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:	
12X550 - High School of World Cultures	321200011550	NYC Geographic District #12	The South Bronx Overall Economic Development (SoBro)	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 A. Carranza, Chancellor	Ramon Namnun Appointment Date: 6/4/2004	Meisha Ross Porter, Executive Superintendent Michael Alcoff, Superintendent Donald Conyers, First Deputy Chancellor, Interim Acting Sharon Rencher, Senior Executive Director of State/Federal Education Policy	09-12	2015 Total Cohort 4-Year Grad Rate – All Students: 58% 2014 Total Cohort 5-Year Grad Rate – All Students: 65% 2013 Total Cohort 6-Year Grad Rate – All Students: 68%	71.2%	3.4%	445

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.

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

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

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

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

LEVEL 1 Indicators Please list the school's Level 1 indicators and complete all columns below. This information should provide details about the implementation of strategies that will support progress toward the Demonstrable Improvement Indicators.		
Identify Indicator	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	2020-21 School Year Continuation Plan for Meeting this Indicator
HS ELA All Students Performance Index Indicator #: 120 Demonstrable Improvement Indicators: Target 2018-2019= 74 Target 2019-2020= 79 Current Target 2020-2021=79 *(same as 19-20 due to COVID19 and remote learning)* Previous Target 2020-2021= 84	**School Goals reflecting the Demonstrable Improvement Indicators:** • Baseline performance School Year 2018-2019: The school met the demonstrable improvement indicator. Our target was 74.0; result 117. • School Year 2019-2020 Goal: By June 2021, the ELA performance index for all students will increase from 74 to 79; our internally calculated performance index based on January 2020 regents is 90.3. It was projected to have met and exceeded the Demonstrable Improvement Indicator goal by June 2020, prior to COVID19. • School Year 2020-2021 Goal: By June 2021, there will be an increase in HS ELA All Students Performance Index from the baseline of 117 to 118 which exceeds the DII Target of 79 **Strategies:** • Creating systems and structures to promote and implement academic discourse with specific accountable talking stems to ensure access for all students. Target group Multi-lingual learners (MML). • New this year, the ELA Instructional Achievement Coach co-facilitated school-wide professional development focused on shared literacy protocols.	**2020-2021 School Year Continuation Plan to meet this indicator:** • Strengthen the process for Data Wise at our school by focusing on subgroups of students and their performance on Regents extended responses. This includes surfacing gaps and obstacles for the Hispanic entering and emerging students, who struggle with academics, as well as having a higher chronic absenteeism rate. This includes providing professional development, aligned to Culturally Responsive/Relevant and Sustaining Teaching practices. **Action Plan:** • Creating systems and structures via Instructional Leadership Team (ILT) to promote and implement blended learning with academic discourse with specific accountable talking stems as access for all students through school-wide professional learning and weekly department team meetings. Target group MLL.

Additionally, the coach provided targeted support to lead teachers and the English Department, supporting curriculum development and pedagogical practices. Bi-weekly coaching professional development.

- Teachers looked at student work using Data Wise, and adapted curriculum accordingly, with support of the Instructional Coach (all students).
- Students completed quarterly assessments aligned to the professional development protocols and strategies teachers used school wide.
- Developed vertical and horizontal teacher teams to evaluate current writing curriculum and revise as needed to include direct instruction on conveying meaning, structure, genre qualities, using details, voice, and conventions. (Teacher Teams met on a weekly basis).
- Developed cycles of professional learning to support teachers with planning instruction to elevate academic discourse during partner discussions, book club discussions, student-facilitated whole-class conversations, teacher facilitated conversations, and/or Socratic Seminar. (Instructional Leadership Team (ILT) met bi-monthly).
- Established data teams, both horizontally and vertically, to assess student writing samples for strengths and areas of growth. Ensured that there was an ENL specialist familiar with language development of MLL on the team.
- Scheduled daily time for independent reading of self-selected books in all ELA classes to increase exposure to academic vocabulary and Tier 2 words and phrases.
- Ensured all co-teachers received professional development on the multiple models of co-teaching.
- Provided time for co-teachers to plan together. (Teachers met daily).

Second semester progress monitoring:

- By January 31, 2020, the performance index of all students was 90.3.
- By June 30, 2020, 51 eleventh grade students were given regents waivers for their content. In total 87 students received waivers, from both 11th and 12th grade cohorts.
- Students at World Cultures take two to three content courses per semester, for double periods. At the end of the semester, the students take the Regents exam aligned with the course. If a student fails the course, they are then scheduled to be in an Academic Intervention course the following semester during the day or a Regents prep course in the afternoon, with the opportunity to take the exam again the following semester. For our SIFE population of students, we strategically program them to take their most

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- Instructional Leadership Team (ILT) meets biweekly to create systems and structures to promote and implement blended learning with academic discourse with specific accountable talking stems as access for all students
- Roll out blended learning protocols to full staff via remote learning
- ILT evaluates planning and meets with teacher teams to discuss successes and need for modifications. Through school-wide professional learning and weekly department team meetings. Target group MLL.
- ELA Instructional Achievement Coach will meet with (ILT) to plan the implementation of specific strategies. This will be accomplished via co-facilitate school-wide professional development focused on shared literacy protocols aligned to the Writing Revolution Method and vocabulary development of tier 3 words. Additionally, the coach will provide targeted support to lead teachers and the English Department, supporting curriculum development, common assessments, data analysis, and pedagogical practices through one-on-one coaching support. Bi-weekly coaching professional development.
  - ILT planning meetings will happen biweekly
  - Quarterly assessments will be administered to monitor progress coordinated with marking periods
  - Reassessments and interventions will coordinate with Data Wise teams per PLCs
- Teachers look at student work weekly using Data Wise Strategic Inquiry approaches, and adapt curriculum accordingly, with support of the Instructional Coach. (All Students)
- Students complete quarterly assessments aligned to the ELA Regents and school-wide teaching strategies. This data is analyzed, and curriculum is adjusted based on the trends, patterns and areas of growth that were observed through the quarterly assessments.
- ILT with district support plans culturally responsive pedagogy PD series

	difficult regents in June, with academic intervention courses during the first semester. Using this schedule allows students up to three opportunities to pass the regents exams and/or increase their scores, raising the school's overall performance index and average regents passing rate.
	
	March 2020 Switch to Remote Learning:
	• All content courses were allotted one hour of daily instruction.
	   ◦ During these hours, the teachers provided both synchronous and asynchronous opportunities for students to learn. These included live conferences, videos, interactive activities, discussion forums, assessments, and feedback.
	   ◦ Teachers also self-assigned themselves virtual office hours for small group and individualized supports.
	   ◦ For students enrolled in Regents courses, and completed the assignments, including our 4-week regents aligned task, were given regents waivers, upon demonstrating mastery of key standards.
	• All elective courses included weekly experiential projects, and during the month of May, were structured and organized to emphasize inter-disciplinary learning in the content courses.
	   ◦ Elective teachers also supported the Attendance/Outreach team to provide students with individualized support to transition into the remote learning space.
	• Teachers met 2-3 times weekly to co-plan and conduct department meetings. The focus of these meetings was to provide instructional updates, create planning materials, and receive support to maximize student engagement.
	• Weekly Professional Development was provided to teachers to support interactive applications and tools for remote learning, with particular attention to learning needs of English Language Learners.
		• Culturally responsive pedagogy PD series begins and continues for 3 sessions
		• Teacher teams (department teams) meet to evaluate current writing curriculum and revise as needed to include Culturally Relevant Pedagogy (CRP) with direct instruction on conveying meaning, structure, genre qualities, using details, voice, and conventions
		• Establish Data Wise vertical teams to assess student writing samples for strengths and areas of growth. Ensure that there is an ENL specialist familiar with language development of MLL on the team. (Teacher Teams will meet Mondays and Wednesdays on a weekly basis).
		• Schedule daily time for independent reading of self-selected books in all ESL classes to increase exposure to academic vocabulary and Tier 2 words and phrases
		• Ensure all co-teachers have received professional development on the multiple models of co-teaching and blended learning for remote environments
		• Provide time for co-teachers to plan together. (Teachers meet daily)
		• ILT meets weekly to monitor the implementation of initiatives. Once each month will focus on Writing Revolution common practices, Data Wise, CRP practices

HS Math All Students Performance Index Indicator #: 130 Demonstrable Improvement Indicators: Target 2018-2019= 84.5 Target 2019-2020= 88	**School Goals reflecting the Demonstrable Improvement Indicators:** • Baseline performance School Year 2018-2019: The school met the demonstrable improvement indicator. Our target was 84.5; result 90.1. • School Year 2019-2020 Goal: By June 2021, the math performance index for all students will increase from 74 to 79; our internally calculated performance index based on January 2020 regents is 80. It was projected to have met and exceeded the Demonstrable Improvement Indicator goal by June 2020, prior to COVID19.	• Strengthen the process for DataWise at our school by focusing on subgroups of students and their performance on Regents extended responses. This includes surfacing gaps and obstacles for the Hispanic entering and emerging students, who struggle with academics, as well as having a higher chronic absenteeism rate. This includes providing professional development, aligned to Culturally

Current Target 2020-2021=88 *(same as 19-20 due to COVID19 and remote learning)* Previous Target 2020-2021= 91.6	• School Year 2020-2021 Goal: By June 2021, there will be an increase in the Performance Index, from 88.0 to 91.1 as measured by all of the tenth-grade students. **Key Strategies:** • New this year, the Math Instructional Coach co-facilitated school-wide professional development focused on shared protocols. Additionally, the coach provided targeted support to lead teachers and the Mathematics Department by supporting curriculum development and pedagogical practices. (The instructional coach met with teachers on a bi-monthly basis). • School teams comprised of all math and ENL and special education teachers attended PL opportunities together on how to facilitate cognitively demanding mathematical tasks. • School teams comprised of all math and ENL and special education teachers met bi-weekly to analyze and plan the language demands of every math unit of study and write language goals for each unit. • Math, ENL, and special education teachers planned activities weekly that provided SWDs and ELLs/MLLs with multiple opportunities to learn high-utility target vocabulary words per unit of study. (Units of study using UBD model). • Instructional coaches and administrators provided feedback and support to teachers to improve the materials and resources used to support their curriculum (monthly). **Second semester progress monitoring:** • By January 31, 2020, the performance index of all students was 80. • By June 30, 2020, 98 students were given regents waivers for their content. • Students at World Cultures take two to three content courses per semester, for two periods. By the end of the semester, the students take the regents exam aligned with the course. If a student fails the course, they are then scheduled to be in an Academic Intervention course the following semester during the day or a regents prep course in the afternoon, with the opportunity to take the exam again the following semester. For our SIFE population of students, we strategically program them to take their most difficult regents in June, with academic intervention courses during the first semester. Using this schedule allows students up to three opportunities to pass the regents exams and/or increase their scores, raising the school's overall performance index and average regents passing rate.	Responsive/Relevant and Sustaining Teaching practices. **Action Plan:** • 10/7/20-1/30/2021-Evaluate: ILT will review units monthly to ensure complex rigorous tasks are scaffolded to ensure access for all and challenge to all. • 11/2/20-11/9/20-Plan: Teacher teams including SWD and ESL teachers along with the math teachers will include create units that include Writing Revolution strategies to support the understanding of tier 3 vocabulary words and complex. • 11/16/20-01/28/21-Rollout: Unit including both A4A and writing revolution strategies • 9/10/20-01/28/21-Evaluate: ILT meet quarterly to analyze and plan the language demands of each math unit of study to include language goals for each unit with a focus on **content specific vocabulary -tier 3 words.** • 2/1/21-6/28/21-Math, ESL, and Special Education teachers will continue to co-plan activities weekly that provide SWDs and MLLs with multiple opportunities to learn, understand and apply high-utility target vocabulary words per unit of study. (Units of study using UBD model) • 2/1/21-6/28/21-Continue department teacher teams to evaluate current writing curriculum and revise as needed to include direct instruction on conveying meaning, sequence, structure, using details, and conventions. (Vertical Teams will meet daily) • 2/1/21-12/9/21-Students complete quarterly assessments aligned to the Math Regents and school-wide teaching strategies. This data is analyzed, and curriculum is adjusted based on the trends, patterns and areas of growth that were observed through the quarterly assessments. • 2/1/21-5/30/21-Instructional coaches and administrators provide feedback and support to

	March 2020 Switch to Remote Learning: - All content courses were allotted one hour of daily instruction. - During these hours, the teachers provided both synchronous and asynchronous opportunities for students to learn. These included live conferences, videos, interactive activities, discussion forums, assessments, and feedback. - Teachers also self-assigned themselves virtual office hours for small group and individualized supports. - For students enrolled in Regents courses, and completed the assignments, including our 4-week regents aligned task, were given regents waivers, upon demonstrating mastery of key standards. - All elective courses included weekly experiential projects, and during the month of May, were structured and organized to emphasize inter-disciplinary learning in the content courses. - Elective teachers also supported the Attendance/Outreach team to provide students with individualized support to transition into the remote learning space. - Teachers met 2-3 times weekly to co-plan and conduct department meetings. The focus of these meetings was to provide instructional updates, create planning materials, and receive support to maximize student engagement. - Weekly Professional Development was provided to teachers to support interactive applications and tools for remote learning, with particular attention to learning needs of English Language Learners.	teachers to improve their materials and resources to support the curriculum. (Monthly)
College, Career and Civic Readiness Index - All Students Indicator #: 140 Demonstrable Improvement Indicators: Target 2018-2019= 56.5 Target 2019-2020= 61.5 Current Target 2020-2021=61.5 *(same as 19-20 due to COVID19 and remote learning)*	**School Goals reflecting the Demonstrable Improvement Indicators:** - Baseline performance School Year 2018-2019: The school met the demonstrable improvement indicator. Our target was 56.5; result 89.6. - School Year 2019-2020 Goal: By June 2021, the College and Civic Readiness index of all students will increase from 56.5 to 61.5. It is projected to have met and exceeded the Demonstrable Improvement Indicator goal by June 2020, prior to COVID19. We are currently projecting an index of 92. - School Year 2020-2021 Goal: By June 2021, the College and Civic Readiness index of all students will increase from 89.6 to 90.6 exceeding the DII of 61.5. **Key Strategies:**	**2020-2021 School Year Continuation Plan to meet this indicator:** - Due to language acquisition and ELL flexibility when taking College Board exams, juniors will take the PSATs in the fall and SATs in the spring - Align the CTE pathways at our school, with the expectation that students will pass their ELA Regents and take College Now courses related to their interests - Assess students whose native language is Spanish and enroll them in pre-AP Spanish courses to increase the number of students eligible for AP Spanish Language in 10th Grade **Action Plan:**

| Previous Target 2020-2021= 66.5 | • Provided students with workshops during Extended Learning Time for individualized SAT practice, FASFA and College Applications, as well as work-based experiences.
• Ensured school maintains one staff credentialed in comprehensive college and career advising.
• Embedded postsecondary planning workshops in existing events (PTA, parent-teacher conferences, celebrations, performances, and sporting events) to ensure all families receive key information at each grade level; monitor family participation to determine additional tiers of outreach and support needed.
• Developed tracking system and monitor student-level matriculation milestone completion in 11th and 12th grades (SAT completion, postsecondary application completion, financial aid application completion, postsecondary enrollment).
• Provided one-on one postsecondary counseling in 9th and 10th grades with school-based college and career counselor.
• Provided SAT instructional support training to 10th and 11th grade content teachers to align instructional expectations.
• Developed family benchmarks for post-secondary planning for each semester of each grade and communicated them in parent-teacher conferences, report card materials, and in print materials sent home.
• Established at least one postsecondary awareness opportunity per semester (i.e. job shadowing and job-site visits, college campus visits) that all students participate in.
• Established a post-secondary planning scope and sequence with target knowledge, experiences, and outcomes for each grade level.
• Engaged College Board PSAT and SAT completion and score reports to develop responsive interventions to student needs.

Second semester progress monitoring:
• By June 30, 2020 we increased the number of students receiving additional endorsements and Dual Enrollment courses from College Now. This includes: 16 students with Advanced Regents Diploma, 34 students with the Biliteracy Seal, 10 students in College Now, projected at least 18 students passing their Advanced Placement exams (Spanish Literature, Spanish Language, and Human Geography), and 21 CDOS endorsements.

March 2020 Switch to Remote Learning: | • 9/5/20-1/30/21 -Provide students with time in Extended Learning Time program and Saturday Academy for individualized SAT practice
• 9/8/20-6/28/21 -The guidance team in collaboration with the student government will create a College and Career Newsletter.
• 9/5/20-1/30/21 -Ensure school maintains one staff credentialed in comprehensive college and career advising.
• Every third Thursday of the month: 9/25/20-1/30/21 . -Embed postsecondary planning workshops in existing events (PTA, parent-teacher conferences, celebrations, performances, and sporting events) to ensure all families receive key information at each grade level; monitor family participation to determine additional tiers of outreach and support needed.
• Daily: 9/14/20-1/30/21 -Develop tracking system and monitor student-level matriculation milestone completion in 11th and 12th grades (SAT completion, postsecondary application completion, financial aid application completion, postsecondary enrollment).
• Once a Month: October 1st, 2020 -January 26th, 2021 -Provide one-on-one postsecondary counseling in 9th and 10th grades with school-based college and career counselor.
• 10/1/20-1/30/21 -Provide SAT instructional support training to 10th and 11th grade content teachers and align instructional expectations.
• 10/1/20-1/30/21 -Develop family benchmarks for post-secondary planning for each semester of each grade and communicate them in parent-teacher conferences, report card materials, and in print materials sent home.
• October 1st, 2020 -November 30th, 2020 -Establish at least one postsecondary awareness opportunity per semester (i.e. job shadowing and job-site visits, college campus visits and virtual visit) that all students participate in.
• 9/8/20-11/30/20 -Establish a post-secondary planning scope and sequence with target knowledge, experiences, and outcomes for each grade level. |

	- Adjustments to Advanced Regents diplomas included having students complete their courses and/or enrolling in extended learning courses, all of which led to Regents waivers (if needed). - Adjustments to Seal of Biliteracy include having students complete their performance tasks online with teachers via Google Classroom, and student interviews were held through Google Classroom. - Adjustments to Dual Enrollment (College Now) include completing courses online using Bronx Community College's virtual platform. - Adjustments to Advanced Placement exam preparation included prioritizing AP courses during the months of April and May. Students were given accommodations to then complete assignments for their electives and content during the months of May and June. - Adjustments to C-DOS endorsement include virtual meetings, virtual work-based experiences with BUILD and C-CAP partnerships.	10/1/20-1/30/21 -Engage College Board PSAT and SAT completion and score reports to develop responsive interventions to student needs. 2/1/21-4/30/21 -Provide students with time in Extended Learning Time program and Saturday Academy for individualized SAT practice. 3/1/21-5/30/21-Ensure students are enrolled and are planning to sit for the Advanced Placement (AP) exams for the 3 AP exams that are offered. 10/1/20-1/30/21 1 -Ensure students are meeting the requirements to earn the Biliteracy Seal Diploma and CDOS endorsement. 9/8/20-6/28/21 -Ensure school maintains one staff credentialed in comprehensive college and career advising. - Every third Thursday of the month: 9/8/20-6/28/21 - Embed postsecondary planning workshops in existing events (PTA, parent-teacher conferences, celebrations, performances, and sporting events) to ensure all families receive key information at each grade level; monitor family participation to determine additional tiers of outreach and support needed. - Daily: 9/8/20-6/28/21 -Develop tracking system and monitor student-level matriculation milestone completion in 11th and 12th grades (SAT completion, postsecondary application completion, financial aid application completion, postsecondary enrollment). - One a month: March 1st, 2020 -June 26th, 2020 -Provide one-on-one postsecondary counseling in 9th and 10th grades with school-based college and career counselor on a daily, weekly and monthly basis. - February-March 2021 -Provide SAT instructional support training to 10th and 11th grade content teachers and align instructional expectations - March 2021 - -Develop family benchmarks for post-secondary planning for each semester of each grade and communicate them in parent-teacher conferences, report card materials, and in print materials sent home. - February 2021 -May 2021 -Establish at least one postsecondary awareness opportunity per semester (i.e.

		job shadowing and job-site visits, college campus visits and Virtual visit) that all students participate in. •
HS Chronic Absenteeism - All Students Indicator #: 170 Demonstrable Improvement Indicators: Target 2018-2019= 40 Target 2019-2020= 39 Current Target 2020-2021=39 *(same as 19-20 due to COVID19 and remote learning)* Previous Target 2020-2021= 37	**School Goals reflecting the Demonstrable Improvement Indicators:** • Baseline performance School Year 2018-2019: The school did not meet the demonstrable improvement indicator. Our target was 40; result 41.8. • School Year 2019-2020 Goal: By June 2021, the Chronic Absenteeism for all students will decrease from 41.8 to 39; our internally chronic absenteeism prior to COVID19 was 33%, and after 22.5% as per the New Visions and Insight Tools. It was projected to have met and exceeded the Demonstrable Improvement Indicator goal by June 2020, prior to COVID19. • School Year 2020-2021 Goal: By June 2021, the HS Chronic Absenteeism performance index for all students will increase from 39 to 38, exceeding the DII of 39. **Key Strategies:** • Send letters home to families at regular intervals regarding students' attendance and punctuality patterns. • Provided professional training to identified staff to effectively use the Chronic Absentee Tracking Tool. • Used curricular materials and resources that reflect students' lives and experiences, through diverse perspectives, racially, culturally, and linguistically. • Implemented restorative practices and provided professional development to staff. • Partnered with CBO to develop community-centered communications campaign on importance of attendance. • Differentiated activities and supports to target students who are chronically absent and referred students and families to additional services, when needed. • Developed student leadership council. • Hosted attendance meetings to closely monitor student attendance and develop action plans to improve attendance. • Created systems to reward and strengthen positive attendance and punctuality. • Developed routine of tracking interventions for chronic absentee students, adjusting, as needed.	**2020-2021 School Year Continuation Plan to meet this indicator:** • Expand our Success Mentoring program with the Community School Director to address the needs of students with Chronic Absenteeism. • Group students based on strength and needs, with the purpose of identifying how to best provide interventions and opportunities, such as peer groups, academic intervention, case studies to improve attendance (LTA), and counseling interventions **Action Plan:** • 9/1/20-9/30/20-The Attendance Team will meet to re-distribute roles, organize data, and receive training on how to use the New Visions Data Tool, including the Heat Map and Chronic Absenteeism Tabs. • 9/1/20-1/31/21-Send monthly letters/ Report Individual Student Attendance (RISA) home to families regarding students' attendance and punctuality patterns. • 9/1/20-9/30/20-Provide professional training to Attendance Team members to effectively use the Chronic Absenteeism Tracking Tool using the New Visions Data Tool, such as the Heat Map and Insight. The focus of the professional development will be to monitor student attendance based on subgroups and modify the type of interventions provided. • 9/1/20-1/31/21-Use curricular materials aligned to Culturally Responsive Education, and resources that reflect students' lives and experiences, diverse perspectives, racially, culturally, and linguistically. As students feel they are valued, accepted, understood, and respected in class. Students will be engaged in authentic learning and motivated to attend school regularly. • 9/1/20-1/31/20-Staff conducts weekly attendance meetings using ATS reports, New Visions Data Tool and Insight tools and skills learned in professional development to closely monitor individual student attendance, subgroups of

- Communicated and explained school attendance plan and attendance policies.

Second semester progress monitoring:
- By March 10, 2020, the Chronic Absenteeism Rate of all students was 33%, as per the New Visions data portal information.
- By June 24, 2020, the Chronic Absenteeism Rate of all students was 22.5%, as per the Insight report.

March 2020 Switch to Remote Learning:
The attendance team and family engagement team coordinated to work together during remote learning. Our attendance system included:
- Recurring emails sent daily for students to log in their attendance.
- Teachers took attendance using Jupiter Grades.
- The secretary completed the NYCDOE tracker from STARS Classroom using Google Audit reports for logins, student attendance tracker, and Jupiter Grades.
- Insight reports were monitored by the Attendance and Family engagement team, to conduct outreach to students who had at least two consecutive absences on a weekly basis, then refer students to the person who would best support them (Technology Support, Teacher, Guidance Counselor).
- District attendance teacher reached out to our Long Term absent students.
- PIF's were prioritized as needed.
- Students who returned to their native country and did not complete assignments nor interact with the content were removed from register.
- Online Guidance support was provided to students who struggled academically.

students, and develop action plans to improve attendance. Agenda Items Include: Reinforcement of Excellent Attendance, Improving Attendance, routinely track interventions for chronic absenteeism
- Provide one on one support to students who are seeking a different educational and academic placement.
- 9/1/20-12/15/20-Communicate and explain school attendance plan and attendance policies at registration, parent conferences, Parent Association meetings, professional development meetings, department meetings, School Leadership Team meetings, student assemblies.
- 9/1/20-11/30/20-Provide ongoing professional development in restorative practices aligned to District 12 Restorative Justice Initiative.
- Continue ongoing professional development for staff already trained.
- Provide professional development for new staff.
- Trained staff will utilize small group restorative practices focusing on empowering students to improve their attendance, addressing their individual concerns.
- 10/1/20-10/30/20-Partner with CBO to develop community-centered communications campaign on importance of attendance and create short-term and long-term attendance initiatives. In collaboration with our partners, we will create systems to reward and strengthen positive attendance and punctuality, through the lens of positive behavior reinforcement. These incentives include recognition activities, school-wide celebrations, trips, luncheons, youth employment and/or, and community service opportunities.
- 10/1/20-1/31/21-Differentiate activities and supports to target students who are chronically absent and refer students and families to additional services, as needed. Each subgroup is monitored monthly individually as needs are diverse.
- Strengthen student leadership council to promote student attendance, collaborate in the recognition, celebrations, and student activities on a monthly basis. Address attendance improvements, concerns, motivating the student body at general assemblies, award ceremonies, and SLT meetings.

		02/01/21-06/15/21-The first week of the new term, the Attendance Coordinator will print out the RISA and attach important attendance letters for students. Then the Coordinator will distribute these by official attendance periods for physical distribution or send an encrypted email to the students/parents using the mail merge function. 02/01/21-02/15/21-The Attendance Team will meet to review roles, data, and assess the need of training on how to use the New Visions Data Tool, including the Heat Map and Chronic Absenteeism Tabs. 02/1/21-06/25/21-The Assistant Principal of Instruction in collaboration with the professional development committee and ILT. The Professional Development plan will include Restorative Practices and Culturally Relevant Education. These practices will also align with the district vision. In addition, supervisors, district coaches, and the ILT will conduct class visits with a focus on SEL. 2/1/21-6/25/21-At the Attendance Meetings, the team will plan for incentives including recognition activities, school-wide celebrations, trips, luncheons, youth employment and/or community service opportunities. 2/1/21-6/25/21-A member of the Attendance Team will meet with Student Leadership Council (SLC) to provide updates regarding attendance. In collaboration with the Student Leadership Council, together, students will give ideas and collaborate in activities such as recognitions, celebrations, and student activities on a monthly basis. In addition, students will voice general attendance goals, improvements, and concerns with the purpose to motivate their peers. 2/1/20-6/25/21-Staff members follow the Attendance plan and track the effectiveness of interventions. The Attendance team will determine Tier 1, Tier 2, and Tier 3 interventions, the focus of each, and categorize students accordingly. On a weekly basis the team will use the New Visions Data Tool and Insight to address: Reinforcement of Excellent Attendance, Address Improvement, Identify students decreasing attendance, Chronic Absenteeism by Subgroups, and coordinate how to best provide one on one support to

		students who are seeking a different educational and academic placement. • 2/15/21-2/15/21-Explicitly create a section in school meeting agendas (Cabinet, ILT, SLT, SLC, PTA) for addressing attendance with all stakeholders. This includes student assemblies, student meetings, staff meetings, SLT/CET, Parent Association meetings, Parent Conferences, professional development workshops, department meetings, ILT, and Administrative Cabinet meetings. The student attendance rate must be explicitly communicated with all stake holders, at least monthly through several forms of communication. Staff members can access updates using Jupiter Grades, CAASS reports, ATS reports (such as the RISA), letters to parents, New Visions' Data Tool, Physical and Virtual Bulletin Boards, newsletters, and individual conferences. •
HS Science All Students Performance Index Indicator #: 230 Demonstrable Improvement Indicators: Target 2018-2019= 164.2 Target 2019-2020= 168.4 Current Target 2020-2021=168.4 *(same as 19-20 due to COVID19 and remote learning)* Previous Target 2020-2021= 172.5	**School Goals reflecting the Demonstrable Improvement Indicators:** • Baseline performance School Year 2018-2019: The school met the demonstrable improvement indicator. Our target was 164.2; result 168.7. • School Year 2019-2020 Goal: By June 2021, the HS Science performance index for all students will increase from 164.2 to 168.4; our internally calculated performance index based on January 2020 regents is 156. It was projected to have met and exceeded the Demonstrable Improvement Indicator goal by June 2020, prior to COVID19. • School Year 2020-2021 Goal: By June 2021, the HS Science performance index for all students will increase from 168.7 to 169.7, exceeding the DII of 168.4. **Key Strategies:** • Created systems and structures to promote and implement academic discourse with specific accountable talking stems as access for all students. • Developed cycles of professional learning to support teachers with planning instruction to elevate academic discourse during partner discussions, book club discussions, student-facilitated whole-class conversations, teacher facilitated conversations, and/or Socratic Seminar. (Instructional Team met bi-monthly • Instructional coaches and administrators provided feedback and support to teachers to improve the materials and resources used to support their curriculum (monthly).	**2020-2021 School Year Continuation Plan to meet this indicator:** • Strengthen the process for DataWise at our school by focusing on subgroups of students and their performance on Regents extended responses. This includes surfacing gaps and obstacles for the Hispanic entering and emerging students, who struggle with academics, as well as having a higher chronic absenteeism rate. This includes providing professional development, aligned to Culturally Responsive/Relevant and Sustaining Teaching practices. **Action Plan:** • Creating systems and structures via Instructional Leadership Team (ILT) to promote and implement blended learning with academic discourse with specific accountable talking stems as access for all students through school-wide professional learning and weekly department team meetings. Target group MLL. • Instructional Leadership Team (ILT) meets biweekly to create systems and structures to promote and implement blended learning with academic discourse with specific accountable talking stems as access for all students • Roll out blended learning protocols to full staff via remote learning

- Included students in instructional walkthroughs to inform decision making about creating positive, strengths-based environments.

Second semester progress monitoring:
- By January 31st, 2020, the performance index of all students was 156.0.
- By June 30, 2020, 251 students were given regents waivers for their content.
- Students at World Cultures take two to three content courses per semester, for two periods. By the end of the semester, the students take the regents exam aligned with the course. If a student fails the course, they are then scheduled to be in an Academic Intervention course the following semester during the day or a regents prep course in the afternoon, with the opportunity to take the exam again the following semester. For our SIFE population of students, we strategically program them to take their most difficult regents in June, with academic intervention courses during the first semester. Using this schedule allows students up to three opportunities to pass the regents exams and/or increase their scores, raising the school's overall performance index and average regents passing rate.

March 2020 Switch to Remote Learning:
- All content courses were allotted one hour of daily instruction.
  - During these hours, the teachers provided both synchronous and asynchronous opportunities for students to learn. These included live conferences, videos, interactive activities, discussion forums, assessments, and feedback.
  - Teachers also self-assigned themselves virtual office hours for small group and individualized supports.
  - For students enrolled in Regents courses, and completed the assignments, including our 4-week regents aligned task, were given regents waivers, upon demonstrating mastery of key standards.
- All elective courses included weekly experiential projects, and during the month of May, were structured and organized to emphasize inter-disciplinary learning in the content courses.
  - Elective teachers also supported the Attendance/Outreach team to provide students with individualized support to transition into the remote learning space.
- Teachers met 2-3 times weekly to co-plan and conduct department meetings. The focus of these meetings was to provide instructional updates, create planning materials, and receive support to maximize student engagement.

- ILT evaluates planning and meets with teacher teams to discuss successes and need for modifications. Through school-wide professional learning and weekly department team meetings. Target group MLL.
- ELA Instructional Achievement Coach will meet with (ILT) to plan the implementation of specific strategies. This will be accomplished via co-facilitate school-wide professional development focused on shared literacy protocols aligned to the Writing Revolution Method and vocabulary development of tier 3 words. Additionally, the coach will provide targeted support to lead teachers and the English Department, supporting curriculum development, common assessments, data analysis, and pedagogical practices through one-on-one coaching support. Bi-weekly coaching professional development.
  - ILT planning meetings will happen biweekly
  - Quarterly assessments will be administered to monitor progress coordinated with marking periods
  - Reassessments and interventions will coordinate with Data Wise teams per PLCs
- Teachers look at student work weekly using Data Wise Strategic Inquiry approaches, and adapt curriculum accordingly, with support of the Instructional Coach. (All Students)
- Students complete quarterly assessments aligned to the ELA Regents and school-wide teaching strategies. This data is analyzed, and curriculum is adjusted based on the trends, patterns and areas of growth that were observed through the quarterly assessments.
- ILT with district support plans culturally responsive pedagogy PD series
- Culturally responsive pedagogy PD series begins and continues for 3 sessions
- Teacher teams (department teams) meet to evaluate current writing curriculum and revise as needed to include Culturally Relevant Pedagogy (CRP) with direct instruction on conveying meaning, structure, genre qualities, using details, voice, and conventions

	• Weekly Professional Development was provided to teachers to support interactive applications and tools for remote learning, with particular attention to learning needs of English Language Learners.	• Establish Data Wise vertical teams to assess student writing samples for strengths and areas of growth. Ensure that there is an ENL specialist familiar with language development of MLL on the team. (Teacher Teams will meet Mondays and Wednesdays on a weekly basis). • Schedule daily time for independent reading of self-selected books in all ESL classes to increase exposure to academic vocabulary and Tier 2 words and phrases • Ensure all co-teachers have received professional development on the multiple models of co-teaching and blended learning for remote environments • Provide time for co-teachers to plan together. (Teachers meet daily) • ILT meets weekly to monitor the implementation of initiatives. Once each month will focus on Writing Revolution common practices, Data Wise, CRP practices
HS Social Studies All Students Performance Index Indicator #: 240 Demonstrable Improvement Indicators: Target 2018-2019= 168.9 Target 2019-2020= 173.1 Current Target 2020-2021=173.1 *(same as 19-20 due to COVID19 and remote learning)* Previous Target 2020-2021= 177.4	**School Goals reflecting the Demonstrable Improvement Indicators:** • Baseline performance School Year 2018-2019: The school did not meet the demonstrable improvement indicator. Our target was 168.9; result 161. • School Year 2019-2020 Goal: By June 2021, the HS Social Studies performance index for all students will increase from 168.9 to 173.1; our internally calculated performance index based on January 2020 regents is 146.27. It was projected to have met the Demonstrable Improvement Indicator goal by June 2020, prior to COVID19. • School Year 2020-2021 Goal: By June 2021, there will be an increase in the HS Social Studies All Students Performance Index from the baseline 161 to the DII Target of 173.1. **Key Strategies:** • Teacher teams researched and selected curriculum materials and resources that were written and developed to be racially, culturally, and linguistically diverse and that promote multiple perspective and robust student to student discussion, discourse, and debate. • Teacher teams selected at least one unit of study to revise and implement, to incorporate content and resources that are racially, culturally, and linguistically diverse.	**2020-2021 School Year Continuation Plan to meet this indicator:** • Strengthen the process for DataWise at our school by focusing on subgroups of students and their performance on Regents extended responses. This includes surfacing gaps and obstacles for the Hispanic entering and emerging students, who struggle with academics, as well as having a higher chronic absenteeism rate. This includes providing professional development, aligned to Culturally Responsive/Relevant and Sustaining Teaching practices. **Action Plan:** • Creating systems and structures via Instructional Leadership Team (ILT) to promote and implement blended learning with academic discourse with specific accountable talking stems as access for all students through school-wide professional learning and weekly department team meetings. Target group MLL. • Instructional Leadership Team (ILT) meets biweekly to create systems and structures to promote and implement blended learning with academic discourse with specific accountable talking stems as access for all students

- Created a schedule and structure for School Leadership and/or Instructional Leadership teams to analyze data and review progress towards equity goals.
- Teachers incorporated expanded class libraries with well selected books, materials, and resources from publishers that specialize in diverse content.
- Conducted Implicit Bias Awareness workshop with all staff.
- Created a school equity team.
- Engaged in instructional walkthroughs within teacher teams to norm instructional strategies for positive, strengths-based environments.
- Designated time in team meetings and school wide professional development to identify the practice and process improvements that progress monitoring data indicate are necessary.
- Included students in instructional walkthroughs to inform decision making about creating positive, strengths-based environments.

Second semester progress monitoring:
- By January 31, 2020, the performance index of all students was 146.27.
- By June 30, 2020, 251 students were given regents waivers for their content.
- Students at World Cultures take two to three content courses per semester, for two periods. By the end of the semester, the students take the regents exam aligned with the course. If a student fails the course, they are then scheduled to be in an Academic Intervention course the following semester during the day or a regents prep course in the afternoon, with the opportunity to take the exam again the following semester. For our SIFE population of students, we strategically program them to take their most difficult regents in June, with academic intervention courses during the first semester. Using this schedule allows students up to three opportunities to pass the regents exams and/or increase their scores, raising the school's overall performance index and average regents passing rate.

March 2020 Switch to Remote Learning:
- All content courses were allotted one hour of daily instruction.
  - During these hours, the teachers provided both synchronous and asynchronous opportunities for students to learn. These included live conferences, videos, interactive activities, discussion forums, assessments, and feedback.
  - Teachers also self-assigned themselves virtual office hours for small group and individualized supports.

- Roll out blended learning protocols to full staff via remote learning
- ILT evaluates planning and meets with teacher teams to discuss successes and need for modifications. Through school-wide professional learning and weekly department team meetings. Target group MLL.
- ELA Instructional Achievement Coach will meet with (ILT) to plan the implementation of specific strategies. This will be accomplished via co-facilitate school-wide professional development focused on shared literacy protocols aligned to the Writing Revolution Method and vocabulary development of tier 3 words. Additionally, the coach will provide targeted support to lead teachers and the English Department, supporting curriculum development, common assessments, data analysis, and pedagogical practices through one-on-one coaching support. Bi-weekly coaching professional development.
  - ILT planning meetings will happen biweekly
  - Quarterly assessments will be administered to monitor progress coordinated with marking periods
  - Reassessments and interventions will coordinate with Data Wise teams per PLCs
- Teachers look at student work weekly using Data Wise Strategic Inquiry approaches, and adapt curriculum accordingly, with support of the Instructional Coach. (All Students)
- Students complete quarterly assessments aligned to the ELA Regents and school-wide teaching strategies. This data is analyzed, and curriculum is adjusted based on the trends, patterns and areas of growth that were observed through the quarterly assessments.
- ILT with district support plans culturally responsive pedagogy PD series
- Culturally responsive pedagogy PD series begins and continues for 3 sessions
- Teacher teams (department teams) meet to evaluate current writing curriculum and revise as needed to include Culturally Relevant Pedagogy (CRP) with direct instruction on conveying

	- For students enrolled in Regents courses, and completed the assignments, including our 4-week regents aligned task, were given regents waivers, upon demonstrating mastery of key standards. - All elective courses included weekly experiential projects, and during the month of May, were structured and organized to emphasize inter-disciplinary learning in the content courses. - Elective teachers also supported the Attendance/Outreach team to provide students with individualized support to transition into the remote learning space. - Teachers met 2-3 times weekly to co-plan and conduct department meetings. The focus of these meetings was to provide instructional updates, create planning materials, and receive support to maximize student engagement. - Weekly Professional Development was provided to teachers to support interactive applications and tools for remote learning, with particular attention to learning needs of English Language Learners.	meaning, structure, genre qualities, using details, voice, and conventions - Establish Data Wise vertical teams to assess student writing samples for strengths and areas of growth. Ensure that there is an ENL specialist familiar with language development of MLL on the team. (Teacher Teams will meet Mondays and Wednesdays on a weekly basis). - Schedule daily time for independent reading of self-selected books in all ESL classes to increase exposure to academic vocabulary and Tier 2 words and phrases - Ensure all co-teachers have received professional development on the multiple models of co-teaching and blended learning for remote environments - Provide time for co-teachers to plan together. (Teachers meet daily) - ILT meets weekly to monitor the implementation of initiatives. Once each month will focus on Writing Revolution common practices, Data Wise, CRP practices
2018-19: 2013 Total Cohort 6-Year Grad Rate - All Students (Cohort T) Indicator #: 250 Demonstrable Improvement Indicators: Target 2018-2019= 70 Target 2019-2020= 72 Current Target 2020-2021= 72 *(same as 19-20 due to COVID19 and remote learning)* Previous Target 2020-2021= 74	**School Goals reflecting the Demonstrable Improvement Indicators:** - Baseline performance School Year 2018-2019: The school did not meet the demonstrable improvement indicator. Our target was 70; result 68. - School Year 2019-2020 Goal: By June 2021, the Total Cohort 6-Year Grade Rate for all students will increase from 68 to 72; our internally calculated performance index based on January 2020 regents is 73. - School Year 2020-2021 Goal: By June 2021, the Total Cohort 6-Year Grade Rate for all students will increase from 73 to 74, exceeding the DII of 72. ** See Level 1 DII: 2015 Total Cohort 4-Year Grad Rate – All Students* **Second semester progress monitoring:** - By March 10th we had projected: Total: 98 Students; Active: 5 Students, Grads: 65 Students, Grad. Rate: 69%, Projected 6-year Grad. Rate: 71%. - By June 30, 2020 we achieved: Total: 98 Students; Active: 2 Students; Students in Alternative Programs: 5; Grads: 65 Students; Grad. Rate: 69%; Projected 6-year Grad. Rate: 73% **March 2020 Switch to Remote Learning:** - Review of student graduation and scheduling requirements were conducted.	**2020-2021 School Year Continuation Plan to meet this indicator:** - Increase Academic Intervention services during the day to address academic gaps and incomplete credits, for students to demonstrate mastery of their courses - College and Career Readiness experiential opportunities for students and families - Improve the monitoring systems by collaborating with teachers by increasing teacher classroom visits and providing immediate feedback. **Action Plan:** 9/8/20-10/30/20-Ensure that there is a graduation tracker that supports guidance counselors and ELLs/MLLs in planning for graduation from the first day of high school. 9/8/20-10/30/20-Monitor all students' progress toward graduation; ensure students know their progress toward graduation by the Accreditation Team 9/8/20-Daily-Plan for instruction that includes multiple entry points for students (e.g. multiple means of representation and expression).

	- Students held regular phone conferences with their Guidance Counselor. - Guidance Counselor frequently reached out to staff from our YABC and other alternative programs. - Students who were close to meeting graduation requirements were encouraged to re-enroll and fulfill their coursework for graduation.	10/1/20-11/30/20-Monitor all students' progress toward graduation; ensure students know their progress toward graduation. Guidance with Students and Parents. 10/1/20-11/30/20-Inform ELLs/MLLs and their families of alternative ways to accumulate credits, especially if they enter high school as new arrivals. 10/1/20-11/30/20-Ensure all students are provided with the instruction and assessment opportunities necessary to meet commencement expectations. 10/1/20-10/5/20-Ensure common protocols such as annotation strategies and Writing Revolution are used across all content areas - The Instructional Cabinet that includes the lead teacher in each department will develop how to include these strategies in their department meetings. 10/5/20-1/29/21-Ensure all students have access to high quality rigorous instruction from teachers who know the standards and curriculum. 10/5/20-1/29/21-Analyze standards to prioritize skills students require in order to progress within the shared curriculum. 10/5/20-1/29/21-Plan for instruction that includes purposeful student engagement using double periods in content classes, including ELA. 2/3/21-2/28/21-Ensure that the New Visions Graduation Tracker is updated at the end of each marking period. The tracker will support guidance counselors and ELLs/MLLs in planning for graduation from the first day of high school. 2/3/21-Daily-Plan for instruction that includes multiple entry points for students (e.g. multiple means of representation and expression). 2/3/21-6/26/21-Ensure all students have access to high quality rigorous instruction from teachers who know the standards and curriculum. 2/3/21-6/26/21-Analyze standards to prioritize skills students require in order to progress within the shared curriculum. 2/3/21-6/26/21-Plan for instruction that includes purposeful student engagement using double periods in content classes, including ELA.

		• 3/1/21-4/30/21-Inform ELLs/MLLs and their families of alternative ways to accumulate credits, especially if they enter high school as new arrivals. For example, summer school and offering YABC enrollment concurrent to high school enrollment. • 3/1/21-4/30/21-Ensure all students are provided with the instruction and assessment opportunities necessary to meet commencement expectations. • 3/1/21-6/26/21-Monitor all students' progress toward graduation; ensure students know their progress toward graduation at the end of each marking period by the Accreditation Team. • 3/1/21-4/30/21-Monitor all students' progress toward graduation; ensure students and parents know their progress toward graduation. • TBD in March-TBD in March-Ensure common protocols such as annotation strategies and Writing Revolution are used across all content areas - The Instructional Cabinet that includes the lead teacher in each department will develop how to include these strategies in their department meetings
2018-19: 2017 Total Cohort (10th Graders) Passing Math Regents (Cohort X) Indicator #: 67 Demonstrable Improvement Indicators: Target 2018-2019= 60 Target 2019-2020= 62 Current Target 2020-2021=62 *(same as 19-20 due to COVID19 and remote learning)* Previous Target 2020-2021= 64	**School Goals reflecting the Demonstrable Improvement Indicators:** • Baseline performance School Year 2018-2019: The school did not meet the demonstrable improvement indicator. Our target was 60; result 57. • School Year 2019-2020 Goal: By June 2021, the total cohort (10th Graders) passing math regents will increase from 57 to 62; our internally calculated performance index based on January 2020 regents is 50. It was projected to have met and exceeded the Demonstrable Improvement Indicator goal by June 2020, prior to COVID19. • School Year 2020-2021 Goal: By June 2021, there will be a 5% Increase, from 57% to 62 of the All Students (10th grade) passing a NYS Math Regents. ** See Level 1 DII: HS Math All Students Performance Index* **Second semester progress monitoring:** • By January 31, 2020, the 11th grade passing rate was 50%. • By June 30, 2020, 98 students were given regents waivers for their content.	**2020-2021 School Year Continuation Plan to meet this indicator:** • Increase student motivation and engagement in College Readiness opportunities, such as being enrolled in College Now courses, Advanced Placement courses, alignment between content and post-secondary decisions. • Meeting with our partners to discuss how the programs they provide are expected to raise the academic achievement in Mathematics and English Language Arts • The goals for each program are defined by the Demonstrable Improvement indicators, which will determine the impact for the school and renewal of services • Strengthen the process for DataWise at our school by focusing on subgroups of students and their performance on Regents extended responses. This includes surfacing gaps and obstacles for the Hispanic entering and emerging students, who struggle with academics, as well as having a higher chronic absenteeism rate. This includes providing professional

- Students at World Cultures take two to three content courses per semester, for two periods. By the end of the semester, the students take the regents exam aligned with the course. If a student fails the course, they are then scheduled to be in an Academic Intervention course the following semester during the day or a regents prep course in the afternoon, with the opportunity to take the exam again the following semester. For our SIFE population of students, we strategically program them to take their most difficult regents in June, with academic intervention courses during the first semester. Using this schedule allows students up to three opportunities to pass the regents exams and/or increase their scores, raising the school's overall performance index and average regents passing rate.

March 2020 Switch to Remote Learning:
- All content courses were allotted one hour of daily instruction.
  - During these hours, the teachers provided both synchronous and asynchronous opportunities for students to learn. These included live conferences, videos, interactive activities, discussion forums, assessments, and feedback.
  - Teachers also self-assigned themselves virtual office hours for small group and individualized supports.
  - For students enrolled in Regents courses, and completed the assignments, including our 4-week regents aligned task, were given regents waivers, upon demonstrating mastery of key standards.
- Teachers met 2-3 times weekly to co-plan and conduct department meetings. The focus of these meetings was to provide instructional updates, create planning materials, and receive support to maximize student engagement.
- Weekly Professional Development was provided to teachers to support interactive applications and tools for remote learning, with particular attention to learning needs of English Language Learners.

development, aligned to Culturally Responsive/Relevant and Sustaining Teaching practices.

Action Plan:
- 10/7/20-1/30/2021-Evaluate: ILT will review units monthly to ensure complex rigorous tasks are scaffolded to ensure access for all and challenge to all.
- 11/2/20-11/9/20-Plan: Teacher teams including SWD and ESL teachers along with the math teachers will include create units that include Writing Revolution strategies to support the understanding of tier 3 vocabulary words and complex.
- 11/16/20-01/28/21-Rollout: Unit including both A4A and writing revolution strategies
- 9/10/20-01/28/21-Evaluate: ILT meet quarterly to analyze and plan the language demands of each math unit of study to include language goals for each unit with a focus on **content specific vocabulary -tier 3 words.**
- 2/1/21-6/28/21-Math, ESL, and Special Education teachers will continue to co-plan activities weekly that provide SWDs and MLLs with multiple opportunities to learn, understand and apply high-utility target vocabulary words per unit of study. (Units of study using UBD model)
- 2/1/21-6/28/21-Continue department teacher teams to evaluate current writing curriculum and revise as needed to include direct instruction on conveying meaning, sequence, structure, using details, and conventions. (Vertical Teams will meet daily)
- 2/1/21-12/9/21-Students complete quarterly assessments aligned to the Math Regents and school-wide teaching strategies. This data is analyzed, and curriculum is adjusted based on the trends, patterns and areas of growth that were observed through the quarterly assessments.

New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Receivership, Quarterly Report and Continuation Plan 2020 – 2021 School Year
(As required under Section 211(f) of NYS Ed. Law)

		• 2/1/21-5/30/21-Instructional coaches and administrators provide feedback and support to teachers to improve their materials and resources to support the curriculum. (Monthly)
2018-19: 2016 Total Cohort (11th Graders) Passing ELA Regents (Cohort W) Indicator #: 69 Demonstrable Improvement Indicators: Target 2018-2019= 35 Target 2019-2020= 38 Current Target 2020-2021=38 *(same as 19-20 due to COVID19 and remote learning)* Previous Target 2020-2021= 42	**School Goals reflecting the Demonstrable Improvement Indicators:** • Baseline performance School Year 2018-2019: The school met the demonstrable improvement indicator. Our target was 35; result 47. • School Year 2019-2020 Goal: By June 2021, the total cohort (11th graders) passing ELA regents will increase from 35 to 38; our internally calculated performance index based on January 2020 regents is 20. It was projected to have met and exceeded the Demonstrable Improvement Indicator goal by June 2020, prior to COVID19. • School Year 2020-2021 Goal: By June 2021, there will be an increase in the 2017 Total Cohort (11th Graders) Passing ELA Regents from the baseline 47% to 48% which exceeds the DII Target of 38%. ** See Level 1 DII: HS ELA All Students Performance Index* **Second semester progress monitoring:** • By January 31, 2020, the 11th grade passing rate was 20%. • By June 30, 2020, 51 eleventh grade students were given regents waivers for their content. In total 87 students received waivers, from both 11th and 12th grade cohorts. • Students at World Cultures take two to three content courses per semester, for two periods. By the end of the semester, the students take the regents exam aligned with the course. If a student fails the course, they are then scheduled to be in an Academic Intervention course the following semester during the day or a regents prep course in the afternoon, with the opportunity to take the exam again the following semester. For our SIFE population of students, we strategically program them to take their most difficult regents in June, with academic intervention courses during the first semester. Using this schedule allows students up to three opportunities to pass the regents exams and/or increase their scores, raising the school's overall performance index and average regents passing rate. **March 2020 Switch to Remote Learning:** • All content courses were allotted one hour of daily instruction.	**2020-2021 School Year Continuation Plan to meet this indicator:** • Increase student motivation and engagement in College Readiness opportunities, such as being enrolled in College Now courses, Advanced Placement courses, alignment between content and post-secondary decisions. • Meeting with our partners to discuss how the programs they provide are expected to raise the academic achievement in Mathematics and English Language Arts • The goals for each program are defined by the Demonstrable Improvement indicators, which will determine the impact for the school and renewal of services **Action Plan:** • Creating systems and structures via Instructional Leadership Team (ILT) to promote and implement blended learning with academic discourse with specific accountable talking stems as access for all students through school-wide professional learning and weekly department team meetings. Target group MLL. • Instructional Leadership Team (ILT) meets biweekly to create systems and structures to promote and implement blended learning with academic discourse with specific accountable talking stems as access for all students • Roll out blended learning protocols to full staff via remote learning • ILT evaluates planning and meets with teacher teams to discuss successes and need for modifications. Through school-wide professional learning and weekly department team meetings. Target group MLL.

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o Teachers also self-assigned themselves virtual office hours for small group and individualized supports.

o For students enrolled in Regents courses, and completed the assignments, including our 4-week regents aligned task, were given regents waivers, upon demonstrating mastery of key standards.

• Teachers met 2-3 times weekly to co-plan and conduct department meetings. The focus of these meetings was to provide instructional updates, create planning materials, and receive support to maximize student engagement.

• Weekly Professional Development was provided to teachers to support interactive applications and tools for remote learning, with particular attention to learning needs of English Language Learners. | • ELA Instructional Achievement Coach will meet with (ILT) to plan the implementation of specific strategies. This will be accomplished via co-facilitate school-wide professional development focused on shared literacy protocols aligned to the Writing Revolution Method and vocabulary development of tier 3 words. Additionally, the coach will provide targeted support to lead teachers and the English Department, supporting curriculum development, common assessments, data analysis, and pedagogical practices through one-on-one coaching support. Bi-weekly coaching professional development.

o ILT planning meetings will happen biweekly

o Quarterly assessments will be administered to monitor progress coordinated with marking periods

o Reassessments and interventions will coordinate with Data Wise teams per PLCs

• Teachers look at student work weekly using Data Wise Strategic Inquiry approaches, and adapt curriculum accordingly, with support of the Instructional Coach. (All Students)

• Students complete quarterly assessments aligned to the ELA Regents and school-wide teaching strategies. This data is analyzed, and curriculum is adjusted based on the trends, patterns and areas of growth that were observed through the quarterly assessments.

• ILT with district support plans culturally responsive pedagogy PD series

• Culturally responsive pedagogy PD series begins and continues for 3 sessions

• Teacher teams (department teams) meet to evaluate current writing curriculum and revise as needed to include Culturally Relevant Pedagogy (CRP) with direct instruction on conveying meaning, structure, genre qualities, using details, voice, and conventions

• Establish Data Wise vertical teams to assess student writing samples for strengths and areas of growth. Ensure that there is an ENL specialist familiar with language development of |

		MLL on the team. (Teacher Teams will meet Mondays and Wednesdays on a weekly basis). • Schedule daily time for independent reading of self-selected books in all ESL classes to increase exposure to academic vocabulary and Tier 2 words and phrases • Ensure all co-teachers have received professional development on the multiple models of co-teaching and blended learning for remote environments • Provide time for co-teachers to plan together. (Teachers meet daily) • ILT meets weekly to monitor the implementation of initiatives. Once each month will focus on Writing Revolution common practices, Data Wise, CRP practices
2018-19: 2015 Total Cohort 4-Year Grad Rate - All Students (Cohort V) Indicator #: 70 Demonstrable Improvement Indicators: Target 2018-2019= 42 Target 2019-2020= 45 Current Target 2020-2021=45 *(same as 19-20 due to COVID19 and remote learning)* Previous Target 2020-2021= 49	**School Goals reflecting the Demonstrable Improvement Indicators:** • Baseline performance School Year 2018-2019: The school met the demonstrable improvement indicator. Our target was 42; result 54. • School Year 2019-2020 Goal: By June 2021, the total cohort 4-year graduation rate of all students will increase from 42 to 45; our internally calculated performance index based on January 2020 regents is 83 (with the use of Regents waivers). • School Year 2020-2021 Goal: By June 2021, the total cohort 4-year graduation rate of all students will increase from 54 to 67, exceeding the DII of 45 (without the use of Regents waivers). **Strategies:** • Ensured that there was a graduation tracker to support guidance counselors and ELLs/MLLs in planning for graduation from the first day of high school. • Monitored all students' progress toward graduation; ensured students know their progress toward graduation. – Accreditation Team. • Monitored all students' progress toward graduation; ensure students know their progress toward graduation. Guidance with Students and Parents. • Planned for instruction that includes multiple entry points for students (e.g. multiple means of representation and expression). • Informed ELLs/MLLs and their families of alternative ways to accumulate credits, especially if they enter high school as new arrivals.	**2020-2021 School Year Continuation Plan to meet this indicator:** • Increase Academic Intervention services during the day to address academic gaps and incomplete credits, for students to demonstrate mastery of their courses • College and Career Readiness experiential opportunities for students and families • Improve the monitoring systems by collaborating with teachers by increasing teacher classroom visits and providing immediate feedback. **Action Plan:** • Students in need of credits are attending summer school.

- Ensured all students were provided with the instruction and assessment opportunities necessary to meet commencement expectations.
- Ensured common protocols such as annotation strategies and Writing Revolution were used across all content areas - The Instructional Cabinet that includes the lead teacher in each department developed how to strategies in their department meetings.
- Ensured all students have access to high quality rigorous instruction from teachers who know the standards and curriculum.
- Analyzed standards to prioritize skills students require in order to progress within the shared curriculum.
- Planned for instruction that includes purposeful student engagement using double periods in content classes, including ELA.

Second semester progress monitoring:
- By January 31, 2020 Total: 130 Students; Active: 96 Students; Early Grads: 18 Students; Discharges: 10; Students in Alternative Programs: 6; Guidance Potential Candidates: 76 Students; Guidance Projected 4-year June Graduation Rate: 72%
- By June 30, 2020 we achieved: Total: 129 Students; Active: 95 Students; Early Grads: 18 Students; Discharges: 10; Students in Alternative Programs: 6 ; Potential June Graduate Candidates: 85 Students; Projected 4-year June Graduates: 79.84%; Projected August Graduation Rate: 83-85%.

March 2020 Switch to Remote Learning:
- Review of student graduation and scheduling requirements were conducted.
- Students held regular phone conferences with their Guidance Counselor.
- Guidance Counselor frequently reached out to staff from our YABC and other alternative programs.
- Students who were close to meeting graduation requirements were encouraged to re-enroll and fulfill their coursework for graduation.

| 2018-19: 2014 Total Cohort 5-Year Grad Rate - All Students (Cohort U)

 Indicator #: 88 | **School Goals reflecting the Demonstrable Improvement Indicators:**

 • Baseline performance School Year 2018-2019: The school met the demonstrable improvement indicator. Our target was 62; result 62.
 • School Year 2019-2020 Goal: By June 2021, the total cohort 5 year graduation rate for all students will increase from 62 to 64; our internally calculated performance index based on January 2020 regents is 77 (with the use of regents waivers). | **2020-2021 School Year Continuation Plan to meet this indicator:**

 • Increase Academic Intervention services during the day to address academic gaps and incomplete credits, for students to demonstrate mastery of their courses
 • College and Career Readiness experiential opportunities for students and families |

Demonstrable Improvement Indicators: Target 2018-2019= 62 Target 2019-2020= 64 Current Target 2020-2021=64 *(same as 19-20 due to COVID19 and remote learning)* Previous Target 2020-2021= 67	• School Year 2020-2021 Goal: By June 2021, the total cohort 5 year graduation rate for all will increase to 64, meeting the DII of 64 (without regents waivers). ** See Level 1 DII: 2015 Total Cohort 4-Year Grad Rate – All Students* **Second semester progress monitoring:** • By January 31, 2020 Total: 113 Students; Active: 11 Students; Grads: 74 Students; Grad. Rate: 65%; Project. 5-year Grad. Rate: 75% • By June 30, 2020 Total: 113 Students; Active: 7 Students; Students in Alternative Programs: 7; Grads: 74 Students; Grad. Rate: 65%; Project. 5-year Grad. Rate: 77% March 2020 Switch to Remote Learning: • Review of student graduation and scheduling requirements were conducted. • Students held regular phone conferences with their Guidance Counselor. • Guidance Counselor frequently reached out to staff from our YABC and other alternative programs. • Students who were close to meeting graduation requirements were encouraged to re-enroll and fulfill their coursework for graduation.	• Improve the monitoring systems by collaborating with teachers by increasing teacher classroom visits and providing immediate feedback. **Action Plan:** • Students in need of credits are attending summer school.
School Safety - HS Indicator #: H2 Demonstrable Improvement Indicators: Target 2018-2019= 3.34 Target 2019-2020= 3.35 Current Target 2020-2021= 3.35 *(same as 19-20 due to COVID19 and remote learning)* Previous Target 2020-2021= 3.36	**School Goals reflecting the Demonstrable Improvement Indicators:** • Baseline performance School Year 2018-2019: The school met the demonstrable improvement indicator. Our target was 3.34; result 4.1. • School Year 2019-2020 Goal: By June 2021, School Safety will increase from 3.34 to 3.35. • School Year 2020-2021 Goal: By June 2021, School Safety will increase from 4.1 to 4.2, exceeding the DII of 3.35. **Second semester progress monitoring:** • By June 30, 2020, the total number of level 1-5 incidents went down from the previous year from 28 to 11. Student suspensions went up from 3 to 4. However, this does not mean that the school had more incidents, instead we had one incident where all parties were suspended. **March 2020 Switch to Remote Learning:** • Guidance modules were created for students to complete, which included internet etiquette, transitioning to remote learning, cyber-bullying, and graduation pathways.	**2020-2021 School Year Continuation Plan to meet this indicator:** • Intentionally group students for advisory or small group intervention using Restorative Justice 360 curriculum by all some staff. Strategies from the curriculum and training in Culturally Responsive/Relevant teaching will be observed in classrooms, as instruction is provided. • Students must feel that their values and background are accepted, respected, and valued. **Action Plan:** • Modify and create a pacing calendar of advisory curriculum, Restorative Justice 360 curriculum and train all staff during PDs. • Send at least 2 more teachers to Restorative Practices Training. • Host Culturally Responsive/Relevant teaching PDs provided by district. ILT will meet to agree on strategies to incorporate, fine tune and add monthly. will occur with

	- Teachers regularly monitored their synchronous conferences and modeled the correct way of engaging in conversations especially using video, muting, and unmuting oneself. - Weekly outreach to families were made based on individual needs, small group conferences were held for students who were not motivated, and weekly meetings with parents were also held to discuss family academic and safety concern.	support from the District and then will be strategies observed during classroom instruction. Students must feel that their beliefs and backgrounds are accepted, respected, and valued which will be accomplished through advisory and HSWC annual World Cultural Day Fair and Festival

Part II – *Demonstrable Improvement Indicators (Level 2)*

LEVEL 2 Indicators		
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
College, Career and Civic Readiness Index - ELL Students Indicator #: 144	**School Goals reflecting the Demonstrable Improvement Indicators:** - Baseline performance School Year 2018-2019: The school met the demonstrable improvement indicator. Our target was 25.6; result 49.3. - School Year 2019-2020 Goal: By June 2021, College, Career and Civic Readiness Index of ELL students will increase from 25.6 to 26.6.	**2020-2021 School Year Continuation Plan to meet this indicator:** Due to language acquisition and ELL flexibility when taking College Board exams, juniors will take the PSATs in the fall and SATs in the spring.

| Demonstrable Improvement Indicators:
Target 2018-2019= 25.6
Target 2019-2020= 26.6
Current Target 2020-2021= 26.6
(same as 19-20 due to COVID19 and remote learning)
Previous Target 2020-2021= 27.6 | • School Year 2020-2021 Goal: By June 2021, the College, Career and Civic Readiness Index of ELL students will increase from 49.3 to 50.3, exceeding the DII of 26.6.

See Level 1 DII: College, Career and Civic Readiness Index - All Students

Second semester progress monitoring:
• By June 30, 2020 we increased the number of students receiving additional endorsements and Dual Enrollment courses from College Now. This includes: 16 students with Advanced Regents Diploma, 34 students with the Biliteracy Seal, 10 students in College Now, projected at least 18 students passing their Advanced Placement exams (Spanish Literature and Spanish Language), and 21 CDOS endorsements.

March 2020 Switch to Remote Learning:
• Adjustments to Advanced Regents diplomas included having students complete their courses and/or enrolling in extended learning courses, all of which led to Regents waivers (if needed).
• Adjustments to Seal of Biliteracy include having students complete their performance tasks online with teachers via Google Classroom, and student interviews were held through Google Classroom.
• Adjustments to Dual Enrollment (College Now) include completing courses online using Bronx Community College's virtual platform.
• Adjustments to Advanced Placement exam preparation included prioritizing AP courses during the months of April and May. Students were given accommodations to then complete assignments for their electives and content during the months of May and June.
• Adjustments to C-DOS endorsement include virtual meetings, virtual work-based experiences with BUILD and C-CAP partnerships | • Align the CTE pathways at our school, with the expectation that students will pass their ELA Regents and take College Now courses related to their interests.
• Assess students whose native language is Spanish and enroll them in pre-AP Spanish courses to increase the number of students eligible for AP Spanish Language in 10th Grade.

Action Plan:
• Monitor mastery in Spanish Language classes to determine eligibility for AP Spanish classes.
• Create ELT courses to support students College Readiness scores in the ELA and Math regents to College Now options.
• Guidance counselors meet with students and families individually to determine a path towards graduation with the highest-level diploma type.
• Biliteracy Seal Diploma Track will be offered to more students and explained each year starting in grade 9. |
| Plan for and implement Community School Model | Goal #1: Offer a range of high quality educational, developmental, and recreational services for students and their families. | **2020-2021 School Year Continuation Plan to meet this indicator:** |

Indicator #: 2 Demonstrable Improvement Indicators: Target 2018-2019- Implement Target 2019-2020- Implement Current Target 2020-2021- Implement *(same as 19-20 due to COVID19 and remote learning)* Previous Target 2020-2021- Implement	• Core Educational Services in academic areas such as reading, literacy, mathematics, and science. • Enrichment activities related to nutrition, health, art, music, technology, and recreation. These are designed to improve attachment to school, attendance, engagement, behavior, and academic performance. • Community involvement by establishing and maintaining partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs. The purpose is to engage students and families in the community, foster civic pride, share resources, and break down barriers. Goal #2: Demonstrate educational and social beliefs and exhibit positive behavioral changes. • Improvement in achievement through measures such as test scores, grades, and/or teacher reports. • Improvement on school attendance, improved peer relationships, classroom performance, and decreased disciplinary actions. **Second semester progress monitoring:** • By June 30, 2020 we aligned all of our 21st Century programs to meet the expectations of the 4 pillars in the Community School Model and embed the services into the student's school day. The services were provided in both the physical building as well as full integration in the remote learning environment. The impact of the programs are seen in improvements of overall attendance, decreased Chronic Absenteeism, student voice by winning the Multiplying Goods Student in Action Silver Banner for Student Leadership and Community Service, students also participate in Success Mentoring, Student Advocacy, and participate in our Saturday Academy. Parent voice was heard in the selection of monthly workshops, participation in weekly virtual conferences to suggest ways to improve our remote learning model, participating in an ongoing decision making process – including the transition to remote learning, parents participated in ESL/Computer workshops as well as mental health training for adolescents. **March 2020 Switch to Remote Learning:** • Collaborative Leadership and Practices- Community School Director participated and led several schoolwide meetings to discuss the shift to remote learning and communicate that with parents. These meetings included School Leadership Team (SLT), Instructional Leadership Cabinet meetings, Attendance and Family	• Promote the unification of all internal and external stakeholders at our school • Community School Committee will meet regularly with school partners, administrators, students, parents, and staff members. • Develop, administer, and adjust resources for students and their parents, based on a Community School survey. **Action Plan:** • CBO will create a quarterly survey for students, parents, staff and community members to determine needs and monitor progress towards meeting the needs. • CBO will support ELT afterschool and on Saturdays • CBO will create leadership classes and promote other activities that will include options for required community service hours and create enhance feelings of self-worth. • CBO will be a member of the SLT

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- Engagement meetings, 21st Century Quarterly meetings, and ran the Student Leadership Project.   Our students participated at the United Nations Youth Conferences.
- Expanded and Enriched Learning Time and Opportunities and Student Supports- Community School programs were moved to the virtual platform where our artists or providers co-planned with the teachers to provide content and enrichment skills for students. Being on a virtual platform also allowed us to engage more students, as there was no physical or time constrictions. Students continued to have virtual meetings and participate in programs such as Student Leadership and Community Service, where our students won the Multiplying Goods Students in Action Regional Silver Banner Award. Other programs included Success Mentoring, Student Advocacy, OmniLearn, Stella Adler, and Play Rugby.
- Active Family and Community Engagement and Health – Parent ESL and Computer courses were held using Zoom. The Community School Director, Family Worker, and Acting Principal held weekly conferences with parents to discuss suitable job searches, housing, shelter, pantries, mental health and medical references available. Pathway to graduation workshops were also held.

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| DTSDE Tenet 6: Family Engagement

Indicator #: 6

Demonstrable Improvement Indicators:

Target 2018-2019- 40% of the Tenet 6 Phase 2 indicators are common across the school.

Target 2019-2020- 50% of the Tenet 6 Phase 2 indicators are common across the school and at least four Tenet 6 Phase 3 indicators across the | **School Goals reflecting the Demonstrable Improvement Indicators:**
- Baseline performance School Year 2018-2019: 40% of the Tenet 6 Phase 2 indicators are common across the school.
- School Year 2019-2020 Goal: By June 2021, School Year 2020-2021 50% of the Tenet 6 Phase 2 indicators are common across the school and at least four Tenet 6 Phase 3 indicators across the school
- Goal: By June 2021, 67% of the Tenet 6 Phase 2 indicators are common across the school and at least six Tenet 6 Phase 3 indicators are common across the school.

Second semester progress monitoring:
- By June 30, 2020 parent engagement improved by the Creation and use of multi-language school website HighSchoolofWorldCultures.com; Weekly Family Outreach during remote learning to support the transition; Friday Virtual Conferences with Community School Director and Principal to provide Social-Emotional and Community supports; Teachers held virtual hours for students and their families during remote learning phase | **2020-2021 School Year Continuation Plan to meet this indicator:**
- Make families aware of school programs, opportunities, and resources, through newsletters created by students and parents
- Differentiate groups of parents to address their needs, taking into consideration common interests and cultural awareness and competence to address sensitive and confidential situations
- Provide opportunities and activities to bring all cultures together
- Improve the forms of communication between parents and teachers, facilitating collaboration of all stakeholders.

Action Plan:
- Webmaster will continue to attend PDs to update Website as needed
- PD will be facilitated by webmaster to support department and individual staff pages with links to academic supports, city |

school. Current Target 2020-2021- 50% of the Tenet 6 Phase 2 indicators are common across the school and at least four Tenet 6 Phase 3 indicators across the school. *(same as 19-20 due to COVID19 and remote learning)* Previous Target 2020-2021- 67% of the Tenet 6 Phase 2 indicators are common across the school and at least six Tenet 6 Phase 3 indicators are common across the school.	**March 2020 Switch to Remote Learning:** • Created and used of multi-language school website HighSchoolofWorldCultures.com. • Conducted weekly family outreach during remote learning to support the transition. Focus for March: Transition to remote learning, ensuring all students had their equipment, and could access Google Classroom. Focus for April: Ensure students were able to engage in the content, attend virtual conferences, and troubleshoot as needed. Focus for May: Ensure students were able to complete their May assessments which accumulated activities for mastery of key standards. Students who successfully mastered the assessments would pass the course and receive a waiver, as these built on knowledge of skills acquired during the course as well as activities provided during remote learning. Focus for June: Ensure students complete the course requirements to pass their courses and receive appropriate Regents waivers, if applicable. Graduation preparation for seniors who completed their requirements. • Friday Virtual Conferences with Community School Director and Principal to provide Social-Emotional and Community supports. • Teachers held virtual hours for students and their families during remote learning phase.	agencies, Google classroom, Jupiter Grades, and the school calendar • Hold a Multicultural Day in the Spring to educate and celebrate the students, staff, families and community members of HSWC.
2018-19: 2015 Total Cohort 4-Year Grad Rate - Hispanic Students (Cohort V) Indicator #: 73 Demonstrable Improvement Indicators: Target 2018-2019= 40 Target 2019-2020= 43 Current Target 2020-2021= 43 *(same as 19-20 due to COVID19 and remote learning)* Previous Target 2020-2021= 47	**School Goals reflecting the Demonstrable Improvement Indicators:** • Baseline performance School Year 2018-2019: The school met the demonstrable improvement indicator. Our target was 40; result 49. • School Year 2019-2020 Goal: By June 2021, the total 4-year grade rate of Hispanic students will increase from 40 to 43; our internally calculated performance index based on January 2020 regents is 81% (using Regents waivers) . • School Year 2020-2021 Goal: By June 2021, the ELA performance index for all students will increase from 49 to 50, exceeding the DII of 43. *See Level 2 DII: 2018-19: 2015 Total Cohort 4-Year Grad Rate - Hispanic Students* **Second semester progress monitoring:** • By June 30, 2020 Total Number of Students: 101; Projected Grad. Candidates: 81; Project Grad. Rate: 81% **March 2020 Switch to Remote Learning:** • Review of student graduation and scheduling requirements were conducted.	**2020-2021 School Year Continuation Plan to meet this indicator:** • Increase Academic Intervention services during the day to address academic gaps and incomplete credits, for students to demonstrate mastery of their courses • College and Career Readiness experiential opportunities for students and families • Improve the monitoring systems by collaborating with teachers by increasing teacher classroom visits and providing immediate feedback. **Action Plan:** • Increase Academic Intervention services during the day to address academic gaps and incomplete credits, for students to demonstrate mastery of their courses • College and Career Readiness experiential opportunities for students and families

	• Students held regular phone conferences with their Guidance Counselor. • Guidance Counselor frequently reached out to staff from our YABC and other alternative programs. • Students who were close to meeting graduation requirements were encouraged to re-enroll and fulfill their coursework for graduation.	• Improve the monitoring systems by collaborating with teachers by increasing teacher classroom visits and providing immediate feedback.
Providing 200 Hours of Extended Day Learning Time (ELT) Indicator #: 94 Demonstrable Improvement Indicators: Target 2018-2019- Implement Target 2019-2020- Implement Current Target 2020-2021- Implement *(same as 19-20 due to COVID19 and remote learning)* Previous Target 2020-2021- Implement	Goal: Ensure all teachers and educational assistants engage in differentiation and intervention groups will take place based on scholars' academic language acquisition via homogeneous grouping during academic day and ELT. **Second semester progress monitoring:** • By March 2020, all students received an individualized Extended Learning plan that included regents prep courses, language courses, college and career readiness workshops, Culinary and BUILD (CTE) work based experiences, enrichment courses such as Play Rugby, Stella Adler, and OmniLearn, Students also participated in Saturday Regents Prep and Saturday Literacy Academy. Students had a combination of taking classes 3-6 hours a week (using two 90min blocks) and/or 4 hours on Saturdays. **March 2020 Switch to Remote Learning:** • By June 30, 2020, during remote learning students were registered in courses aligned to regents where they had the opportunity to demonstrate mastery of standards usually tested in regents examination, inter-disciplinary English and Culinary courses, and enrichment courses such as Play Rugby, Stella Adler, and OmniLearn. The length of these courses were approximately three hours for eight weeks. Enrichment courses were blended in content courses, totaling 20 hours of services for students.	**2020-2021 School Year Continuation Plan to meet this indicator:** • Engage various stakeholders, such as staff, administrators, Community School Director, students, parents, and partners in the planning of ELT courses, schedules, activities, and strategies • Communicating with parents and students about the importance of the ELT programs and how these support student achievements and meeting the DII goals **Action Plan:** • Creating systems and structures via Instructional Leadership Team (ILT) to promote and implement blended learning with academic discourse with specific accountable talking stems as access for all students through school-wide professional learning and weekly department team meetings. Target group MLL. • Instructional Leadership Team (ILT) meets biweekly to create systems and structures to promote and implement blended learning with academic discourse with specific accountable talking stems as access for all students • Roll out blended learning protocols to full staff via remote learning • ILT evaluates planning and meets with teacher teams to discuss successes and need for modifications. Through school-wide professional learning and weekly department team meetings. Target group MLL. • ELA Instructional Achievement Coach will meet with (ILT) to plan the implementation of specific strategies. This will be accomplished via co-facilitate school-wide professional development focused on shared literacy protocols aligned to the Writing Revolution Method and vocabulary development of tier 3 words. Additionally, the coach will provide targeted support to lead teachers and the English Department,

		supporting curriculum development, common assessments, data analysis, and pedagogical practices through one-on-one coaching support. Bi-weekly coaching professional development.
		    o ILT planning meetings will happen biweekly
		    o Quarterly assessments will be administered to monitor progress coordinated with marking periods
		    o Reassessments and interventions will coordinate with Data Wise teams per PLCs
		• Teachers look at student work weekly using Data Wise Strategic Inquiry approaches, and adapt curriculum accordingly, with support of the Instructional Coach. (All Students)
		• Students complete quarterly assessments aligned to the ELA Regents and school-wide teaching strategies. This data is analyzed, and curriculum is adjusted based on the trends, patterns and areas of growth that were observed through the quarterly assessments.
		• ILT with district support plans culturally responsive pedagogy PD series
		• Culturally responsive pedagogy PD series begins and continues for 3 sessions
		• Teacher teams (department teams) meet to evaluate current writing curriculum and revise as needed to include Culturally Relevant Pedagogy (CRP) with direct instruction on conveying meaning, structure, genre qualities, using details, voice, and conventions
		• Establish Data Wise vertical teams to assess student writing samples for strengths and areas of growth. Ensure that there is an ENL specialist familiar with language development of MLL on the team. (Teacher Teams will meet Mondays and Wednesdays on a weekly basis).
		• Schedule daily time for independent reading of self-selected books in all ESL classes to increase exposure to academic vocabulary and Tier 2 words and phrases
		• Ensure all co-teachers have received professional development on the multiple models of co-teaching and blended learning for remote environments

		• Provide time for co-teachers to plan together. (Teachers meet daily) • ILT meets weekly to monitor the implementation of initiatives. Once each month will focus on Writing Revolution common practices, Data Wise, CRP practices

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.	All items were discussed
2.	
3.	

Part IV – *Community Engagement Team and Receivership Powers*

Community Engagement Team (CET)

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

Report Out of CET Plan Implementation

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

Outcomes of the CET:
Meeting: September 19th, 2019
Type and Nature: Goals were reviewed and finalized by the SLT.
Output: Preliminary Draft of school's SCEP goals, aligned to Demonstrable Improvement Indicators and District Feedback.

Meeting: September 24th, 2019
Type and Nature: Review SCEP approved by SLT. Incorporate NYSED recommendations and write/review addendum.
Output: Finalized version of SCEP in preparation for the Public Hearing.

Meeting: October 4th, 2019
Type and Nature: Meeting to discuss the public hearing feedback
Outcomes of the meeting: Members agreed with the public hearing suggestions.
- Increase the time of math courses and extend them to be yearlong courses.
- Create a nutrition committee with students, parents, and staff, to have varied and healthy meals, representing our cultures.
- Increase use of technology related to instruction.
- Additional suggestions were presented, such as additional interventions to improve attendance in Extended Learning Time (ELT) and request that NYSED review graduation requirements for new arrivals at the high school level.

Meeting: October 24, 2019
Type and Nature: Meeting to discuss the demonstrable improvement results for the school year 2019-2020.
Outcome: Members will review strategies, activities, and supports provided the previous school year. The team will further discuss the recommendations offered on how to improve these efforts in 2019-2020 and make the necessary adjustments to the SCEP.

Meeting: November 14, 2019
Type and Nature: Meeting to review the SCEP and DII progress through the first quarter of the year
Outcome: Parent's Report, Students Report, UFT Report and Principal's Report

Meeting: December 12, 2019
Type and Nature: Meeting to discuss the modifications to the SCEP and demonstrable improvement Indicator progress this year.

Outcome: Progress of the SCEP and the demonstrable improvements was discussed. Emphasis was made on improving all subgroups, including ethnicity. The last report we have will be presented tomorrow 12/13/2019. Students cannot have more than 18 absences during the course of the school year. 27% of the student body is chronically absent. Which means that currently they have 8 or more absences. The Black population in our school have the best attendance with 90% present and 11% chronic absenteeism. ELL is at 28% CA and Hispanic is at 31% chronic absenteeism. Our Special Education students are at a 54% chronic absenteeism they are considered the largest group of absenteeism because but there are only 13 students in this category. This group is affected based on change of homes during the course of the school year, and or many doctor's appointments. Our goal is to be less than 39% of absences for the remainder to the school year 2019-2020. We would like an 87% of attendance in ELT.

Meeting: January 16, 2019
Type and Nature: Meeting to discuss the modifications to the SCEP and demonstrable improvement Indicator progress this year.
Outcome: Parent's Report, Students Report, UFT Report and Principal's Report

Meeting: February 13, 2020
Type and Nature: Meeting to discuss the demonstrable improvement Indicator progress this year, specifically for chronic absenteeism. Our school saw a correlation between uniforms and attendance rate, which was addressed at the meeting. Update of the internally calculated index numbers and progress related to the DII, as it would be presented to NYSED on the day of the visit.
Outcome: Parent's Report, Students Report, UFT Report and Principal's Report

Meeting: March 12, 2020
Type and Nature: Meeting to discuss school safety procedures with regards to COVID19, attendance implications, and shift to virtual SLT meetings.
Outcome: Parent's Report, Students Report, UFT Report and Principal's Report

Virtual Meeting: April 23, 2020
Type and Nature: Meeting to discuss the modifications and transition to remote learning. Discussion about outreach plan to focus on chronic absenteeism, student internet safety concerns and use of technology, pathway to graduation conferences with guidance counselors, and the May assessment for students to demonstrate mastery of their content and receive the Regents waiver.
Outcome: Parent's Report, Students Report, UFT Report and Principal's Report

Virtual Meeting: May 21, 2020
Type and Nature: Meeting to discuss the modifications to the SCEP and demonstrable improvement Indicator progress for the upcoming year.
Outcome: Parent's Report, Students Report, UFT Report and Principal's Report

Virtual Meeting: June 11, 2020
Type and Nature: Reflect on the practices, both in the physical school and remotely, which were successful in helping us meet the DII's. Finalize the SCEP goals and discuss the action plan for the upcoming year, based on the same DII's from SY 2019-2020 (due to COVID19).
Outcome: Parent's Report, Students Report, UFT Report and Principal's Report

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

Meeting: September 10th, 2019
Type and Nature: Director of Continuous Improvement (DCI) Planning Meeting with Instructional Coaches (Coaches)

Output: Review Instructional Focus and School Leaders' Vision for School Year 2019-2020, Determine Coaching Role and Responsibilities for School Year 2019-2020, Establishing communication and norms for visits and Next Steps and Scheduling Mid Cycle and End of Cycle Meetings

Meeting: September 13th, 2019
Type and Nature: Instructional Visit
Output: Observe a series of World Cultures classrooms and debrief the low-inference observations and the DCI and Coaches will co-create a Create the School Improvement Support Plan.

Meeting: October 2nd, 2019
Type and Nature: Instructional Visit
Outcomes of the meeting: Establish conditions for meeting and exceeding the Demonstrable Improvement Indicators and select target teachers and conduct class visits using the tennis charts

Meeting: October 16th, 2019
Type and Nature: Instructional Visit
Outcomes of the meeting: Establish a shared purpose of the Instructional Leadership Team, Review school data and Ensure all participants know what a Tennis Chart is and how to use a Tennis Chart to improve student data

Meeting: October 30th, 2019
Type and Nature: Instructional Visit
Outcomes of the meeting: Facilitate ILT Meeting, Participate in CSI Webinar with Principal Namnun, Meet with Guidance Counselor Wendy to support Cohort V Tracking, and Meet with the Attendance Team to support with attendance Planning

Meeting: November 6th, 2019
Type and Nature: Instructional Visit
Outcomes of the meeting: Plan for the 11/13/19 Facilitation of the ILT Meeting by AP Fragosa, Review the Marking Period 1 data with the leadership team, Meet with Guidance Counselor Wendy to support Cohort V Tracking, Meet with the Attendance Team to support with attendance goals at WC, and Observe classrooms and provide a composite feedback report

Meeting: December 4th, 2019
Type and Nature: Instructional Visit
Outcomes of the meeting: Plan for the ILT Meeting, Review the Marking Period data with the leadership team, Meet with Guidance Counselor Wendy to support Cohort V Tracking, Meet with the Attendance Team to support with attendance goals at WC, and Observe classrooms and provide a composite feedback report

Meeting: December 18th, 2019
Type and Nature: Instructional Visit
Outcomes of the meeting: Plan for the ILT Meeting, Review the Marking Period data with the leadership team, Meet with Guidance Counselor Wendy to support Cohort V Tracking, Meet with the Attendance Team to support with attendance goals at WC, and Observe classrooms and provide a composite feedback report

Meeting: February 5th, 2020
Type and Nature: Data Review
Outcomes of the meeting: Reviewed the mid-year data to plan for the 2020 Spring Semester and Transcript Protocol Review

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 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.

* Support school leadership to help transform a school on an as-needed basis.
* School-level community engagement meetings to discuss Receivership status and solicit public input and recommendations.

Part V – *Budget – (As applicable)*

Budget Amendments

ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:

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

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

Part VI: *Best Practices (Optional)*

Best Practices

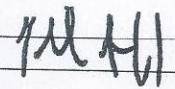| The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices that will be implemented in the 2020-2021 school year that will result in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.	
List the best practice that will be or is currently being implemented in the school.	Describe a best practice that will be in place for the 2020-21 school year in terms of its impact on the implementation of the plan. Discuss the evidence that will be used to determine its success. Discuss the possibility of replication in other schools.
1.	
2.	
3.	

![NYSED New York State Education Department — Knowledge > Skill > Opportunity](logo)

Receivership, Quarterly Report and Continuation Plan 2020 – 2021 School Year
(As required under Section 211(f) of NYS Ed. Law)

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): Dr. Michael Alcoff, Superintendent
Date: July 16, 2020

> 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 and Title (Print): Dr. Ramon Namnun, Principal
Date: July 16, 2020

> 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
<u>School Improvement Grant</u>
Continuation Plan Cover Page

District Name	
School Name	
Contact Person	**Telephone ( )**
E-Mail Address	

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.

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

Rev. May 2020