

## 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:			
10X085: P.S. 085 Great Expectations	321000010085	NYC Geographic District #10	Fordham University	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	Sara Medina  Appointment Date: Interim Acting Date is 03/15/19	Meisha Ross Porter, Executive Superintendent Maribel Hulla, Superintendent Donald Conyers, First Deputy Chancellor, Interim Acting Sharon Rencher, Senior Executive Director of State/Federal Education Policy	PK-05	N/A	24.5%	18.9%	849

#### **Executive Summary**

Please provide a *plain-language summary* of this combined report and continuation plans in terms of implementing key strategies, engaging the community, and enacting Receivership. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*.

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

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

- Accelerate learning in ALL schools
- Close the opportunity gap by addressing disproportionality

- Bring coherence to the way administrators use data
- Reallocate support with a lens on equity

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

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

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

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

**Attention** – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). The reporting portion of this document is a self-assessment of the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document serves as the continuation plan for Receivership schools receiving School Improvement Grant (SIG) funds. It also serves as the planning instrument for Receivership schools with School Comprehensive Education Plans (SCEP). This document in its entirety must be posted on the district website.

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

**Directions for Part I and II** - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies that will be addressed in their 2020-2021 Continuation Plan in light of their anticipated level of implementation and their anticipated impact on student learning outcomes. The 2020-2021 Continuation Plan is an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – *Demonstrable Improvement Indicators (Level 1)*

<u>LEVEL 1 Indicators</u> Please list the school’s Level 1 indicators and complete all columns below. This information should provide details about the implementation of strategies that will support progress toward the Demonstrable Improvement Indicators.		
Identify Indicator	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	2020-21 School Year Continuation Plan for Meeting this Indicator
3-8 Chronic Absenteeism - All Students  Indicator: #160	<ul style="list-style-type: none"> <li>• By June 2020, achieve a NYS Demonstrable Improvement Indicator (DII) score of 25% on the Chronic Absenteeism Rate for all students from the DII 2018 baseline Performance Index of 27%.               <ul style="list-style-type: none"> <li>○ Partner with BBO to implement weekly attendance team meetings with key staff to monitor attendance data and develop proactive attendance strategies</li> <li>○ Provide ongoing communication with parents regarding policies, attendance rates, and impact on academic progress</li> <li>○ Attendance team members meet with students and parents with 80-90% attendance</li> </ul> </li> </ul> <p><b>Adjustments for transition to remote learning</b></p> <ul style="list-style-type: none"> <li>○ Attendance team with support of administrative team developed tiered attendance protocol and continued weekly virtual attendance meetings</li> <li>○ Attendance team utilized remote attendance data from the STARS Interaction tracker and data analysis from Community Schools Office</li> </ul>	<p><b>By June 2021, Chronic Absenteeism for All Students will Decrease by 3.7%, from 27.7% to 24%, as measured by Chronic Absenteeism Rate.</b></p> <ul style="list-style-type: none"> <li>• Parent coordinator in partnership with CSD will increase and expand options of parent communication over the summer to ensure that parents are aware of the start date. Pre-K and Kindergarten teachers will call all families joining their classes and ensure they are prepared to start on the first day of school and plan for a blended schedule.</li> <li>• Admin will host remote meetings over the summer to plan and communicate with parents on scheduling options and health and safety</li> <li>• Guidance/social work team will identify families for Tier 3 attendance support and assign success mentors from the guidance team to support. Team members will strategically assign and partner success mentors with severely chronically absent students and families to identify root causes and family supports and ensure every student is well known by at least one adult.</li> <li>• Attendance team will partner with BCO to implement</li> </ul>

		<p>weekly attendance team meetings with key staff to monitor attendance data and develop proactive attendance strategies with a focus on primary grades, students in temporary housing, and students with disabilities. Attendance team will enhance and utilize ATS data, STARS Interaction Tracker, RRSA, RISA during scheduled meetings.</p>
<p>3-8 ELP Success Ratio - All Students  Indicator: #180</p>	<ul style="list-style-type: none"> <li>● By June 2020, achieve a NYS Demonstrable Improvement Indicator (DII) score of 0.9 on the NYSED 3-8 ELP Success Ratio ALL Students from the DII 2018 baseline Performance Index of 0.7. <ul style="list-style-type: none"> <li>○ ILT and ELL teacher teams review data from quarterly progress monitoring, including iReady Diagnostic assessments, and Ready assessments</li> <li>○ Teacher's College Reading and Writing Project instructional coaches support teachers with the implementation of their units of study and development of effective small group strategies aligned to differentiated needs</li> <li>○ Teacher leaders design and facilitate cycles of inquiry for teacher teams to analyze student work and data to identify strengths and needs.</li> </ul> </li> </ul> <p><b>Adjustments for transition to remote learning</b></p> <ul style="list-style-type: none"> <li>▪ ENL teachers co-taught synchronous learning sessions, provided scaffolds for ELLs, and developed asynchronous assignments in Google Classroom</li> <li>▪ ENL teachers provided one-on-one and small group sessions with ELLs through synchronous learning</li> <li>▪ Transitional bilingual teachers provided ELL students with synchronous and asynchronous instruction using Google Classroom</li> </ul>	<p><b>By June 2021, English Language Proficiency for English Language Learners will Increase by 0.41 points, from 0.49 to 0.9, as measured by English Language Proficiency Success Ratio on the NYSESLAT exam.</b></p> <ul style="list-style-type: none"> <li>● ILT will partner with BCO to develop cycles of professional learning on NYSESLAT format, proficiency level continuums, TBE scheduling and ENL co-teaching models in a blended learning environment</li> <li>● ILT will partner with BCO to develop assessment calendar for formative assessment using NYSESLAT prompts and utilizing NYC Performance Assessments (ELL/MLL Academic Language Assessment in grades 3 to 5 and Universal English Language Development Rubrics for Speaking and Writing in grades K to 5)</li> <li>● Fordham Mental Health Coordinator will partner with bilingual/ENL team to develop series of monthly family and child workshops for families new to the country</li> </ul>
<p>Grades 4 and 8 Science All Students Core Subject Performance Index  Indicator: #150</p>	<ul style="list-style-type: none"> <li>● By June 2020, achieve a NYS Demonstrable Improvement Indicator (DII) score of 189.2 on the NYSED 4th grade Science exam for all students from the DII 2018 baseline Performance Index of 185. <ul style="list-style-type: none"> <li>○ Science Steering Team and Instructional Leadership Team unpack Amplify, our Standards based curriculum and map out units for each grade to be implemented throughout the school year with attention to scaffolds and supports for our SWD and ELL Students.</li> <li>○ Teachers implement selected Amplify Units and design lessons that engage students in relevant, real-world problems that require reading, writing, and discussion like scientists</li> <li>○ Teacher teams, including paraprofessionals, co-plan lessons to differentiate for individual student needs</li> <li>○ Science enrichment teacher provides targeted science lab instruction to third and fourth grade students</li> </ul> </li> </ul> <p><b>Adjustments for transition to remote learning</b></p> <ul style="list-style-type: none"> <li>▪ Science enrichment teacher provided daily synchronous instruction in Google Classroom and posted asynchronous assignments in Google Classroom</li> </ul>	<p><b>By June 2021, there will be a 20.6-point Increase on the Science Core Performance Index for All Students, from 168.6 to 189.2, as measured by NYS Science Exam Results.</b></p> <ul style="list-style-type: none"> <li>● ILT will partner with the BCO and DCI to develop a shared vision and understanding of school-wide curriculum and protocols for science instruction in a blended learning environment</li> <li>● Teacher teams will develop and modify lesson plans using culturally responsive teaching practices in order to adapt Amplify science units of study for student groups, design student discussion questions around academic language development informed by data analyzed from the PDSA inquiry cycles. Teacher teams will utilize data from science assessments using SchoolNet.</li> <li>● The science enrichment teacher will support classroom</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Classroom teachers provided students with weekly science assignments using Google Classroom and online Amplify resources.</li> </ul>	<p>instruction with hands-on lab experiences for students in grades 3 and 4 at least twice a week.</p> <ul style="list-style-type: none"> <li>● Project based learning using Amplify lesson videos and self-guided videos that support reading and writing to be done online via the google classroom platform.</li> </ul>
<p>School Safety          Indicator: #h1</p>	<ul style="list-style-type: none"> <li>● By June 2020, achieve a NYS Demonstrable Improvement Indicator (DII) score of 2.7 in School Safety for all students from the DII 2018 baseline of 2.6.             <ul style="list-style-type: none"> <li>○ Partner with BBO to develop Climate and Culture Team with child advocate and members of LSCI team</li> <li>○ Utilize the train the trainer model by having all constituents trained on restorative practices, culturally responsive teaching, and life space crisis intervention. This allows for coherence on social-emotional beliefs, avoids the need for exclusionary discipline, and reduces repeat offenses.</li> <li>○ Utilize OORS data and engage in instructional rounds with teacher teams to norm instructional expectations, provide feedback, and foster a strengths-based positive learning environment.</li> <li>○ Create opportunities such as Student Council to encourage student participation in school-wide behavior expectations.</li> <li>○ ILT will conduct School Wide Survey provided to all parents with abridged questions from 2018-2019 NYC School Survey</li> </ul> </li> </ul> <p><b>Adjustments for transition to remote learning</b></p> <ul style="list-style-type: none"> <li>▪ Teachers integrated restorative practices, such as the mood meter and daily check ins through daily Google Meets</li> <li>▪ Administrative team partnered with Community School Director to develop parent survey for Community School Forum</li> <li>▪ Counseling team developed Google Classroom to share resources for social emotional learning, visited classrooms, and created schedule for office hours</li> </ul>	<p><b>By June 2021, achieve a NYS Demonstrable Improvement Indicator (DII) score of 2.7 in School Safety for all students from the DII 2018 baseline of 2.6.</b></p> <ul style="list-style-type: none"> <li>● Increase capacity in Brain Power student leaders</li> <li>● Build on our Student Council team’s collaboration with school as young leaders</li> <li>● Comprehensive Counseling Plan supports the reopening of schools and addresses student needs as it pertains to the pandemic crisis and their social emotional learning.</li> <li>● The contracting of an additional bilingual mental health counselor through Fordham Community Schools</li> </ul>
<p>3-8 Math All Students MGP          Indicator: #39</p>	<ul style="list-style-type: none"> <li>● By June 2020, achieve a NYS Demonstrable Improvement Indicator (DII) MGP of 45.1 on the NYSED 3-8 Math exam for all students from the DII 2018 baseline MGP of 43.1.             <ul style="list-style-type: none"> <li>○ ILT partners with the BBO to craft instructional expectations, develop a shared vision and understanding of the enVisions curriculum and protocols for math instruction to support student discourse and academic vocabulary</li> <li>○ ILT creates an assessment calendar for the purpose of monitoring progress, including iReady Diagnostic Assessments, Ready Assessments</li> <li>○ ILT and teacher teams, including ELL &amp; Special Ed team, review data from quarterly progress monitoring, including iReady Diagnostic assessments, and Ready assessments</li> <li>○ Administrative team developed calendar of Advance observations and data chats aligned with school-wide assessment calendar</li> <li>○ Administrative team engages in norming sessions on conducting formative and evaluative observations, in order to provide targeted, actionable feedback to improve academic instructions</li> </ul> </li> </ul> <p><b>Adjustments for transition to remote learning</b></p>	<p><b>By June 2021, there will be a 3-point increase on the Math Mean Growth Percentile for All Students, from 54.6 to 57.6, as measured by NYS Math Exam Results.</b></p> <ul style="list-style-type: none"> <li>● ILT will create an assessment calendar for the purpose of monitoring progress, including MAP Growth Diagnostic Assessments, Ready Assessments, and enVisions topic assessments. This assessment calendar will include a timely plan for ongoing discussions and supports with teachers</li> <li>● Teachers will apply professional learning on culturally responsive teaching practices, the five mathematical practices, developing academic language to deepen conceptual understanding in mathematics, provide opportunities for students to interpret open-ended and multi-step complex problems and apply appropriate</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Teachers developed Google Classrooms to organize assignments and provide synchronous and asynchronous instruction</li> <li>▪ Teachers utilized online resources from Pearson Realize/enVisions, iReady, and Khan Academy to support student learning</li> </ul>	<p>strategies and/or processes</p> <ul style="list-style-type: none"> <li>● Focus on number talk and math fluency in grades k to 2nd.</li> </ul>
<p>3-8 ELA All Students MGP Indicator: #33</p>	<ul style="list-style-type: none"> <li>● By June 2020, achieve a NYS Demonstrable Improvement Indicator (DII) MGP of 46.3 on NYSED 3-8 ELA exam from the DII 2018 baseline MGP of 44.3.             <ul style="list-style-type: none"> <li>○ ILT partners with the BBO to craft instructional expectations, develop a shared vision and understanding of school-wide curriculum and protocols for literacy instruction to support student discourse and academic vocabulary</li> <li>○ ILT creates and implements an assessment calendar for the purpose of monitoring progress, including iReady Diagnostic Assessments, Fountas &amp; Pinnell reading assessments, Ready assessments</li> <li>○ ILT and teacher teams, including ELL &amp; Special Ed team, review data from quarterly progress monitoring, including iReady Diagnostic Assessments, Fountas &amp; Pinnell reading assessment, Ready assessments</li> </ul> </li> </ul> <p><b>Adjustments for transition to remote learning</b></p> <ul style="list-style-type: none"> <li>▪ Teachers developed Google Classrooms to organize assignments and provide synchronous and asynchronous instruction</li> <li>▪ Teachers utilized resources from Teachers’ College, iReady, CommonLit, and Reading A-Z to support student learning</li> </ul>	<p><b>By June 2021, there will be a 3-point Increase in the ELA Mean Growth Percentile for All Students, from 51.9 to 54.9, as measured by NYS ELA Exam Results.</b></p> <ul style="list-style-type: none"> <li>● ILT will partner with the DCI and BBO to use instructional round data to develop cycles of professional learning on culturally responsive teaching, data analysis, task analysis, lesson planning, close reading, question and discussion protocols that promote equity. This includes a focus on vocabulary protocols, strategy groups, and leveled reading groups. Teacher leaders will design and facilitate cycles of inquiry for teacher teams to analyze student work and data to identify strengths and needs.</li> <li>● Teachers will apply professional learning on culturally responsive teaching practices including accountable talk and reciprocal teaching, that leads to developing academic language and deepening comprehension of rigorous text, and in order to provide opportunities for students to interpret, discuss on a variety of genres and leveled text (particularly aligning to the CRE engaging libraries ordered: Rising Voices)</li> <li>● Leveled literacy intervention extended K to 5, either remote or in person, supported by literacy intervention teacher/coordinator</li> <li>● Reading Rescue program coordinator will train 4 additional tutors to support 1:1 and small group instruction with a focus on maintaining program fidelity around phonics and writing instruction</li> <li>● Professional learning on LTRS to support phonics in K to 2, led by the ULIT Coach.</li> </ul>
<p>3-8 Math All Students Core Subject Performance Index Indicator: #110</p>	<ul style="list-style-type: none"> <li>● By June 2020, achieve a NYS Demonstrable Improvement Indicator (DII) score of 76 on the NYSED 3-8 Math All Students Performance Index from the 2018 DII baseline of 66.             <ul style="list-style-type: none"> <li>○ ILT partners with the BBO to craft instructional expectations, develop a shared vision and understanding of the enVisions curriculum and protocols for math instruction to support student discourse and academic vocabulary</li> <li>○ ILT creates an assessment calendar for the purpose of monitoring progress, including iReady Diagnostic Assessments, Ready Assessments</li> </ul> </li> </ul>	<p><b>By June 2021, there will be a 5-point Increase on the Math Core Performance Index for All Students, from 80.7 to 85.7, as measured by NYS Math Exam Results.</b></p> <ul style="list-style-type: none"> <li>● ILT will explore and develop a blended learning model using iLearnNYC and Google Classroom resources with a focus on culturally responsive teaching and equity and</li> </ul>



	<ul style="list-style-type: none"> <li>○ ILT and teacher teams, including ELL &amp; Special Ed team, review data from quarterly progress monitoring, including iReady Diagnostic assessments, and Ready assessments</li> <li>○ Administrative team develops calendar of Advance observations and data chats aligned with school-wide assessment calendar</li> <li>○ Administrative team engages in norming sessions on conducting formative and evaluative observations, in order to provide targeted, actionable feedback to improve academic instructions</li> </ul> <p><b>Adjustments for transition to remote learning</b></p> <ul style="list-style-type: none"> <li>▪ Teachers developed Google Classrooms to organize assignments and provide synchronous and asynchronous instruction</li> <li>▪ Teachers utilized resources from Pearson Realize/enVisions, iReady, and Khan Academy to support student learning</li> </ul>	<ul style="list-style-type: none"> <li>● begin preparation during our summer teacher institute.</li> <li>● ILT will partner with the BCO and DCI to revise instructional expectations and develop a shared vision and understanding of culturally responsive mathematics instruction using the enVisions curriculum and Number Talk protocols for math instruction to support student discourse and academic vocabulary in a blended learning environment</li> <li>● Teachers will identify high utility vocabulary in each unit of study and will develop visual word walls and anchor charts to develop academic language and deepen conceptual understanding in mathematics.</li> <li>● Teacher teams will develop a resource bank of online resources, including enVisions Pearson Realize and Khan Academy, to support grade level curriculum units of study, including commercial and teacher-created videos, visual word wall and anchor charts in multiple languages for parents on the school website to support blended and remote learning</li> </ul>
<p>3-8 ELA All Students Core Subject Performance Index</p> <p>Indicator: #100</p>	<ul style="list-style-type: none"> <li>● By June 2020, achieve a NYS Demonstrable Improvement Indicator (DII) score of 79.3 on NYSED 3-8 ELA All Students Core Subject Performance Index from the DII 2018 baseline of 69.4.             <ul style="list-style-type: none"> <li>○ ILT partners with the BBO to craft instructional expectations, develop a shared vision and understanding of school-wide curriculum and protocols for literacy instruction to support student discourse and academic vocabulary</li> <li>○ ILT created and implemented an assessment calendar for the purpose of monitoring progress, including iReady Diagnostic Assessments, Fountas &amp; Pinnell reading assessments, Ready assessments</li> <li>○ ILT and teacher teams, including ELL &amp; Special Ed team, review data from quarterly progress monitoring, including iReady Diagnostic Assessments, Fountas &amp; Pinnell reading assessment, Ready assessments</li> </ul> </li> </ul> <p><b>Adjustments for transition to remote learning</b></p> <ul style="list-style-type: none"> <li>▪ Teachers developed Google Classrooms to organize assignments and provide synchronous and asynchronous instruction</li> <li>▪ Teachers utilized resources from Teachers’ College, iReady, CommonLit, and Reading A-Z to support student learning</li> </ul>	<p><b>By June 2021, there will be a 5-point Increase on the ELA Core Performance Index for All Students, from 79.9 to 84.9, as measured by NYS ELA Exam Results.</b></p> <ul style="list-style-type: none"> <li>● ILT will create an assessment calendar for the purpose of monitoring progress, including MAP Growth Assessments, Ready Assessments (3-5), Fountas and Pinnell independent reading assessments, Foundations (K-2) and writing tasks assessed with the Teacher’s College Writing rubrics. Universal Literacy Coach will explore options for universal screeners to implement in grades K and 1.</li> <li>● Teacher teams will develop and modify lesson plans using culturally responsive teaching practices in order to adapt TC units of study for student groups, design student discussion questions around academic language development informed by data analyzed from the PDSA inquiry cycles</li> </ul>



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|  |  | <ul style="list-style-type: none"><li>• Leveled Literacy Intervention program will be extended K to 5, either remote or in person, supported by the RTI/AIS teacher, Universal Literacy Coach and Literacy Coach</li><li>• Teacher teams will develop a resource bank of online tools to support grade level curriculum units of teacher-created videos, visual word walls and anchor charts in multiple languages for parents on the school website to support blended learning.</li><li>• School leaders and teachers with the support of the technology team, parent coordinator, and CBO CSD will host virtual or in-person sessions to inform parents of resources on the school website</li><li>• Students will engage in accountable talk with individualized instruction daily during the ELA block and intervention period with opportunities for peer- and self-assessment.</li></ul> |
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Part II – Demonstrable Improvement Indicators (Level 2)

<u>LEVEL 2 Indicators</u> Please list the school's Level 2 indicators and complete all columns below. This information should provide details about the implementation of strategies that will support progress toward the Demonstrable Improvement Indicators.		
Identify Indicator	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	2020-21 School Year Continuation Plan for Meeting this Indicator
Plan for and implement Community School Model  Indicator: #2	<ul style="list-style-type: none"> <li>Promoting a culturally responsive environment that allows students to take ownership and have agency in school-wide policies</li> <li>Engaging the entire school in data analysis of OORS data for specific groups of students that reveal disproportionality</li> <li>Utilizing district-driven equity and CRE professional development to inform the school's Ladder of Referral and student supports</li> </ul>	<ul style="list-style-type: none"> <li>SLT/ILT will develop calendar of quarterly family math celebrations with the support of the Community Based Organizations CSD and other representatives</li> </ul>
Providing 200 Hours of Extended Day Learning Time (ELT)  Indicator: #94	<ul style="list-style-type: none"> <li>The goal of the Extended Learning Time is to provide a seamless instructional day for students in grades 3, 4 and 5 providing them with additional support with reading and mathematics interventions aligned with current assessment data and reviewed on a ten-week cycle.</li> <li>This additional instructional time will take place from 2:30 to 4:10 every Wednesday, Thursday and Friday. Classes and groups will be formed based on current assessment data.               <ul style="list-style-type: none"> <li>Each ELT teacher is a NYS certified teacher.</li> <li>Community partners will provide additional small group learning opportunities</li> <li>Community partners will provide additional enrichment activities after school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Blended learning models of ELT for weekends and evening opportunities.</li> <li>ELT opportunities will be in effect for all students based on their blended learning schedule. This will take place in person (brick and mortar) and remotely. Students will continue to be engaged in ELT on Wednesday, Thursdays and Fridays from 2:30 to 4:10 pm.</li> </ul>
Average Proficiency Rating Math, ICT  Indicator: #g1	<ul style="list-style-type: none"> <li>By June 2020, achieve a NYS Demonstrable Improvement Indicator (DII) score of 1.95 on the Average Proficiency Rating Math, ICT from the DII 2018 baseline of 1.85.               <ul style="list-style-type: none"> <li>Teachers will identify and use co-teaching models that maximize teacher effectiveness and match tasks and activities to students' needs in order to accelerate learning and close achievement gaps.</li> <li>ILT and teacher teams, including ELL &amp; Special Ed team, review data from quarterly progress monitoring, including iReady Diagnostic assessments, and Ready assessments</li> <li>Co-teaching partners receive support and feedback from the BBO to maximize the effectiveness of the ICT model</li> </ul> </li> </ul> <p><b>Adjustments for transition to remote learning</b></p> <ul style="list-style-type: none"> <li>Teachers developed Google Classrooms to organize assignments and provide synchronous and asynchronous instruction</li> <li>Teachers utilized resources from Pearson Realize/enVisions, iReady, and Khan Academy to support student learning</li> </ul>	<p><b>By June 2021, there will be a 0.11-point Increase on the Math Average Proficiency Rating for Integrated Co-Teaching Students, from 1.99 to 2.1, as measured by NYS Math Exam Results.</b></p> <ul style="list-style-type: none"> <li>ILT will partner with BCO and DCI to develop instructional expectations to provide access for all students, including MLLs/ELLs in bilingual and monolingual settings and SWDs</li> <li>Teacher teams, including paraprofessionals, will co-plan lessons and determine optimal co-teaching models to provide differentiated instruction and multiple entry points for individual students and groups of students</li> <li>ICT teachers will provide individualized instructional support within their smaller social distanced groups with a focus on writing across all content areas</li> </ul>

<p>3-8 Math ELL Core Subject Performance Index</p> <p>Indicator: #114</p>	<ul style="list-style-type: none"> <li>● By June 2020, achieve a NYS Demonstrable Improvement Indicator (DII) score of 63.5 on the NYSED 3-8 Math ELL Core Subject Performance Index from the 2018 baseline DII of 61.3. <ul style="list-style-type: none"> <li>○ ILT and teacher teams, including ELL &amp; Special Ed team, review data from quarterly progress monitoring, including iReady Diagnostic assessments, and Ready assessments</li> </ul> </li> </ul> <p><b>Adjustments for transition to remote learning</b></p> <ul style="list-style-type: none"> <li>▪ Teachers developed Google Classrooms to organize assignments and provide synchronous and asynchronous instruction</li> <li>▪ Teachers utilized resources from Pearson Realize/enVisions, iReady, and Khan Academy to support student learning</li> </ul>	<p><b>By June 2021, there will be a 20-point Increase on the Math Core Performance Index, from 44.6 to 64.6 for MLLs/ELLs, as measured by NYS Math Exam Results.</b></p> <ul style="list-style-type: none"> <li>● ILT will partner with BCO and DCI to expand the 2019-2020 instructional expectations to improve access for all students, including MLLs/ELLs in bilingual and monolingual settings and SWD through the use of scaffolds, supports and protocols (e.g. number talks, accountable talk stems, anchor charts and word walls)</li> <li>● SLT, ILT and teacher teams, including ELL &amp; School Implementation Team (SIT), will review data from quarterly progress monitoring reports to ensure that school is on track to meet CEP goals and revise action plan as needed using “looking at student work protocols” to analyze trends and make interim plans for progress</li> </ul>
<p>3-8 Math Black Core Subject Performance Index</p> <p>Indicator: #112</p>	<ul style="list-style-type: none"> <li>● By June 2020, achieve a NYS Demonstrable Improvement Indicator (DII) score of 70.2 on the NYSED 3-8 Math Black Core Subject Performance Index DII from a 2018 baseline performance index of 64.6. <ul style="list-style-type: none"> <li>○ ILT and teacher teams, including ELL &amp; Special Ed team, review subgroup data from quarterly progress monitoring, including iReady Diagnostic assessments, and Ready assessments</li> </ul> </li> </ul> <p><b>Adjustments for transition to remote learning</b></p> <ul style="list-style-type: none"> <li>▪ Teachers developed Google Classrooms to organize assignments and provide synchronous and asynchronous instruction</li> <li>▪ Teachers utilized resources from Pearson Realize/enVisions, iReady, and Khan Academy to support student learning</li> </ul>	<p><b>By June 2021, there will be a 5-point Increase on the Math Core Performance Index for African American Students, from 87.9 to 92.9, as measured by NYS Math Exam Results.</b></p> <ul style="list-style-type: none"> <li>● CRE practices include increasing student voice and choice using number talks and open-ended tasks. (This work will begin during the summer institute curriculum planning.)</li> <li>● Using Racing Voices library to make connections to students in order to increase interest and connectivity hence engage students in the work and build proficiency with math concepts.</li> </ul>
<p>Average Proficiency Rating Math, Lowest Third Citywide</p> <p>Indicator: #g3</p>	<ul style="list-style-type: none"> <li>● By June 2020, achieve a NYS Demonstrable Improvement Indicator (DII) score of 1.89 in Average Proficiency Rating Math, Lowest Third Citywide from the 2018 baseline DII of 1.85. <ul style="list-style-type: none"> <li>○ ILT and teacher teams, including ELL &amp; Special Ed team, review subgroup data from quarterly progress monitoring, including iReady Diagnostic assessments, and Ready assessments</li> </ul> </li> </ul> <p><b>Adjustments for transition to remote learning</b></p> <ul style="list-style-type: none"> <li>▪ Teachers developed Google Classrooms to organize assignments and provide synchronous and asynchronous instruction</li> <li>▪ Teachers utilized resources from Pearson Realize/enVisions, iReady, and Khan Academy to support student learning</li> </ul>	<p><b>By June 2021, there will be a 0.11-point Increase on the Math Average Proficiency Rating for Integrated Co-Teaching Students, from 1.99 to 2.1, as measured by NYS Math Exam Results.</b></p> <ul style="list-style-type: none"> <li>● Increase number talks to every day programmed opportunities to address math fluency and program it for a consistent coherent approach.</li> <li>● Increase parent engagement through online and video support specifically for early childhood parents in translated versions as well</li> </ul>

<p>3-8 ELA ELL Core Subject Performance Index</p> <p>Indicator: #104</p>	<ul style="list-style-type: none"> <li>● By June 2020, achieve a NYS Demonstrable Improvement Indicator (DII) score of 59.6 on NYSED 3-8 ELA ELL Core Subject Performance Index from the DII 2018 baseline Performance Index of 56.8.             <ul style="list-style-type: none"> <li>○ ILT and teacher teams, including ELL &amp; Special Ed team, review data from quarterly progress monitoring, including iReady Diagnostic assessments, and Ready assessments</li> <li>○ Co-teaching partners receive support and feedback from the BBO to maximize the effectiveness of the ICT model</li> </ul> </li> </ul> <p><b>Adjustments for transition to remote learning</b></p> <ul style="list-style-type: none"> <li>▪ Teachers developed Google Classrooms to organize assignments and provide synchronous and asynchronous instruction</li> <li>▪ Teachers utilized resources from Teachers’ College, iReady, CommonLit, and Reading A-Z to support student learning</li> </ul>	<p><b>By June 2021, there will be a 33.4-point increase on the ELA Core Performance Index for MLLs/ELLs, from 27.6 to 61, as measured by NYS ELA Exam Results.</b></p> <ul style="list-style-type: none"> <li>● Reading Rescue to continue to support early childhood</li> <li>● LLI expansion through training of additional staff and strategic grouping to address needs of ELLs, as well as we want to say bottom ⅓ students based on a tiered plan of action.</li> </ul>
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**Part III – Goals and/or Key Strategies – (As applicable)**

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

<p><b>Goals and/or Key Strategies</b> 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><b>Community Engagement Team (CET)</b> 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).

**Outcomes of the CET:**

**September 24, 2019** – Review of Bylaws, Roles and Responsibilities, Calendar, Overview of CEP – Needs, Goals and Action Plan

**October 8, 2019** – Integration of CBO partnerships into the instructional day and after school; mental wellness, academic and recreational services provided to children and parents; a community of practice around sustaining an effective community school model through the lens of students, families community and CBO mentors and partners; Review and discussion of Receivership Hearing; consultation and collaboration Form; Q and A

**November 19, 2019** – Review of SCEP and First Quarter progress monitoring

**January 14, 2020** - Strategies to increase Parent Engagement – Results from People’s Circle with 15 Parents in attendance: English Classes, Movie Night, Cooking Classes Receiving Information about the school and what their children are engaged in. IEP Parent Meeting Scheduled for 2/6/2020, Movie Night Scheduled for 1/24/2020 (Fundraiser), ESL Computer classes being scheduled, Pre-K Workshops happening (1-2) per month, Math Fun Day is 1/31/2020 and will continue once each month.

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

**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)

<u>Budget Amendments</u>
<p><b>ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:</b></p> <ul style="list-style-type: none"> <li>● <b>SIG FS-10 2020-21 BUDGET AND BUDGET NARRATIVE</b></li> <li>● <b>CSG AND PSSG AMENDMENTS--\$21,000 Rollover (budget categories?)</b></li> </ul> <p><b>BUDGET FORMS ARE AVAILABLE AT: <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a>.</b></p>

Part VI: Best Practices (Optional)

<u>Best Practices</u>	
<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>	
List the best practice that will be or is currently being implemented in the school.	Describe a best practice that will be in place for the 2020-21 school year in terms of its impact on the implementation of the plan. Discuss the evidence that will be used to determine its success. Discuss the possibility of replication in other schools.
1.ILT	<ul style="list-style-type: none"> <li>● ILT will partner with BCO and DCI to expand the 2019-2020 instructional expectations to improve access for all students, including MLLs/ELLs in bilingual and monolingual settings and SWD through the use of scaffolds, supports and protocols (e.g. number talks, accountable talk stems, anchor charts and word walls)</li> </ul>
2.RTI/AIS partnership	<ul style="list-style-type: none"> <li>● Leveled Literacy Intervention program will be extended K to 5, either remote or in person, supported by the RTI/AIS teacher, Universal Literacy Coach and Literacy Coach</li> <li>● LLI expansion through training of additional staff and strategic grouping to address needs of ELLs, as well as bottom 1/3 students based on a tiered plan of action.</li> </ul>
3.LTRS: focus on early childhood	<ul style="list-style-type: none"> <li>● Professional learning on LTRS to support phonics in K to 2, led by the ULIT Coach.</li> </ul>

Part VII – Assurance and Attestation

By signing below, I attest to the fact that the information in this continuation plan is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): \_\_\_\_\_

Signature of Receiver: \_\_\_\_\_

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

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this continuation plan, and has had the opportunity to review, and update if necessary, its 2020-2021 Community Engagement Team plan and membership.

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

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

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

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



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

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