

## 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:				
12X480 - Bronx Regional High School	321200011480	NYC Geographic District #12	East Side House Settlement	Check which plan below applies:				
				SIG			SCEP	
				Cohort: SIG 7			Model: College and Career Readiness	
Superintendent	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	Colin Thomas  Appointment Date: 10/19/2007	Tim Lisante, Executive Superintendent Paul Rotondo, Superintendent Donald Conyers, First Deputy Chancellor Interim Acting Sharon Rencher, Senior Executive Director of State/Federal Education Policy		10-12	40.8% (6-year)	8.8%	20.6%	170

<b>Executive Summary</b>
<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"> <li>• Accelerate learning in ALL schools</li> <li>• Close the opportunity gap by addressing disproportionality</li> <li>• Bring coherence to the way administrators use data</li> <li>• Reallocate support with a lens on equity</li> </ul>

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](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)**

<b>LEVEL 1 Indicators</b>		
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
Total Cohort 6-Year Grad Rate - All Students  Indicator: 250	<p><b>Goal(s):</b> By August 2020, the 6-year graduation rate will increase from a baseline of 30% to 36% through the implementation of advanced literacy strategies aligned to our instructional focus.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>We have used the research-based cohort tracking system: Early Warning and Intervention System (NYSED Evidence Based Intervention).</li> <li>Our year-5 and year-6 students have attended PM school, Saturday Academy, and Regents prep.</li> <li>Teachers and staff have used student progress reports to provide quarterly updates regarding student progress towards graduation.</li> <li>Our attendance teams has provided updates to parents and students regarding student attendance patterns.</li> <li>Weekly attendance meetings have occurred with our guidance team who provides the entire school community with their individual caseloads with an emphasis on year 5 and year 6 students.</li> <li>We have implemented the CDOS (Career Development and Occupational Studies) Pathway, including career exploration and paid internships.</li> </ul> <p><b>Adjustments to Key Strategies:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p><b>2020-21 Goal:</b> By August 2021, 14.6% of all students will meet the 4-year graduation rate; 29.9% will meet the 5-year graduation rate; and 49% will meet the 6-year graduation rate.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>We will implement the research-based cohort tracking system: Early Warning and Intervention System (NYSED Evidence Based Intervention).</li> <li>We will provide opportunities for students to pursue the CDOS Pathway, including career exploration and paid internships.</li> <li>We will leverage per session funding from our SIG 7 grant to ensure counseling sessions can occur both during and outside the normal school day.</li> <li>We will continue to address COVID-19 challenges resulting in a rich and rigorous and blended learning experience for all students.</li> </ul> <p><b>Data Trends:</b></p> <ul style="list-style-type: none"> <li>ATS (Automate the Schools) indicates we have achieved a 43% graduation rate for students in the 6-year cohort (Cohort T) as of June 2020.</li> </ul>

	<ul style="list-style-type: none"> <li>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.</li> <li>School leaders have uploaded student-to-staff interaction data collected through the school’s tracking system to STARS (Student Transcript and Reporting System) Classroom.</li> </ul>	<ul style="list-style-type: none"> <li>2020-21 data shows we have exceeded our 6-year graduation demonstrable improvement progress target of 36% by at least 7 percentage points.</li> <li>Our progress to graduation tracker shows we will likely reach a 48% graduation rate by August 2020.</li> </ul>
<p>School Safety – HST</p> <p>Indicator: h3</p>	<p><b>Goal(s):</b> By August 2020, the school safety metric will improve to 1.10 by implementing restorative justice practices to lower incident rates.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>As a NYSED Evidence Based Intervention, our Restorative Justice (RJ) Team has trained all staff in RJ practices.</li> <li>School leaders have implemented alternative strategies to suspension.</li> <li>Our Community Coordinator has increased Parental Outreach by working with our various departments and Parent Association to support and develop community workshops on multiple topics.</li> </ul> <p><b>Adjustments to Key Strategies:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Our dedicated counselors have engaged in trauma-informed practices via Google Hangout with students who have experienced episodes of violence and trauma.</li> </ul>	<p><b>2020-21 Goal:</b> By August 2021, the school safety metric will improve to 1.10 by implementing restorative justice practices to reduce incident rates.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>As a NYSED Evidence Based Intervention, our Restorative Justice (RJ) Team will ensure all staff are trained in RJ practices.</li> <li>School leaders will continue to implement alternative strategies to suspension.</li> <li>We will re-launch our Respect for All Initiative, which builds upon ongoing programs to help students, staff, and communities gain a better understanding of diversity.</li> <li>We will continue to address COVID-19 challenges resulting in a rich and rigorous and blended learning experience for all students.</li> </ul> <p><b>Data Trends</b></p> <ul style="list-style-type: none"> <li>Online Occurrence Reporting System (OORS) data reveals level 3-5 student incidences over the past quarter have decreased by 100%.</li> <li>We had 0 suspensions during quarters 3 and 4.</li> <li>Our RJ Team has fostered our online sense of school connectedness and caring by nurturing relationships between the teachers and the students through 20 hours of Google Hangout sessions since March.</li> <li>85% of parents surveyed by our community based organization indicate that they review the school’s expectations for completing assignments and appropriate behavior on internet-enabled devices.</li> </ul>
<p>Credits Earned: Students Starting 11 to 22</p>	<p><b>Goal(s):</b></p>	<p><b>2020-21 Goal</b></p>

<p>Indicator: u2</p>	<p>By August 2020 ELA scores will increase from 56.8% to 75.7% by strengthening the instructional core and using advanced literacy strategies.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• We have re-programmed our school with Trimesters (Increased Instructional Time).</li> <li>• Our whole staff has participated in Advanced Literacy Training as a Professional Learning Opportunity (PLO). Additionally, our teachers have participated in district PLOs for struggling readers.</li> <li>• We have supported ELLs and SWDs with the Pearson Universal Screener, primarily used in ELA to assess student reading levels.</li> <li>• ELA teachers have implemented strategies for struggling readers from the PLO-based on "Notice and Note" text which includes the use of annotation.</li> </ul> <p><b>Adjustments to Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• In response to the COVID-19 pandemic, school leaders have scheduled regular online sessions with teachers of students who started with 11 to 22 credits to actively monitor student-to-staff interactions schoolwide and on a case by case basis.</li> <li>• Our online diagnostic tools and interaction data have helped to efficiently personalize and accelerate remote learning.</li> <li>• 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.</li> </ul>	<p>By August 2021, 14.6% of all students will meet the 4-year graduation rate; 29.9% will meet the 5-year graduation rate; and 49% will meet the 6-year graduation rate.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• We will continue to implement the research-based cohort tracking system: Early Warning and Intervention System (NYSED Evidence Based Intervention).</li> <li>• We will provide opportunities for students to pursue the CDOS Pathway, including career exploration and paid internships.</li> <li>• We will leverage per session funding from our SIG 7 grant to ensure counseling sessions can occur both during and outside the normal school day.</li> <li>• We will continue to address COVID-19 challenges resulting in a rich and rigorous and blended learning experience for all students.</li> </ul> <p><b>Data Trends</b></p> <ul style="list-style-type: none"> <li>• Students who started with 11 to 22 credits have earned 5.92 credits over the first two trimesters.</li> <li>• We are approaching our target of 6.6 credits and are presently within the range of 0.68 average credits needed with trimester 3 grades still pending.</li> <li>• Students in this credit bucket have earned 2.96 credits on average over the course of two trimesters.</li> <li>• From trimester 1 to trimester 2, credit accumulation for this credit bucket has increased by 1.01%.</li> <li>• During the shift to remote learning, we maintained weekly interactions of 68% or greater among students starting with 11 to 22 credits.</li> </ul>
<p>Credits Earned: Students Starting 22 to 33</p> <p>Indicator: u3</p>	<p><b>Goal(s):</b> By August 2020 ELA scores will increase from 56.8% to 75.7% by strengthening the instructional core and using advanced literacy strategies.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• We have re-programmed our school with Trimesters (Increased Instructional Time).</li> <li>• An English teacher will attend advanced literacy training and turn-keyed to staff.</li> <li>• Whole Staff Advanced Literacy Training (Professional Learning Opportunity / PLO)</li> </ul>	<p><b>2020-21 Goal</b> By August 2021, 14.6% of the all students will meet the 4-year graduation rate; 29.9% will meet the 5-year graduation rate; and 49% will meet the 6-year graduation rate.</p> <p><b>Key Strategies:</b></p>

	<ul style="list-style-type: none"> <li>• Teacher attends district PLO for struggling readers</li> <li>• Pearson Universal Screener, ELA to assess student reading levels</li> <li>• ELA teachers implement strategies for struggling readers from PLO based on "Notice and Note" text.</li> </ul> <p><b>Adjustments to Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• In response to the COVID-19 pandemic, school leaders have scheduled regular online sessions with teachers of students who started with 22 to 33 credits to actively monitor student-to-staff interactions schoolwide and on a case by case basis.</li> <li>• Our online diagnostic tools and interaction data have helped to efficiently personalize and accelerate remote learning.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• We will continue to implement the research-based cohort tracking system: Early Warning and Intervention System (NYSED Evidence Based Intervention).</li> <li>• We will provide opportunities for students to pursue the CDOS Pathway, including career exploration and paid internships.</li> <li>• We will leverage per session funding from our SIG 7 grant to ensure counseling sessions can occur both during and outside the normal school day.</li> <li>• We will continue to address COVID-19 challenges resulting in a rich and rigorous and blended learning experience for all students.</li> </ul> <p><b>Data Trends</b></p> <ul style="list-style-type: none"> <li>• During the shift to remote learning, we maintained weekly interactions of 60% or greater among students starting with 22 to 33 credits.</li> <li>• Students in this credit bucket have earned 5.92 credits on average with trimester 3 grades still pending.</li> <li>• From trimester 1 to trimester 2, credit accumulation for this credit bucket has increased by 1.44%.</li> <li>• We are approaching our target of 7.3 credits and are presently within the range of 0.32 average credits needed with trimester 3 grades still pending.</li> </ul>
<p>Credits Earned: Students Starting 33 to 38</p> <p>Indicator: u4</p>	<p><b>Goal(s):</b> By August 2020 ELA scores will increase from 56.8% to 75.7% by strengthening the instructional core and using advanced literacy strategies.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• We have re-programmed our school with Trimesters (Increased Instructional Time).</li> <li>• An English teacher will attend advanced literacy training and turn-keyed to staff.</li> <li>• Whole Staff Advanced Literacy Training (Professional Learning Opportunity / PLO)</li> <li>• Teacher attends district PLO for struggling readers and turnkeys trainings to staff</li> <li>• Pearson Universal Screener, ELA to assess student reading levels</li> <li>• ELA teachers implement strategies for struggling readers from PLO based on "Notice and Note" text written by Kyrene Beers and Bob Probst</li> </ul> <p><b>Adjustments to Key Strategies:</b></p>	<p><b>2020-21 Goal</b> By August 2021, 14.6% of all students will meet the 4-year graduation rate; 29.9% will meet the 5-year graduation rate; and 49% will meet the 6-year graduation rate.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• We will continue to implement the research-based cohort tracking system: Early Warning and Intervention System (NYSED Evidence Based Intervention).</li> <li>• We will provide opportunities for students to pursue the CDOS Pathway, including career exploration and paid internships.</li> <li>• We will leverage per session funding from our SIG 7 grant to ensure counseling sessions can occur both during and outside the normal school day.</li> </ul>

	<ul style="list-style-type: none"> <li>In response to the COVID-19 pandemic, school leaders have scheduled regular online sessions with teachers of students who started with 33 to 38 credits to actively monitor student-to-staff interactions schoolwide and on a case by case basis.</li> <li>Our online diagnostic tools and interaction data have helped to efficiently personalize and accelerate remote learning.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>We will continue to address COVID-19 challenges resulting in a rich and rigorous and blended learning experience for all students.</li> </ul> <p><b>Data Trends</b></p> <ul style="list-style-type: none"> <li>We have maintained student to staff weekly interactions of 63% or greater among the 33-38 credit bucket.</li> <li>100% of students and families have been updated with information regarding the student progress to graduation.</li> <li>Students in the 33-38 credit band have earned 7.7 out of the required 9.3 credits with third trimester grades still pending.</li> </ul>
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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><b>Goal(s):</b> By August 2020, the school safety metric will improve to 1.10 by implementing restorative justice practices to lower incident rates.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>As a NYSED Evidence Based Intervention, our Restorative Justice (RJ) Team has trained all staff in RJ practices.</li> <li>School leaders have implemented alternative strategies to suspension.</li> <li>Our Community Coordinator has increased Parental Outreach by working with our various departments and Parent Association to support and develop community workshops on multiple topics.</li> <li>We hosted two awards assemblies (one virtual) to honor the successes of our students.</li> </ul>	<p><b>2020-21 Goal:</b> By August 2021, the school safety metric will improve to 1.10 by implementing restorative justice practices to lower incident rates.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>Restorative Justice Team will train the staff and ensure any all staff members are fully trained. (NYSED EBS)</li> <li>Administration will implement alternative strategies to suspension.</li> </ul>

	<ul style="list-style-type: none"> <li>• Our Community Coordinator increased Parental Outreach by working with our various departments and Parent Association to support and develop community workshops on multiple topics.</li> </ul> <p><b>Adjustments to Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• In response to the COVID-19 pandemic, our school community has adapted its systems and structures to a remote learning environment.</li> <li>• To preserve continuity for families, school staff has conducted outreach to families using email, phone calls, and/or video chats to keep regular contact with students and families, depending on identified needs.</li> <li>• Our SIG-funded Community Associate helped parents create full NYCSA (New York City School Accounts) linked to their respective students by generating Account Creation Codes through Family Access Management (FAM).</li> <li>• Families learned how to use the Graduation Tracker within NYC School Account to review student’s progress toward graduation including the courses and credits a student has earned.</li> </ul>	<ul style="list-style-type: none"> <li>• We will continue to address COVID-19 challenges resulting in a rich and rigorous and blended learning experience for all students.</li> <li>• Our SIG-funded Community Associate will work collaboratively with our Parent Association to expand community school efforts including ELT, parent workshops, and our food pantry,</li> </ul> <p><b>Data Trends:</b></p> <ul style="list-style-type: none"> <li>• Our PA president and community associate have led 4 online workshops to help parents become familiar with each of the digital tools children are using while learning from home.</li> <li>• 85% of parents surveyed by our community based organization (CBO) indicate they review the school’s expectations for completing assignments and appropriate behavior on internet-enabled devices.</li> <li>• Our CBO provided a workshop to help parents and students create a routine and daily schedule to facilitate success while learning from home.</li> <li>• School leaders have ensured that 100% of students have access to an internet-enabled device.</li> </ul>
<p>DTSDE Tenet 6: Family Engagement</p> <p>Indicator: 6</p>	<p><b>Goal(s):</b> By August 2020, the school safety metric will improve to 1.10 by implementing restorative justice practices to lower incident rates.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• Restorative Justice Team will train the staff. (NYSED EBS)</li> <li>• Administration will implement alternative strategies to suspension.</li> <li>• Our Community Coordinator will increase Parental Outreach by working with our various departments and Parent Association to support and develop community workshops on multiple topics.</li> <li>• We will host two awards assemblies to honor the successes of our students.</li> </ul> <p><b>Adjustments to Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• In response to the COVID-19 pandemic, family survey data was analyzed to identify trends and areas of concern such as the need for remote devices or opinions on blended learning processes.</li> <li>• To preserve continuity for families, school staff has conducted outreach to families using email, phone calls, and/or video chats to keep regular contact with students and families, depending on identified needs.</li> </ul>	<p><b>2020-21 Goal:</b> By June 2020, 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><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• Our Community Coordinator will increase Parental Outreach by working with our various departments and Parent Association to support and develop community workshops on multiple topics.</li> <li>• Our established school leadership team comprised of the members from our community engagement team will share in decisions of substance pertaining to curriculum, instruction, professional development, and family engagement.</li> </ul>



	<ul style="list-style-type: none"> <li>• Our SIG-funded Community Associate helped parents create full NYCSA (New York City School Accounts) linked to their respective students by generating Account Creation Codes through Family Access Management (FAM).</li> <li>• Families learned how to use the Graduation Tracker within NYC School Account to review student’s progress toward graduation including the courses and credits a student has earned.</li> </ul>	<ul style="list-style-type: none"> <li>• We will continue to address COVID-19 challenges resulting in a rich and rigorous and blended learning experience for all students.</li> </ul> <p><b>Data Trends:</b></p> <ul style="list-style-type: none"> <li>• All teachers have established a schedule of office hours when parents/guardians can contact them.</li> <li>• Our PA president and community associate have led 4 online workshops to help parents become familiar with each of the digital tools children are using while learning from home.</li> <li>• 85% of parents surveyed by our community based organization (CBO) indicate they review the school’s expectations for completing assignments and appropriate behavior on internet-enabled devices.</li> <li>• Our CBO provided a workshop to help parents and students create a routine and daily schedule to facilitate success while learning from home.</li> <li>• School leaders have ensured that 100% of students have access to an internet-enabled device.</li> </ul>
<p>Providing 200 Hours of Extended Day Learning Time (ELT)</p> <p>Indicator: 94</p>	<p><b>Goal(s):</b> By June 2020, by leveraging supports comprised of Saturday School and PM school and by redirecting School Improvement Grant funding towards the aforementioned, we will provide 200 hours of quality Extended Day Learning Time (ELT).</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• All students in need of AIS will have the opportunity to work with teachers as they prepare for Regents examinations.</li> <li>• CDOS courses offered during PM school.</li> <li>• Cohort Tracking: Early Warning and Intervention System (NYSED EBS).</li> </ul> <p><b>Adjustments to Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• In response to the COVID-19 pandemic, family survey data was analyzed to identify trends and areas of concern such as the need for remote devices or opinions on blended learning processes.</li> <li>• To preserve continuity for families, school staff has conducted outreach to families using email, phone calls, and/or video chats to keep regular contact with students and families, depending on identified needs.</li> </ul>	<p><b>2020-21 Goal:</b> By June 2020, 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><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• Our Community Coordinator will increase Parental Outreach by working with our various departments and Parent Association to support and develop community workshops on multiple topics.</li> <li>• We will continue to address COVID-19 challenges resulting in a rich and rigorous and blended learning experience for all students.</li> </ul> <p><b>Data Trends:</b></p> <ul style="list-style-type: none"> <li>• All teachers have established a schedule of office hours when parents/guardians can contact them.</li> </ul>

	<ul style="list-style-type: none"> <li>• Our SIG-funded Community Associate helped parents create full NYCSA (New York City School Accounts) linked to their respective students by generating Account Creation Codes through Family Access Management (FAM).</li> <li>• Families learned how to use the Graduation Tracker within NYC School Account to review student’s progress toward graduation including the courses and credits a student has earned.</li> </ul>	<ul style="list-style-type: none"> <li>• Our PA president and community associate have led 4 online workshops to help parents become familiar with each of the digital tools children are using while learning from home.</li> <li>• 85% of parents surveyed by our community based organization (CBO) indicate they review the school’s expectations for completing assignments and appropriate behavior on internet-enabled devices.</li> <li>• Our CBO provided a workshop to help parents and students create a routine and daily schedule to facilitate success while learning from home.</li> <li>• School leaders have ensured that 100% of students have access to an internet-enabled device.</li> </ul>
<p>Transfer HS Grad Rate: Most at Risk OA-UC</p> <p>Indicator: b1</p>	<p><b>Goal(s):</b> By August 2020, the 6-year graduation rate will increase from a baseline of 30% to 36% through the implementation of advanced literacy strategies aligned to our instructional focus.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• Cohort Tracking: Early Warning and Intervention System (NYSED EBS).</li> <li>• Year 5 and year 6 students will be encouraged to attend PM school, Saturday academy, and Regents prep.</li> <li>• Teachers and staff will use student progress reports to provide quarterly updates regarding student progress towards graduation.</li> <li>• Our attendance teams will provide updates to parents and students regarding attendance patterns.</li> <li>• Weekly attendance meetings with guidance team who will provide the entire school community with their individual caseloads highlighting year 5 and year 6 students.</li> <li>• Implementation of the CDOS Pathway, including career exploration and paid internships.</li> <li>• Integration of blended learning including Castle Learning and BxRegionalregents.com.</li> </ul> <p><b>Adjustments to Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• In response to the COVID-19 pandemic, school leaders have scheduled regular online sessions with teachers of students in this subgroup to actively monitor student-to-staff interactions schoolwide and on a case by case basis.</li> <li>• Our online diagnostic tools and interaction data have helped to efficiently personalize and accelerate remote learning.</li> <li>• 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.</li> </ul>	<p><b>2020-21 Goal</b> By August 2021, 14.6% of all students will meet the 4-year graduation rate; 29.9% will meet the 5-year graduation rate; and 49% will meet the 6-year graduation rate.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• Cohort Tracking: Early Warning and Intervention System (NYSED EBS).</li> <li>• Implementation of the CDOS Pathway, including career exploration and paid internships.</li> <li>• Integration of blended learning including Google Classroom, Castle Learning and BxRegionalregents.com.</li> </ul> <p><b>Data Trends:</b></p> <ul style="list-style-type: none"> <li>• Our progress to graduation tracker indicates we will achieve a 40% graduation rate for our most at risk subgroup.</li> <li>• We expect to exceed the demonstrable improvement progress target by 11.3 percentage points.</li> <li>• A portion of students in this subgroup have received marks of ‘NX’ allowing the students up to one additional term to make up work, in accordance with the policies for these marks.</li> </ul>
<p>NYC School Survey: Collaborative Teachers</p>	<p><b>Goal(s):</b></p>	<p><b>2020-21 Goal:</b></p>

<p>Indicator: K3</p>	<p>By August 2020, the school safety metric will rise from 1.36 to 1.10 by implementing restorative justice practices to lower incident rates.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>Restorative Justice Team will train the staff. (NYSED EBS)</li> <li>Administration will implement alternative strategies to suspension.</li> <li>Our Community Coordinator will increase Parental Outreach by working with our various departments and Parent Association to support and develop community workshops on multiple topics.</li> </ul> <p><b>Adjustments to Key Strategies:</b></p> <ul style="list-style-type: none"> <li>In response to the COVID-19 pandemic, teacher teams were trained on organizing assignments for integration of the G Suite (Google Classroom, Google Drive, Google Docs, Google Sheets).</li> <li>Students and teacher have learned to collaborate, communicate, and share files using Microsoft 365 (Work, Excel, PowerPoint, Sway, Immersive Reader).</li> <li>IEP teams met regularly to ensure that students with disabilities (SWDs) would not be retained due to the impact of their disability and explored modified promotion criteria where applicable.</li> </ul>	<p>By August 2021, the school will increase the percentage of proficient students earning Levels 3-5 on the Algebra Regents by 3 percentage points, moving from 48% to 51%.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>School leaders will work with the Superintendent/Access Team to implement a Comprehensive School Support (CSS) initiative where teacher teams identify a Problem of Practice (POP) and a Theory of Action using data-driven protocols.</li> <li>Our SIG grant will allow us to provide both a math and ELA coach to improve teacher team practices while providing at least 50 hours of job-embedded professional development.</li> <li>Administration will implement alternative strategies to suspension.</li> </ul> <p><b>Data Trends:</b></p> <ul style="list-style-type: none"> <li>We have improved teacher team practices by providing at least 20 hours of job-embedded professional development in a remote environment.</li> <li>100% of teacher teams are trained in using video conferencing tools such as Google Meet and Microsoft Teams to facilitate real-time communication and discussions.</li> <li>Teacher teams have conducted informal surveys to self-assess identified needs during COVID-19. Surveys show the likelihood of the school surpassing this progress target.</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.)*

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>We are a SIG Cohort 7 transfer school utilizing the College and Career Readiness School Design pathway led by partner Generation Ready who drives teacher teams in ongoing data analysis and instructional planning. Our Gen Ready consultant is scheduled to meet a minimum of six (6) times with teacher teams. This work is facilitated in close collaboration with our partially SIG-funded UFT (United Federation of Teachers) Teacher Center liaison, who has implemented customized professional development that adheres to specific subgroup populations and with added attention to our receivership demonstrable improvement indicators.</p> <p>Our SIG funding is strategically scheduled around ELT supports which include but are not limited to:</p> <ul style="list-style-type: none"> <li>• SIG-funded supplemental educators, such as our science teacher, who engages students in afterschool STEM enrichment.</li> <li>• Counselors who meet regularly with each student to review transcripts and plan for transition after graduation.</li> <li>• Teachers who receive per session monies to run PM School and Saturday Academy.</li> </ul> <p>We continue to strengthen our community school aspects through SIG support, namely our SIG-funded community coordinator who has:</p> <ul style="list-style-type: none"> <li>• Recalibrated our RTI (response to intervention) team to ensure the team is proactively monitoring emergent attendance and behavioral data trends resulting in the timely identification of students at risk.</li> <li>• Partnered with SIG-funded Fantastic Tours to implement interventions that reward students with experiential learning opportunities inclusive of visits to college campuses.</li> <li>• Leveraged the ongoing work of our CBOs to ensure supports are provided to the 24% of students who reside in temporary housing.</li> <li>• Worked closely with our school clinic operated by Montefiore Hospital to offer health/mental health supports.</li> </ul> <p>By effectively balancing our community school efforts and our SIG College and Career Readiness School Design we have been able to increase the percentage of students meeting the college readiness threshold on their Common Core English Regents exams by 16.4 percentage points and have done likewise on the Common Core Algebra Regents Exam by 22.1 percentage points.</p>
2. EPO (lead partner) for SIG 6 and SIG 7 ONLY	

<p><b>Community Engagement Team (CET)</b></p> <p>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?</p>
<p>Report Out of CET Plan Implementation</p>
<p>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).</p> <p><b><u>Executive Superintendent/Superintendent Approved Recommendations:</u></b></p> <ul style="list-style-type: none"> <li>• Recommendation for technology upgrades.</li> <li>• Recommendation for additional State funds to support transformation into a community school.</li> </ul> <p><b><u>Outcomes of the CET:</u></b></p> <ul style="list-style-type: none"> <li>• As of this past quarter, a computer technician and webmaster have been assigned to the school by the NYCDOE to reformat computers using Adobe software.</li> <li>• Elements of the community school framework are being instituted in the expansion of school internships and mentors from our CBO.</li> <li>• School leaders are working with DOE’s Division of Instructional and Information Technology (DIIT) to ensure that all computers are fully updated.</li> <li>• The school is utilizing its SIG-funded Community Coordinator to work closely with its CBO to heighten community engagement.</li> </ul>
<p><b>Powers of the Receiver</b></p> <p>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.</p>
<p>Report Out</p>
<p>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.</p> <p>Listed below are any other efforts to utilize the powers of the School Receiver:</p> <ul style="list-style-type: none"> <li>* Replace school leadership to help transform a school on an as-needed basis.</li> <li>* School-level community engagement meetings to discuss Receivership status and solicit public input and recommendations.</li> </ul>

Budget Amendments

**ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT AS APPLICABLE:**

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

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

Part VI: Best Practices (Optional)

Best Practices

The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices that will be implemented in the 2020-2021 school year that will result in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.

List the best practice that will be or is currently being implemented in the school.

Describe a best practice that will be in place for the 2020-21 school year in terms of its impact on the implementation of the plan. Discuss the evidence that will be used to determine its success. Discuss the possibility of replication in other schools.

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. The CSS initiative has provided 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 Bronx Regional High School. This is evident from year-over-year improvements in student attendance and scholarship reports. Additional improvements have surfaced 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. Most notably, our Instructional Leadership Team (ILT) now plays a critical role during Monday professional development in adjusting the school’s instructional focus, so that teachers are now using annotation strategies to help with close reading. Our Problem of Practice (POP) is a core lever in the change that is happening across math classes as the math department has created open-ended questions and provide ongoing connections to real-world applications.

Part VII – Assurance and Attestation

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

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

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

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

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

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

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

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

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

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

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



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Rev. May 2020