

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:				
13K616 - Brooklyn High School for Leadership and Community Service	331300011616	NYC Geographic District #13	Brooklyn Community Services	Check which plan below applies:				
				SIG			SCEP	
				Cohort: 7			Model: College and Career Readiness	
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Paul Rotondo	Georgia Serves Appointment Date: 11/19/2008	Tim Lisante, Executive Superintendent Paul Rotondo, Superintendent Donald Conyers, First Deputy Chancellor Interim Acting Sharon Rencher, Senior Executive Director of State/Federal Education Policy		09-12	27% (6-year)	4.0%	21.6%	176

Executive Summary
<p>Please provide a <i>plain-language summary</i> of this combined report and continuation plans in terms of implementing key strategies, engaging the community, and enacting Receivership. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to <i>no more than 500 words</i>.</p> <p>The New York City Department of Education (DOE) is committed to ensuring that students in every borough, district, neighborhood, and school have the opportunities to achieve their dreams. We are continually assessing Level 1 and Level 2 indicator data for Receivership schools and adjusting strategies as needed. Community stakeholders are engaged through the Receivership public hearings and school Community Engagement Teams. The NYCDOE continues to improve on providing high-quality services to Receivership schools so that student achievement will improve.</p> <p>Our strategy is Comprehensive School Support (CSS), which aims to do the following as a system:</p> <ul style="list-style-type: none"> • Accelerate learning in ALL schools • Close the opportunity gap by addressing disproportionality • Bring coherence to the way administrators use data • Reallocate support with a lens on equity

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

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

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

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

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

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

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

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

Part I – Demonstrable Improvement Indicators (Level 1)

<u>LEVEL 1 Indicators</u> Please list the school's Level 1 indicators and complete all columns below. This information should provide details about the implementation of strategies that will support progress toward the Demonstrable Improvement Indicators.		
Identify Indicator	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	2020-21 School Year Continuation Plan for Meeting this Indicator
Total Cohort 6-Year Grad Rate - All Students Indicator: 250	<p>Goal(s): By August 2020, the 2014 Total Cohort 6-Year Graduation Rate will increase from 25% in 2016-2017 to 31% in 2019-2020 as a result of knowing each student well and engaging them in rigorous curriculum aligned to the Advanced Literacy program.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Create four advisory groups based on credit accumulation. • Develop and track Quarterly Progress Monitoring Targets for each term. • Leverage CBO Brooklyn Community Services to participate in advisory groups to support our subgroup populations. • Implement Attendance Works Tiered Intervention System to improve school-wide attendance by providing targeted supports to students. <p>Adjustments to Key Strategies:</p> <ul style="list-style-type: none"> • In response to the COVID-19 pandemic, we have trained all staff on how to effectively use DOE-approved virtual conferencing and remote learning tools to improve the remote learning environment for our students. 	<p>2020-21 Goal By August 2021, 28.2% of all students will meet the 4-year graduation rate; 26.6% will meet the 5-year graduation rate; and 35.4% will meet the 6-year graduation rate.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Our School Improvement Grant (SIG) initiative will allow us to provide intensive teacher supports with a United Federation of Teachers (UFT) Teacher Center Field Liaison whose focus will be on data-driven professional development. • Community Based Organization (CBO) partner Brooklyn Community Services (BCS) will provide ongoing and consistent behavioral counseling, academic guidance, and post-secondary planning for all students. • We will leverage funding from SIG and the Smart School Bond Act to provide technological equipment to ensure blended learning processes are cohesive.

	<ul style="list-style-type: none"> All teachers have created online classrooms hosted on Learning Management System (LMS) platforms such as G Suite which includes Google Classroom, Google Meets, Google Drive, Google Docs, and Google Sheets. The district-led ACCESS team has provided bi-weekly professional learning and support to strengthen pedagogy through the use of digital tools such as Zoom and Microsoft Teams. School leaders have uploaded student-to-staff interaction data collected through the school’s tracking system to STARS (Student Transcript and Reporting System) Classroom. 	<ul style="list-style-type: none"> Guidance staff will review transcripts to determine outstanding graduation requirements and create individual student plans for graduation. <p>Data Trends:</p> <ul style="list-style-type: none"> Student Transcript and Reporting System (STARS) data shows we had a 66.7% pass rate on the January 2020 ELA Regents (Common Core). Pass rates on the January 2020 US History Regents improved by 17.5 percentage points from a year earlier. Half of the students who took the January 2020 Algebra I (Common Core) Regents demonstrated proficiency. The school already exceeded its 31% progress target as of June 2020, where 33% of the 6-year cohort met graduation requirements. The progress to graduation tracker shows the school will most likely exceed the 6-year progress target with a 43% graduation rate for its 6-year cohort.
<p>Credits Earned: Students Starting 0 to 11</p> <p>Indicator: u1</p>	<p>Goal(s): By August 2020, the 2014 Total Cohort 6-Year Graduation Rate will increase from 25% in 2016-2017 to 31% in 2019-2020 as a result of knowing each student well and engaging them in rigorous curriculum aligned to the Advanced Literacy program.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Create four advisory groups based on credit accumulation. Develop and track Quarterly Progress Monitoring Targets for each term. Leverage CBO Brooklyn Community Services to participate in advisory groups to support our subgroup populations. <p>Adjustments to Key Strategies:</p> <ul style="list-style-type: none"> Two additional counselors were hired within weeks after operating in remote learning. These counselors provide student outreach by conducting daily calls and virtual counseling sessions. In response to the COVID-19 pandemic, we have trained all staff on how to effectively use DOE-approved virtual conferencing and remote learning tools to improve the remote learning environment for our students. All teachers have created online classrooms hosted on Learning Management System (LMS) platforms such as G Suite which includes Google Classroom, Google Meets, Google Drive, Google Docs, and Google Sheets. 	<p>2020-21 Goal By August 2021, 28.2% of all students will meet the 4-year graduation rate; 26.6% will meet the 5-year graduation rate; and 35.4% will meet the 6-year graduation rate.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> We will implement a Data Literacy initiative that uses the New Visions Student Sorter to improve student learning and culture by immersing students and staff in data trends across all classrooms and subject areas. School leaders will use a suite of robust attendance tools to take effective, data-driven action to keep students in engaged and on track to graduate. One example of a tool for reciprocal communication with students is SIG-funded KiNVO Connect. School leaders will disaggregate data by credit bands to determine average credits earned each semester and determine appropriate interventions in collaboration with teacher teams.

	<ul style="list-style-type: none"> The district-led ACCESS team has provided bi-weekly professional learning and support to strengthen pedagogy through the use of digital tools such as Zoom and Microsoft Teams. School leaders have uploaded student-to-staff interaction data collected through the school’s tracking system to STARS (Student Transcript and Reporting System) Classroom. 	<ul style="list-style-type: none"> Guidance counselors will review transcripts to determine outstanding graduation requirements and create individual plans for graduation. <p>Data Trends:</p> <ul style="list-style-type: none"> By midyear, students in the 0-11 credit bucket had averaged 2.3 credits placing the school on track to exceed this progress target. By the third marking period, students in this credit bucket earned 3.9 credits. We expect to meet the goal of 4.4 credits by August 2020.
<p>Credits Earned: Students Starting 22 to 33</p> <p>Indicator: u3</p>	<p>Goal(s): By August 2020, the 2014 Total Cohort 6-Year Graduation Rate will increase from 25% in 2016-2017 to 31% in 2019-2020 as a result of knowing each student well and engaging them in rigorous curriculum aligned to the Advanced Literacy program.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Create four advisory groups based on credit accumulation. Develop and track Quarterly Progress Monitoring Targets for each term. Leverage CBO Brooklyn Community Services to participate in advisory groups to support our subgroup populations. <p>Adjustments to Key Strategies:</p> <ul style="list-style-type: none"> Two additional counselors were hired within weeks after operating in remote learning. These counselors provide student outreach by conducting daily calls and virtual counseling sessions. In response to the COVID-19 pandemic, we have trained all staff on how to effectively use DOE-approved virtual conferencing and remote learning tools to improve the remote learning environment for our students. All teachers have created online classrooms hosted on Learning Management System (LMS) platforms such as G Suite which includes Google Classroom, Google Meets, Google Drive, Google Docs, and Google Sheets. The district-led ACCESS team has provided bi-weekly professional learning and support to strengthen pedagogy through the use of digital tools such as Zoom and Microsoft Teams. School leaders have uploaded student-to-staff interaction data collected through the school’s tracking system to STARS (Student Transcript and Reporting System) Classroom. 	<p>2020-21 Goal By August 2021, 28.2% of All Students subgroup will meet the 4-year graduation rate; 26.6% will meet the 5-year graduation rate; and 35.4% will meet the 6-year graduation rate.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> We will implement a Data Literacy initiative that uses the New Visions Student Sorter to improve student learning and culture by immersing students and staff in data trends across all classrooms and subject areas. School leaders will use a suite of robust attendance tools to take effective, data-driven action to keep students in engaged and on track to graduate. One example of a tool for reciprocal communication with students is SIG-funded KiNVO Connect. School leaders will disaggregate data by credit bands to determine average credits earned each semester and determine appropriate interventions. Guidance counselors will review transcripts to determine outstanding graduation requirements and create individual plans for graduation. <p>Data Trends:</p> <ul style="list-style-type: none"> By midyear, students in the 22-33 credit bucket had averaged 4.1 credits placing the school on track to exceed this progress target.

		<ul style="list-style-type: none"> At least 25% of these students have registered for summer school as a result of incomplete grades in 3 or more classes.
<p>Credits Earned: Students Starting 33 to 38</p> <p>Indicator: u4</p>	<p>Goal(s): By August 2020, the 2014 Total Cohort 6-Year Graduation Rate will increase from 25% in 2016-2017 to 31% in 2019-2020 as a result of knowing each student well and engaging them in rigorous curriculum aligned to the Advanced Literacy program.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Create four advisory groups based on credit accumulation. Develop and track Quarterly Progress Monitoring Targets for each term. Leverage CBO Brooklyn Community Services to participate in advisory groups to support our subgroup populations. Datawise Harvard University training for Administrative Team Ongoing professional development workshops with Multiple Pathways institute for student to student discussion Align lesson plan template with advanced literacy components. <p>Adjustments to Key Strategies:</p> <ul style="list-style-type: none"> Two additional counselors were hired within weeks after operating in remote learning. These counselors provide student outreach by conducting daily calls and virtual counseling sessions. In response to the COVID-19 pandemic, we have trained all staff on how to effectively use DOE-approved virtual conferencing and remote learning tools to improve the remote learning environment for our students. All teachers have created online classrooms hosted on Learning Management System (LMS) platforms such as G Suite which includes Google Classroom, Google Meets, Google Drive, Google Docs, and Google Sheets. The district-led ACCESS team has provided bi-weekly professional learning and support to strengthen pedagogy through the use of digital tools such as Zoom and Microsoft Teams. School leaders have uploaded student-to-staff interaction data collected through the school's tracking system to STARS (Student Transcript and Reporting System) Classroom. 	<p>2020-21 Goal By August 2021, 28.2% of All Students subgroup will meet the 4-year graduation rate; 26.6% will meet the 5-year graduation rate; and 35.4% will meet the 6-year graduation rate.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> We will implement a Data Literacy initiative that uses the New Visions Student Sorter to improve student learning and culture by immersing students and staff in data trends across all classrooms and subject areas. School leaders will use a suite of robust attendance tools to take effective, data-driven action to keep students in engaged and on track to graduate. One example of a tool for reciprocal communication with students is SIG-funded KiNVO Connect. School leaders will disaggregate data by credit bands to determine average credits earned each semester and determine appropriate interventions. Guidance counselors will review transcripts to determine outstanding graduation requirements and create individual plans for graduation. <p>Data Trends:</p> <ul style="list-style-type: none"> By midyear, students in the 33-38 credit bucket had averaged 3.3 credits placing the school on track to exceed this progress target. Students for this cohort who are not on the Long Term Absence (LTA) register outperformed LTAs by 6.4%. Over 50% of these students participate in the Career Development and Occupational Studies (CDOS) program offered through our CBO Brooklyn Community Service's Learning to Work Program.
<p>Transfer HS Persistence (non-dropout)</p> <p>Indicator: w</p>	<p>Goal(s): By June 2020 the Chronic Absenteeism Rate for All Students will decrease from 92.1 in 2016-2017 to 81.6 in 2019-2020 as a result of implementing a research-based tiered attendance supports and interventions system.</p>	<p>2020-21 Goal By June 2021, the chronic absenteeism rate for all students will be reduced to 81.6%.</p>

	<p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Provide mentoring supports for all students. • Guidance counselors and social workers will ensure one to one counseling. • Targeted home visits will be conducted by case managers. • Quarterly parent meetings will be led by the PA president. • College/Career planning for all students will be supported by CBO Brooklyn Community Services (BCS). • Guidance plans will guide next steps for all students with monthly check ins. <p><u>Adjustments to Key Strategies:</u></p> <ul style="list-style-type: none"> • Two additional counselors were hired within weeks after operating in remote learning. These counselors provide student outreach by conducting daily calls and virtual counseling sessions. • In response to the COVID-19 pandemic, we have trained all staff on how to effectively use DOE-approved virtual conferencing and remote learning tools to improve the remote learning environment for our students. • All teachers have created online classrooms hosted on Learning Management System (LMS) platforms such as G Suite which includes Google Classroom, Google Meets, Google Drive, Google Docs, and Google Sheets. • The district-led ACCESS team has provided bi-weekly professional learning and support to strengthen pedagogy through the use of digital tools such as Zoom and Microsoft Teams. • School leaders have uploaded student-to-staff interaction data collected through the school’s tracking system to STARS (Student Transcript and Reporting System) Classroom. 	<p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • We will implement attendance incentives monitored by our new data trackers, the New Visions Student Sorter and Heat Map. • Our CBO Brooklyn Community Services will institute services to address student disengagement, academic challenges, behavioral challenges due to mental health issues, medical care, and being in foster care. • Advocate Counselors will meet weekly with students in danger of chronic absenteeism to create goals and action plans and monitor all subgroup attendance data for improved attendance. <p><u>Data Trends:</u></p> <ul style="list-style-type: none"> • Automate the Schools (ATS) reporting shows overall pass rates for this cohort have improved by 9.2 percentage points since 2019. • Additionally, PCTs have developed an Advanced Literacy PD plan that involves all teachers and students. As a result of this plan, Regents growth from June 2019 to January 2020 has improved across all content areas. • We have surpassed our current 2019-20 demonstrable improvement progress target in 2018-19 with an index score of 52.4.
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Part II – Demonstrable Improvement Indicators (Level 2)

<u>LEVEL 2 Indicators</u> Please list the school's Level 2 indicators and complete all columns below. This information should provide details about the implementation of strategies that will support progress toward the Demonstrable Improvement Indicators.		
Identify Indicator	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	2020-21 School Year Continuation Plan for Meeting this Indicator
Plan for and implement Community School Model Indicator: 2	<p>Goal(s): By August 2020 the percent positive rating on NYC Learning Environment Survey Rating for Supportive Environment: preventing Bullying will increase from 3.00 to 3.09 through knowing each student well and implementing advisory and restorative justice practices.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • School will hire two SIG-funded deans to support mediation. • Teachers and staff will receive training in Restorative Justice • Students will participate in Restorative Justice training through advisory structure. • Teachers will receive ongoing instructional coaching on restorative practices in the classroom. • Each student will be assigned to a student advocate counselor. <p>Adjustments to Key Strategies:</p> <ul style="list-style-type: none"> • In response to the COVID-19 pandemic, our school community has adapted its systems and structures to a remote learning environment. • To preserve continuity for families, school staff has conducted outreach to families using email, phone calls, and/or video chats to keep regular contact with students and families, depending on identified needs. • Families learned how to use the Graduation Tracker within NYC School Account to review student's progress toward graduation including the courses and credits a student has earned. 	<p>Goal: By June 2021, at least 90% of the Phase 1 from DTSDE Tenet 6 will be common across the school; 50% of Phase 2 indicators for parent and community engagement will be common across the school; four Tenet 6 Phase 3 indicators will be common across the school.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Our CBO Brooklyn Community Services will institute services to address student disengagement, academic challenges, behavioral challenges due to mental health issues, medical care, and being in foster care. • Teachers will receive ongoing instructional coaching on restorative practice as an evidence based strategy. • Teachers will receive professional development on Culturally Responsive Sustaining Education. • Each student will be assigned to a student advocate counselor. <p>Data Trends:</p> <ul style="list-style-type: none"> • Ninety-four (94) remote devices were requested by students and/or families and 100% were distributed. • All 94 remote learning devices (iPads) distributed to students have built-in 4G unlimited Internet provided by T-Mobile • 68% (64/94) of students indicated they had a smart phone which they use to engage in online learning activities.

		<ul style="list-style-type: none"> • Thirty-seven (37) Chromebooks were distributed on or prior to March 19, 2020 at the school as remote learning began.
<p>DTSDE Tenet 6: Family Engagement</p> <p>Indicator: 6</p>	<p>Goal(s): By August 2020 the percent positive rating on NYC Learning Environment Survey Rating for Supportive Environment: preventing Bullying will increase from 3.00 to 3.09 through knowing each student well and implementing advisory and restorative justice practices.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • School will hire two SIG-funded deans to support mediation. • Teachers and staff will receive training in Restorative Justice • Students will participate in Restorative Justice training through advisory structure. • Teachers will receive ongoing instructional coaching on restorative practices in the classroom. • Each student will be assigned to a student advocate counselor. <p>Adjustments to Key Strategies:</p> <ul style="list-style-type: none"> • In response to the COVID-19 pandemic, our school community has adapted its systems and structures to a remote learning environment. • To preserve continuity for families, school staff has conducted outreach to families using email, phone calls, and/or video chats to keep regular contact with students and families, depending on identified needs. • Families learned how to use the Graduation Tracker within NYC School Account to review student's progress toward graduation including the courses and credits a student has earned. 	<p>Goal: By June 2021, at least 90% of the Phase 1 from DTSDE Tenet 6 will be common across the school; 50% of Phase 2 indicators for parent and community engagement will be common across the school; four Tenet 6 Phase 3 indicators will be common across the school.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Our CBO Brooklyn Community Services will institute services to address student disengagement, academic challenges, behavioral challenges due to mental health issues, medical care, and being in foster care. • Teachers will receive ongoing instructional coaching on restorative practice as an evidence based strategy. • Teachers will receive professional development on Culturally Responsive Sustaining Education. • Each student will be assigned to a student advocate counselor. <p>Data Trends:</p> <ul style="list-style-type: none"> • The Online Occurrence Reporting System (OORs) shows we have reduced student suspensions by 100% since March 19, 2020. • We have offered over a half dozen workshops and information sessions that help families understand how children learn and are being taught. These are offered in families' preferred language. • Our families are surveyed annually and completed the NYC School Survey as of June 26, 2020.
<p>Providing 200 Hours of Extended Day Learning Time (ELT)</p> <p>Indicator: 94</p>	<p>Goal(s): By August 2020 the percent positive rating on NYC Learning Environment Survey Rating for Supportive Environment: preventing Bullying will increase from 3.00 to 3.09 through knowing each student well and implementing advisory and restorative justice practices.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • School will hire two deans to support mediation. 	<p>Goal: By June 2021, at least 90% of the Phase 1 from DTSDE Tenet 6 will be common across the school; 50% of Phase 2 indicators for parent and community engagement will be common across the school; four Tenet 6 Phase 3 indicators will be common across the school.</p>

	<ul style="list-style-type: none"> Teachers and staff receive training in Restorative Justice Students participate in Restorative Justice training through advisory structure. Teachers receive ongoing instructional coaching on restorative practices in the classroom. Teachers receive professional development on Culturally Responsive Sustaining Education Each student assigned to a student advocate counselor <p>Adjustments to Key Strategies:</p> <ul style="list-style-type: none"> In response to the COVID-19 pandemic, our school community has adapted its systems and structures to a remote learning environment. To preserve continuity for families, school staff has conducted outreach to families using email, phone calls, and/or video chats to keep regular contact with students and families, depending on identified needs. Families learned how to use the Graduation Tracker within NYC School Account to review student’s progress toward graduation including the courses and credits a student has earned. 	<p>Key Strategies:</p> <ul style="list-style-type: none"> We will implement NYCDOE’s Every Student, Every Day (ESED) initiative which calls upon all New York City schools to take strategic actions to reduce chronic absenteeism (CA) and help students reach their potential. We will educate students and parents about emotional wellness and early identification of children and/or teenagers in need of mental health services. CBO Brooklyn Community Services will conduct a comprehensive school and community needs/assets assessment. <p>Data Trends:</p> <ul style="list-style-type: none"> By March, our school had completed 336 hours of ELT. Since March, our dedicated staff has engaged in 18 hours of college and career readiness counseling sessions. 100% of our ELT academic programming is taught by a certified teacher in that content area.
<p>Transfer HS Grad Rate: Most at Risk OA-UC</p> <p>Indicator: b1</p>	<p>Goal(s):</p> <p>By August 2020 the Transfer HS Graduation Rate: Most At Risk will increase from 17.9% in 2016-2017 to 19.9% in 2019-2020 as a result of knowing each student well and engaging them in rigorous curriculum aligned to the Advanced Literacy</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Create four advisory groups based on credit accumulation. Develop and track Quarterly Progress Monitoring Targets for each term. Leverage CBO Brooklyn Community Services to participate in advisory groups to support our subgroup populations. Implement Attendance Works Tiered Intervention System to improve school-wide attendance by providing targeted supports to students. <p>Adjustments to Key Strategies:</p> <ul style="list-style-type: none"> In response to the COVID-19 pandemic, our school community has adapted its systems and structures to a remote learning environment. To preserve continuity for families, school staff has conducted outreach to families using email, phone calls, and/or video chats to keep regular contact with students and families, depending on identified needs. 	<p>2020-21 Goal</p> <p>By August 2021, 28.2% of All Students will meet the 4-year graduation rate; 26.6% will meet the 5-year graduation rate; and 35.4% will meet the 6-year graduation rate.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Our School Improvement Grant (SIG) initiative will allow us to provide intensive teacher supports with a United Federation of Teachers (UFT) Teacher Center Field Liaison whose focus will be on data-driven professional development. Community Based Organization (CBO) partner Brooklyn Community Services (BCS) will provide ongoing and consistent behavioral counseling, academic guidance, and post-secondary planning for all students. We will leverage funding from SIG and the Smart School Bond Act to provide technological equipment to ensure blended learning processes are cohesive.

	<ul style="list-style-type: none"> Families learned how to use the Graduation Tracker within NYC School Account to review student’s progress toward graduation including the courses and credits a student has earned. 	<ul style="list-style-type: none"> Guidance staff will review transcripts to determine outstanding graduation requirements and create individual student plans for graduation. <p>Data Trends:</p> <ul style="list-style-type: none"> CBO BCS has continues to engage students from this cohort in Learning to Work programs and offers virtual job readiness internship opportunities for all students. Our progress to graduation tracker shows the August graduation rate for the most at risk, over-aged and under-credited subgroup will most likely be 23%. This will exceed our progress target by 3.1 percentage points.
<p>NYC School Survey: Supportive Environment</p> <p>Indicator: I3</p>	<p>Goal(s): By August 2020 the percent positive rating on NYC Learning Environment Survey Rating for Supportive Environment: preventing Bullying will increase from 3.00 to 3.09 through knowing each student well and implementing advisory and restorative justice practices.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> School will hire two deans to support mediation. Teachers and staff receive training in Restorative Justice Students participate in Restorative Justice training through advisory structure. Teachers receive ongoing instructional coaching on restorative practices in the classroom. Teachers receive professional development on Culturally Responsive Sustaining Education Each student assigned to a student advocate counselor <p>Adjustments to Key Strategies:</p> <ul style="list-style-type: none"> We hosted a Virtual College Fair with multiple representatives from various institutions who provided short presentations. As part of our Summer in the City (SITC) Program, we provide academic supports to all students during the summer and bridge this school year to the next. 	<p>Goal: By June 2021, at least 90% of the Phase 1 from DTSDE Tenet 6 will be common across the school; 50% of Phase 2 indicators for parent and community engagement will be common across the school; four Tenet 6 Phase 3 indicators will be common across the school.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Teachers receive ongoing instructional coaching on restorative practices in the classroom. Teachers receive professional development on Culturally Responsive Sustaining Education Our Mental Wellness Educator from the Chancellor’s 100 Schools Project will lead online sessions as part of our Wellness Wednesday initiative. <p>Data Trends:</p> <ul style="list-style-type: none"> The Online Occurrence Reporting System (OORs) show we have reduced student suspensions by 100% since March 19, 2020. CBO BCS continues to support all students with health and mental health counseling. Advocate counselors meet bi-weekly with students to engage in social-emotional learning activities including restorative 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. Use of technology in the classroom to deliver instruction	<p>We are a SIG Cohort 7 transfer school utilizing the College and Career Readiness School Design pathway which provides our students with myriad opportunities to experience academic and career-focused success.</p> <p>Our school improvement efforts are partially driven by SIG-funded supplemental educators. Our two SIG-funded Peer Collaborative Teachers (PCTs) have been revamping our professional development (PD) efforts by training all content teachers in literacy and providing weekly coaching supports. Additionally, PCTs have been meeting with math teachers to elevate our math focus and have thus far developed an assessment plan to monitor student progress toward meeting Algebra Standards. Our SIG-funded UFT Teacher Center liaison meets bi-weekly with ICT teacher teams to engage in collaborative planning and to ensure cohesive practices. Our supplemental SIG-funded Special Education teacher has enabled us to improve our classroom learning environment with smaller class sizes while addressing the critical needs of our subgroup population comprised of 22% special education students. Our SIG-funded math teacher manages all data to support our initiatives while assisting in receivership quarterly reporting requirements.</p> <p>Our new SIG vendor Publicolor will implement a stay-in-school youth development program that engages high-risk students. Their work will include an apprentice program for 10th, 11th, and 12th graders for three days a week throughout the remainder of the school year. This program will offer academic supports and workshops designed to help participants achieve their college and career goals and will work in concert with SIG-funded Fantastic Tours and our CBO (Community Based Organization) Brooklyn Community Services (BCS) to plan college visits. To further spark college interest, we have developed five (5) additional college and career courses. Our lead partner, BCS, has been instrumental in helping us plan for and deliver some of the wonderful programs and activities we offer which include:</p> <ul style="list-style-type: none"> • Two AP (Advanced Placement) College and Career classes • Film production classes • Digital photography and Microsoft • APEX online classes • Google Classroom • Monthly college trips • Open Mic and Speakers Bureau • Paint and Pizza Events • Spring carnival • Opportunity to earn 16 (sixteen) credits a year • Classes in Robotics and Forensics
2. EPO (lead partner) for SIG 6 and SIG 7 ONLY	

	<ul style="list-style-type: none"> • Career Development and Occupational Studies (CDOS) <p>We are modeling courses and certifications aligned to high-quality Career and Technical Education (CTE) programs, like P-TECH programs, where students demonstrate and reinforce both academic and technical skills as well as experiences in project and work-based learning.</p>
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Part IV – Community Engagement Team and Receivership Powers

<p>Community Engagement Team (CET)</p> <p>Describe the type, nature, frequency and outcomes of meetings conducted by the CET and its sub-committees that will be charged with addressing specific components of the CET Plan. Describe outcomes or potential outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2019-20 School Year. What additional CET changes are you anticipating (If any) for the 2020-21 school year?</p>
<p>Report Out of CET Plan Implementation</p>
<p>During the month of September of this school year, each of the 12 Receivership schools held public hearings for the purposes of discussing an update on school receivership and the performance of the school, and soliciting input through public engagement regarding recommendations for improving the school. The Executive Superintendent/Superintendent reviewed and provided approved recommendations to the school which will be used to inform planning and adjustments needed to the School Comprehensive Educational Plan (SCEP).</p> <p>Executive Superintendent/Superintendent Approved Recommendations:</p> <ul style="list-style-type: none"> • Recommendation for life skills to be taught to all students. • Recommendation for new strategies to encourage students to attend class. • Recommendation for a student council/government to ensure that students participate in the development of shared goals. • Recommendation for teacher input in the development of professional development activities. • Recommendation for improved strategies to increase student enrollment. • Recommendation for the use of a Coordinator of Student Activities (COSA) to plan student events. <p>Outcomes of the CET:</p> <ul style="list-style-type: none"> • During the COVID pandemic, CET members continued to meet virtually to work on the school’s 2020-2021 Continuation Plan. • Our CET discussed the New York State Education Department (NYSED) virtual visit which took place on June 25, 2020. The purpose of the visit to monitor the school's trajectory toward meeting Demonstrable Improvement progress targets. The state visit was the first NYSED progress monitoring visit the school received during the 2019-20 school year. • We have made adjustments in both Career Development and Occupational Studies (CDOS) and advisory curricula to further incorporate or enhance life skills. • We now have five (5) college and career readiness classes, whereas last year we had one (1). • Our Advocate Counselors and our SIG-funded Attendance Teacher are visiting the homes of chronically absent students weekly to conduct re-engagement conferences.

- We continue to introduce new attendance incentives and provide intensive student mentoring and ongoing monitoring led by our teacher/counselor advisory teams.
- Three teachers and the assistant principal attended the Superintendent Student Advisory Council on October 17, 2019.
- Comprised of 15 students, Youth Council held elections in November and the student government has recommended theme days and college trips to boost school spirit.
- The school is incorporating teacher voice through the inclusion of Peer Collaborative Teachers (PCTs) in both the planning and delivery of weekly professional learning resulting in the refinement of our lesson plan template.
- We have formed connections with other DOE schools, charter schools and private schools to continue to build upon best practices.
- An SBO (School-based Option) vote resulted in teachers meeting on Tuesday and Thursdays for professional development, and on Wednesdays for parent outreach.
- We are boosting intake admissions with over-aged and under-credited students being targeted through ongoing outreach to neighborhood schools, community centers, and local shelters.
- The school's Community Based Organization (CBO) is planning new events to improve the school culture, many of which are being co-planned with SIG-funded Epiphany Blue, a vendor who specializes in school event planning.

Powers of the Receiver

Describe the anticipated use of the School Receiver's powers for the 2020-2021 school year (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.

Report Out

The NYCDOE engages in regular consultation with the leadership of its collective bargaining units regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised CEP and SIG plans that require changes to the collective bargaining agreements, for example, mandatory participation of all school staff in summer professional development activities. We are planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.

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

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

Part V – Budget – (As applicable)

Budget Amendments

ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT AS APPLICABLE:

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

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

Part VI: Best Practices (Optional)

<u>Best Practices</u>	
<p>The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices that will be implemented in the 2020-2021 school year that will result in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.</p>	
<p>List the best practice that will be or is currently being implemented in the school.</p>	<p>Describe a best practice that will be in place for the 2020-21 school year in terms of its impact on the implementation of the plan. Discuss the evidence that will be used to determine its success. Discuss the possibility of replication in other schools.</p>
<p>In collaboration with the B/CO (Borough Citywide Office) and the district, we are implementing ACCESS CSS (Comprehensive School Support) Cycles of Support, which are highly focused 8-week improvement cycles anchored in data that build instructional and leadership capacity in schools. The cycles are centered around a Problem of Practice co-constructed by the school’s instructional leadership team and the CSS support team through a collaborative examination of data, driven by the school’s CEP. The support cycles build on the CEP actions plans by leveraging existing structures and supports, as well as adding district and B/CO supports where needed, such as instructional coaching, programming or special populations support.</p>	<p>CSS cycles have strengthened instructional and leadership capacity at Brooklyn High School for Leadership and Community Service Transfer High School. This is evident from year-over-year improvements in student scholarship reports. Additional improvements have surfaced across teacher teams where protocols have been refined to allow for frequent opportunities to look at student work. The school is incorporating teacher voice through the inclusion of SIG-funded Peer Collaborative Teachers (PCTs) in both the planning and delivery of weekly professional learning resulting in increased student engagement. Our Instructional Leadership Team (ILT) helped to identify our CSS Problem of Practice (POP): Students need explicit instruction, including teacher modeling of thinking, to become independent learners who will be able to answer Regents constructed response questions successfully. As a result of two CSS cycles of coaching, teacher teams are now working on increasing levels of emphasis on writing and rigor.</p>

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): Paul Rotondo
 Signature of Receiver: Paul Rotondo
 Date: 7/30/30

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): Georgia Serves
 Signature of CET Representative: Georgia Serves
 Title of CET Representative: Principal
 Date: 7/30/30

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

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

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