build on CEP actions plans by leveraging existing structures and supports, and by adding district and BCO supports where needed including instructional coaching, programming or special populations support.	CSS cycles have strengthened instructional and leadership capacity at New Directions Secondary School. This is evident from year-over-year improvements in student attendance and scholarship reports. ATS data shows YTD attendance rates improved by 8.3% in November, 4.6% in December, and 5.8% in January compared to a year earlier. Scholarship reports show average 1st marking period ELA pass rates (grades 6-12) improved by 24.7 percentage points from a year earlier. Average math pass rates (grades 6-12) improved by 19.1 percentage points from a year earlier. Additional improvements are evident across teacher teams where protocols have been refined to allow for the ongoing development of rigorous lesson plans and frequent opportunities to look at student work.

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</p>	

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.

Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer
Typed Name:	Date:

Rev. May 2020