

## 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: <a href="https://infohub.nyced.org/resources/school-programs/school-receivership#site-main">https://infohub.nyced.org/resources/school-programs/school-receivership#site-main</a>				
23K150: P.S. 150 Christopher	332300010150	NYC Geographic District #23		Check which plan below applies:				SCEP  Yes
				SIG				
				Cohort:				
Model:								
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Richard Carranza, Chancellor	Dr. Tracey Quarles	Karen Watts, Executive Superintendent Dr. Miatheresa Pate, Superintendent Cheryl Watson-Harris, First Deputy Chancellor Donald Conyers, Senior Superintendent Sharon Rencher, Senior Executive Director of State/Federal Education Policy		PK-05	N/A	7.9%	23.7%	190
	Appointment Date: 12/22/2017							

<b>Executive Summary</b>
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> .
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.

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

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

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

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

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

<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
(160) 3-8 Chronic Absenteeism – All Students	<p><b>Goal:</b> By June 2020, our Chronic Absenteeism rate for all students will decrease by 3% to meet our goal of 37%, as measured by the Chronic Absenteeism report.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Returning students who were chronically absent in 18-19 are given Tier 3 supports.</li> <li>• Incoming students who are siblings of those who were chronically absent in 18-19 are given Tier 2 supports in the first half of the year.</li> <li>• Returning students who missed between 14 and 17 days in 18-19 are given Tier 2 supports in the first half of the year.</li> <li>• School leaders are working toward developing Tier 2 and 3 supports. For Tier 3, this will involve identifying staff who are willing to serve as mentors for students and developing expectations for the role of mentor. For Tier 2 supports, this will involve communicating to the assigned teacher that the child is potentially at-risk for chronic absenteeism, and that attendance should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance.</li> <li>• Hosting PD for school staff to illustrate the link between increasing attendance and increasing student outcomes.</li> <li>• Distributing and explaining School Attendance Plan and attendance policies to all staff, students and</li> </ul>	<ul style="list-style-type: none"> <li>• Administration will devise a list of returning students who were chronically absent in 19-20. These students will be given Tier 3 supports.</li> <li>• Incoming students who are siblings of those who were chronically absent in 19-20. These students will be given Tier 2 supports in the first half of the year.</li> <li>• Returning students who missed between 14 and 17 days in 19-20. These students will be given Tier 2 supports in the first half of the year</li> <li>• School leaders will work toward developing Tier 2 and 3 supports (Attendance Plan). For Tier 3, this will involve identifying staff who will serve as mentors for students and developing expectations for the role of mentor. For Tier 2 supports, this will involve communicating to the assigned teacher that the child is potentially at-risk for chronic absenteeism, and that attendance should be supported by positively reacting to the child's presence in the</li> </ul>

	<p>families.</p> <ul style="list-style-type: none"> <li>• Implementing monthly check-ins with pedagogical staff to discuss RWCL reports and communication logs with parents.</li> <li>• Teachers are visually tracking attendance in their classrooms using an attendance chart and providing incentives for students with 100% attendance and most improved attendance on a weekly basis.</li> <li>• School community are sending home monthly attendance letters stating the scholar’s attendance for the month and restating the correlation between attendance and academic success.</li> <li>• Monthly check-ins with families to see if additional support services and resources are needed to support student attendance.</li> <li>• Attendance team is meeting weekly to track, analyze and respond to attendance data of students who are chronically absent.</li> <li>• School is hosting monthly assemblies to acknowledge students, classes with 100% attendance and most improvement in attendance and tardiness.</li> <li>• During January’s weekly attendance team meetings, the team will conduct a comprehensive analysis of year to date attendance, for students in all Tiers, as well as gauge overall implementation and impact of the year-to-date efforts to improve attendance, and recommend adjustments to the plan for the February-June period.</li> </ul>	<p>class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance with the support of Guidance Counselor and Social workers.</p> <ul style="list-style-type: none"> <li>• School leaders will identify parents to serve on the attendance team.</li> <li>• Attendance team will develop PDs for parents and school staff to illustrate the link between attendance and the impact on increasing student outcomes.</li> <li>• School leaders will distribute and explain School Attendance Plan and attendance policies to all staff, students and families. The attendance plan will outline the correlation between regular attendance, lateness and academic success. Quarterly meetings will be held to support parents in improving student attendance.</li> <li>• Implement monthly check-ins with pedagogical staff to discuss RWCL reports and communication logs with parents.</li> <li>• Attendance Team will visually track attendance of the school community using an attendance chart and provide incentives for students with 100% attendance and most improved attendance on a weekly basis.</li> <li>• School community will send home monthly attendance letters stating the scholar's attendance for the month and restating the correlation between attendance and academic success.</li> <li>• Monthly check-ins with families to see if additional support services and resources are needed to support student attendance by the Guidance Counselor and Social worker.</li> <li>• Attendance team will meet bi-weekly to track, analyze and respond to attendance data of students who are chronically absent.</li> <li>• School will host monthly assemblies to acknowledge students, classes with 100% attendance and most improvement in attendance and tardiness.</li> </ul>
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<p>(150) Grades 4 and 8 Science All Students Core Subject Performance Index</p>	<p><b>Goal:</b> By June 2020, achieve a NYS Demonstrable Improvement Indicator (DII) score of 145.2 on the NYSED 4th grade Science exam for all students from the DII 2018 baseline Performance Index of 135.2.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Administrators are implementing Amplify as a science core curriculum that blends hands-on investigations literacy-rich activities, and interactive digital tools to empower students to think, read, write and argue like real scientists and engineers.</li> <li>Measuring up is being used to prepare 4<sup>th</sup> grade student for the NYS Science exam.</li> <li>Instructional leadership Team will analyze the 4<sup>th</sup> grade science units and pacing calendars and modifying as needed to ensure alignment to the content and rigor of the NYS exam</li> <li>Test Prep Academy will e offered to all 4<sup>th</sup> grade students</li> <li>4<sup>th</sup> grade extended day tutoring is ensuring science instruction</li> </ul>	<ul style="list-style-type: none"> <li>The school has increased the amount of science instruction per week to appropriately prepare for state exam</li> <li>Afterschool Science prep is scheduled for October 2020</li> <li>Administration and staff will tier students to provide additional support to students.</li> <li>Administration will inform parents of the additional support students will need.</li> </ul>
<p>(h1) School Safety</p>	<p><b>Goal:</b> By June 2020, we will increase our safety score by 0.1 or more to meet our goal of 2.5% as measured by the Learning Environment Survey.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>School leaders are revising the PBIS program to include a strategic focus on the school’s PRIDE Core Values. The revised program will include incorporation of a PRIDE focus of the monthly assemblies that will be discussed and celebrated by all staff members.</li> <li>Staff is being trained in mindfulness practices that can be incorporated into their lessons that support student use of self -awareness and self-regulation.</li> <li>School leaders are meeting with and sharing the revised PBIS program and expectations that all teachers will devise and implement a classroom management inclusive of social emotional supports.</li> <li>School-wide mindfulness moment is being introduced and conducted daily during the morning community circle meetings.</li> <li>Select staff is attending NYC Boro Office Mindfulness Intensive training (4 days) offered during the 2019-2020 school year. This information is being turn-keyed to the remainder of staff during select professional development sessions as noted in the Professional Development Plan.</li> <li>SEL team is meeting weekly in PLCs to discuss best practices, identify trends, evaluate OORS data and monitor the implementation and impact of school based SEL programs. If needed, the action plan will be modified.</li> <li>3 staff members are attending TCIS training offered by the district office and BCO.</li> </ul>	<ul style="list-style-type: none"> <li>Staff will be trained in Responsive Classroom practices to support the social emotional needs of scholars.</li> <li>School leaders will conduct a beginning of the year kick-off with staff and students to revisit the PBIS program and expectations that all teachers will devise and implement a classroom management plan inclusive of social emotional supports aligned to the Responsive Classroom framework.</li> <li>Staff will attend implicit bias trainings offered by the BCO and school level to create an awareness of how implicit bias impact perception and mindsets to get teachers to understand how their biases shape their perception that students are not safe of the neighborhood is not safe around their school and traveling between home and school.</li> <li>School leaders will present and unpack OORs incident data with staff during staff meetings throughout the year to provide data and engage teachers in conversations that dispel the perception</li> </ul>

	<ul style="list-style-type: none"> <li>• Students are continuing to participate in Playworks program to support their emotional needs.</li> <li>• Professional development sessions are being provided to teachers that need support in classroom management skills, supporting social emotional learning and implementing restorative practices.</li> <li>• Monthly school spirit assemblies are being held and awards are being given to celebrate most improved student, student of the month, 100% attendance and improved attendance. Monthly activities such as Adventures Bound Activities (Game Show, Team Building, Friends and Family Day), Megman and Friends Anti-bullying Assembly, Box Out Bullying Assembly, Harlem Magic Masters Assembly, Oratory Contest, Mathletics Contest, Spelling Bee, etc. are promoting school spirit and inspiring good exemplar behavior.</li> <li>• Administrators and SEL team are engaging in monthly Supportive Environment Learning Walks (SELS) to analyze the implementation and impact of SEL initiatives. An SEL inventory rubric will be used to establish expectations and monitor impact during the SEL Learning Walks.</li> <li>• Mid-year safety survey will be administered to staff, scholars (grades 3-5) and parents to identify strengths, weaknesses and areas for safety improvement.</li> <li>• SEL team are engaging in a comprehensive data analysis (data points will include but not be limited to report card grades, OORS reports, attendance reports, mid-year survey results) to discuss trends, assess the impact of the advisory program and adjust the plan of action if needed.</li> </ul>	<p>that students are not safe around their schools and traveling between home and school. Meetings will also focus on exposing staff to safety measures that are within the schools control and protocols that the school has in place to ensure students feel safe around the perimeter of the school.</p> <ul style="list-style-type: none"> <li>• PBIS team will continue to implement the PBIS program that includes a strategic focus on the school's PRIDE Core Values. The modified program will include incorporation of a PRIDE focus for the monthly assemblies that will be discussed and celebrated by all staff members.</li> <li>• School-wide mindfulness moment will be introduced and conducted daily during the morning community circle meetings where students will engage in self-awareness and self-regulation strategies.</li> <li>• Staff will incorporate daily mindfulness practices into their lessons that will support student use of self-awareness and self-regulation. Students where possible will lead these mindfulness activities.</li> <li>• Select staff will attend Mindfulness training offered by the BCO during the 2020-2021 school year. This information will be turn-keyed to remainder of staff during select professional development sessions as noted in the Professional Development Plan.</li> <li>• Crisis/SEL team will meet bi-weekly in PLCs to discuss best practices, identify trends, evaluate OORS data and monitor the implementation and impact of school based SEL programs. If needed, the action plan will be modified.</li> <li>• Students will continue to participate in Playworks program to support their emotional needs.</li> <li>• Professional development will be provided to teachers that need support in classroom management skills, supporting social emotional learning and implementing restorative practices and responsive classroom.</li> <li>• Monthly school spirit assemblies will be held and awards will be given to celebrate most improved</li> </ul>
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		<p>student, student of the month, 100% attendance and improved attendance. Monthly activities such as Adventures Bound Activities (Game Show, Team Building, Friends and Family Day), Harlem Magic Masters Assembly, Oratory Contest, Mathletics Contest, STEM activities, Spelling Bee, etc... to promote school spirit, motivate students and inspire exemplar behavior.</p> <ul style="list-style-type: none"> <li>• Administrators and SEL team will engage in monthly Supportive Environment Learning Walks(SELs) to analyze the implementation and impact of SEL initiatives. An SEL inventory rubric will be used to establish expectations and monitor impact during the SEL Learning Walks.</li> <li>• Mid-year safety survey will be administered to staff, scholars (grades 3-5) and parents to identify strengths, weaknesses and areas for safety improvement.</li> <li>• SEL team will engage in a comprehensive data analysis (data points will include but not be limited to report card grades, OORS reports, attendance reports, mid-year survey results) to discuss trends, assess the impact of the advisory program and adjust the plan of action if needed.</li> <li>•</li> </ul>
<p>(110) 3-8 Math All Students Core Subject Performance Index</p>	<p><b>Goal:</b> By June 2020, all scholars in grades 3 through 5 will increase the Math MGP by 2.1% to meet our goal of 40.6% as measured by performance on the NYS math exam.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• School leaders are creating a plan of action to ensure effective implementation of Envision math curriculum.</li> <li>• School leaders are hiring an AIS teacher to provide pull-out small group instruction for all tier 3 students.</li> <li>• School leaders are creating a schedule for ENL teacher to co-plan and co-teach with teachers of ENL students.</li> <li>• School leaders and ILT are creating a mathematics framework that outlines the instructional</li> </ul>	<ul style="list-style-type: none"> <li>• School leaders/ILT will revise all grade level pacing calendars and curriculum maps to ensure focus is given to and that priority standards, foundational skills, standard mathematical practices are embedded into the units of study.</li> <li>• School leaders and ILT will revise mathematics framework to ensure the alignment of instructional expectations during the mathematics block which includes domain specific and academic vocabulary instruction, as well as common talk routines, use of SOLVE to build conceptual understanding.</li> <li>• School leaders will create a schedule for ENL teacher to co-plan and co-teach with teachers of ENL</li> </ul>

	<p>expectations for the literacy block which includes domain specific and academic vocabulary instruction.</p> <ul style="list-style-type: none"> <li>• Administrators are engaging staff in on-going professional development focused on effective implementation of the new math curriculum.</li> <li>• ILT is engaging in weekly professional development sessions to build their capacity in Rigorous Curriculum design to analyze and modify units of study to ensure that they are standards-aligned, include instructional scaffolds, and common assessments aligned to the rigor and structure of the NYS math exam.</li> <li>• Teachers are engaging in weekly structured Professional Learning Communities (PLCs) organized by content area and vertical teams to unpack units of study, share best practices, analyze student performance data and co-plan lessons that are aligned to instructional expectations and meet the needs of learners.</li> <li>• Administrators are engaging staff in cycles of on-going, high-quality professional development designed to enhance instructional practices aligned to our instructional focus 3c- Engaging Student in Learning of Danielson's Framework for Teaching and other effective teaching strategies as outlined in the School-wide Professional Development Plan.</li> <li>• Administrators are collaborating with NYC BOE SWD Liaison to engage teachers of SWDs and ENL in a year-long series on Specially Designed Instruction.</li> <li>• Teachers are leveraging information from students' IEPs on the impact of disability in order to plan for required adaptations to instruction.</li> <li>• Teachers are teaching academic language in the context of the text as a way to ensure that ELLs/MLLs can access the content and ideas in the text.</li> <li>• Administrators and ILT are ensuring resources inclusive of dual language libraries, visual vocabulary cards, bilingual dictionaries, iPads and listening centers that support meeting the needs of SWDs, English Language Learners, and Students in Temporary Housing will be incorporated into unit and lesson plan, as well as daily instructional practices.</li> <li>• Teachers are engaging in professional development focused on conducting frequent checks for understanding throughout the lesson and using the information to inform "in-the-moment" instructional decisions.</li> <li>• Teachers are using frequent formative assessment data and progress monitoring in order to determine those students who require adaptations to the delivery of instruction.</li> <li>• Teachers are engaging in monthly data analysis meetings using the Atlas protocol to analyze student work products and use the Instructional Plan Template to create an instructional plan that responds to</li> </ul>	<p>students.</p> <ul style="list-style-type: none"> <li>• AIS teacher will provide pull-out small group instruction for all tier 3 students. Students will receive targeted instruction to improve their foundational skills, domain vocabulary skills and critical thinking skills and utilize SOLVE to build conceptual understanding.</li> <li>• ILT will engage in weekly Professional Learning Communities to analyze and modify units of study to ensure they are standards-aligned, include instructional scaffolds (Response to Intervention), include standard mathematical practices and common assessments aligned to the rigor and structure of the NYS Math exam.</li> <li>• Teachers will engage in weekly structured Professional Learning Communities (PLCs) organized by content area and vertical teams to unpack units of study, share best practices, analyze student performance data and co-plan lessons that are aligned to instructional expectations inclusive of explicit vocabulary instruction, differentiated instruction to improve foundational skills, standard mathematical practices, use of instructional scaffolds and the use of strategies to develop critical thinking skills needed to build conceptual understanding. Teachers of self-contained SWD classes that span across two grades will engage in vertical team meetings to build their content knowledge and capacity to teach multiple grades.</li> <li>• Administrators will engage staff in cycles of on-going, high-quality professional development designed to enhance instructional practices aligned to our instructional focus 3c- Engaging Student in Learning of Danielson's Framework for Teaching and other effective teaching strategies inclusive of explicit vocabulary instruction, differentiated instruction (Guided Practice and Productive Struggle) to improve foundational skills, use of instructional</li> </ul>
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	<p>student needs.</p> <ul style="list-style-type: none"> <li>• Ready assessments are being utilized for beginning of the year and middle of the year benchmark assessments.</li> <li>• Teachers are analyzing BOY and MOY data after each benchmark assessment and use the Benchmark Data Analysis Report to create an instructional plan that responds to students’ needs. Instructional plan includes students who have been identified to receive Tier 2 and Tier 3 academic interventions. ILT will review data and provide feedback to strengthen the instructional plans.</li> <li>• Administrators are engaging in weekly learning walks to monitor the implementation and impact of instructional strategies and provide teachers with actionable feedback to improve their pedagogy.</li> <li>• During January’s ILT meetings, the ILT team will conduct a comprehensive analysis of the iReady and Ready benchmark assessment data for students in all Tiers, as well as gauge overall implementation and impact of the year-to-date efforts to improve instruction, and recommend adjustments to the school improvement plan for February-June period.</li> </ul>	<p>scaffolds and the use of strategies inclusive of SOLVE to develop critical thinking skills needed to build conceptual understanding. Professional development will also include use of strategies to improve student social emotional learning skills to build academic behaviors such as stamina, persistence, self-regulation and academic independence.</p> <ul style="list-style-type: none"> <li>• Administrators will collaborate with NYC DOE SWD Liaison to engage teachers of SWDs and ENL in a year-long series on Specially Designed Instruction.</li> <li>• Teachers will leverage information from students' IEPs in order to plan for required modification of instruction using Specially Designed Instruction.</li> <li>• Teachers will utilize the IEP checklist to align the Present Levels of Performance to support scholars' with disabilities IEP mathematic goals.</li> <li>• Teachers will teach academic language (vocabulary) in the context and use visual vocabulary as a way to ensure that ELLs/MLLs can access the content, mathematical concepts and ideas.</li> <li>• Administrators and ILT will ensure resources inclusive of dual language libraries, visual vocabulary cards, bilingual dictionaries, iPads and listening centers that support meeting the needs of SWDs, English Language Learners and Students in Temporary Housing will be incorporated into unit and lesson plan, as well as daily instructional practices.</li> <li>• Teachers will engage in professional development focused on conducting frequent checks for understanding throughout the lesson using Padlet and Pear Deck; using the information to inform instructional decisions.</li> <li>• Teachers will use frequent checks for understanding throughout the lesson using Padlet and Pear Deck and progress monitoring and use the information to inform instructional decisions inclusive of students with disabilities who require adaptations to the</li> </ul>
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		<p>delivery of instruction.</p> <ul style="list-style-type: none"> <li>Teachers will engage in weekly Professional Learning Communities using the Atlas protocol to analyze student data and work products to identify performance trends and will use the revised Instructional Plan Template to create an instructional plan that responds to student needs.</li> <li>Ready assessments (I-Ready and/or Mapp) will be utilized for beginning of the year and middle of the year benchmark assessments.</li> <li>Teachers will analyze BOY and MOY data after each benchmark assessment and use the Benchmark Data Analysis Report to create a targeted instructional plan that responds to students' needs. Instructional plan will include students who have been identified to receive Tier 2 and Tier 3 academic interventions. Targeted instruction will be inclusive of explicit vocabulary instruction, differentiated instruction to improve foundational skills, use of instructional scaffolds and the use of strategies to develop critical thinking skills needed to build conceptual understanding. ILT will review data and provide feedback to strengthen the instructional plans.</li> <li>Administrators / ILT and Teacher cohorts will engage in bi-weekly instructional learning walks to monitor the implementation and impact of instructional strategies and provide teachers with actionable feedback to improve their pedagogy.</li> <li>During ILT meetings, the ILT team will conduct a comprehensive analysis of the iReady and Ready benchmark assessment data for students in all Tiers and retire students accordingly, as well as gauge overall implementation and impact of the year-to-date efforts to improve instruction, and recommend adjustments to the school improvement plan for the school year.</li> </ul>
(33) 3-8 ELA All Students MGP	<b>Goal:</b> By June 2020, all student in grades 3 through 5 will increase the ELA MGP by 2% to meet our goal of	<ul style="list-style-type: none"> <li>School leaders and ILT will modify the literacy</li> </ul>

	<p>46.1% as measured by performance on the NYS ELA exam.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• School leaders are identifying and purchasing a literacy curriculum that is research based, standards aligned curriculum that includes instructional supports to meet the needs of all learners.</li> <li>• School leaders are hiring an AIS teacher to provide pull-out small group instruction for all tier 3 students</li> <li>• School leaders are creating a schedule for ENL teacher to co-plan and co-teach with teachers of ENL students.</li> <li>• School leaders and ILT are creating a literacy framework that outlines the instructional expectations for the literacy block which includes domain specific and academic vocabulary instruction.</li> <li>• Administrators are engaging staff in on-going professional development focused on effective implementation of the new literacy curriculum.</li> <li>• ILT is engaging in weekly professional development sessions to build their capacity in Rigorous Curriculum design to analyze and modify units of study to ensure that they are standards-aligned, include instructional scaffolds, and common assessments aligned to the rigor and structure of the NYS ELA exam.</li> <li>• Teachers are engaging in weekly structured Professional Learning Communities (PLCs) organized by content area and vertical teams to unpack units of study, share best practices, analyze student performance data and co-plan lessons that are aligned to instructional expectations and meet the needs of learners.</li> <li>• Administrators are engaging staff in cycles of on-going, high-quality professional development designed to enhance instructional practices aligned to our instructional focus 3c- Engaging Student in Learning of Danielson's Framework for Teaching and other effective teaching strategies as outlined in the School-wide Professional Development Plan.</li> <li>• Administrators are collaborating with NYC BOE SWD Liaison to engage teachers of SWDs and ENL in a year-long series on Specially Designed Instruction.</li> <li>• Teachers are leveraging information from students' IEPs on the impact of disability in order to plan for required adaptations to instruction.</li> <li>• Teachers are teaching academic language in the context of the text as a way to ensure that ELLs/MLLs can access the content and ideas in the text.</li> <li>• Administrators and ILT are ensuring resources inclusive of dual language libraries, visual vocabulary cards, bilingual dictionaries, iPads and listening centers that support meeting the needs of SWDs, English Language Learners, and Students in Temporary Housing are being incorporated into unit and lesson plan, as well as daily instructional practices.</li> <li>• Teachers are engaging in professional development focused on conducting frequent checks for understanding throughout the lesson and using the information to inform "in-the-moment" instructional decisions.</li> <li>• Teachers are using frequent formative assessment data and progress monitoring in order to determine those students who require adaptations to the delivery of instruction.</li> </ul>	<p>framework that outlines the instructional expectations for the literacy block and aligns with the Wonders curriculum which includes domain specific and academic vocabulary instruction, word work, word analysis, small group instruction, daily writing instruction and use of questions and tasks that promote critical thinking skills. Literacy framework will also include required time frames for Drop Everything and Read (DEAR) to provide students with sustained reading times to build their stamina.</p> <ul style="list-style-type: none"> <li>• School leaders will create a schedule for ENL teacher to co-plan and co-teach with teachers of ENL students.</li> <li>• AIS teacher will provide pull-out small group instruction for all tier 3 students. Students will receive targeted instruction to improve their vocabulary, word analysis, comprehension and critical thinking skills. Additionally, SPIRE will be used with students that demonstrate the need to strengthen decoding and phonics skills.</li> <li>• Administrators will engage staff in on-going professional development focused on effective implementation of the new literacy curriculum. Professional development will focus on explicit vocabulary and word analysis instruction, planning and delivering standards-based instruction inclusive of instructional supports to meet the needs of all scholars and embed the hallmarks of Advanced Literacy(with a focus on vocabulary and writing), effective small group instruction and the use of questions and tasks that promote critical thinking skills.</li> <li>• ILT will engage in weekly professional development sessions to build their capacity in Rigorous Curriculum design to analyze and modify units of study in Wonders to ensure that they are standards-aligned, include instructional scaffolds (Response to Intervention), includes culturally relevant text and</li> </ul>
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	<ul style="list-style-type: none"> <li>• Teachers are engaging in monthly data analysis meetings using the Atlas protocol to analyze student work products and use the Instructional Plan Template to create an instructional plan that responds to student needs.</li> <li>• iReady assessments are being utilized for beginning of the year and middle of the year benchmark assessments.</li> <li>• Teachers are analyzing BOY and MOY data after each benchmark assessment and use the Benchmark Data Analysis Report to create an instructional plan that responds to students’ needs. Instructional plan includes students who have been identified to receive Tier 2 and Tier 3 academic interventions. ILT is reviewing data and providing feedback to strengthen the instructional plans.</li> <li>• Administrators are engaging in weekly learning walks to monitor the implementation and impact of instructional strategies and provide teachers with actionable feedback to improve their pedagogy.</li> <li>• During January’s ILT meetings, the ILT team is conducting a comprehensive analysis of the iReady and Ready benchmark assessment data for students in all Tiers, as well as gauge overall implementation and impact of the year-to-date efforts to improve instruction, and recommending adjustments to the school improvement plan for February-June period.</li> </ul>	<p>reading/writing tasks that promote critical thinking skills and common assessments aligned to the rigor and structure of the NYS ELA exam.</p> <ul style="list-style-type: none"> <li>• Administrators and instructional coaches will engage staff in cycles of on-going, high-quality professional development designed to enhance instructional practices aligned to our instructional focus 3c- Engaging Student in Learning of Danielson's Framework for Teaching and other effective teaching strategies inclusive of explicit vocabulary instruction, small group instruction, Guided Reading, (RTI), and the use of questions and tasks that foster critical thinking skills as outlined in the School-wide Professional Development Plan. Professional development will also include use of strategies to improve student social emotional learning skills to build academic behaviors such as stamina, persistence, self-regulation and academic independence. Professional development will include workshops, one-to-one coaching and instructional rounds.</li> <li>• Teachers will engage in weekly structured Professional Learning Communities (PLCs) organized by content area and vertical teams to unpack units of study, share best practices inclusive of explicit vocabulary instruction, small group instruction and the use of questions and tasks that foster critical thinking skills, analyze student performance data and co-plan lessons that are aligned to instructional expectations and meet the needs of learners. Teachers of self-contained SWD classes that span across two grades will engage in vertical team meetings to build their content knowledge and capacity to teach multiple grades.</li> <li>• Administrators will collaborate with NYC DOE SWD Liaison to engage teachers of SWDs and ENL in a year-long series on creating quality IEPs and goal writing and Specially Designed Instruction. Teachers of SWDs will use information to plan and deliver lessons that meets the needs of all learners.</li> </ul>
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- Teachers will leverage information from students' IEPs in order to plan targeted instruction that incorporates Specially Designed Instruction strategies to meet the needs of all learners.
- Teachers will teach academic language (Vocabulary) in the context of the text as a way to ensure that ELLs/MLLs can access the content and ideas in the text.
- Administrators and ILT will ensure resources inclusive of dual language libraries, visual vocabulary cards, bilingual dictionaries, iPads and listening centers that support meeting the needs of SWDs, English Language Learners and Students in Temporary Housing will be incorporated into unit and lesson plan, as well as daily instructional practices.
- Teachers will engage in professional development focused on conducting frequent checks for understanding throughout the lesson using Padlet and Pear Deck; using the information to inform instructional decisions.
- Teachers will use frequent assessment data and progress monitoring in order to determine those students who require adaptations/modifications to the implementation of instruction.
- Teachers will engage in monthly data analysis meetings using the Atlas protocol to analyze student work products and use the Instructional Plan Template to create an instructional plan that responds to student needs.
- F&P, Ready assessments and I-Ready or Mapp will be utilized for beginning of the year and middle of the year benchmark assessments.
- Teachers will analyze BOY and MOY data after each benchmark assessment and use the Benchmark Data Analysis Report to tier students and create an instructional plan that responds to students' needs. Instructional plan will include students who have been identified to receive Tier 2 and Tier 3 academic

		<p>interventions. Instructional plans will include targeted instruction to build reading fluency, vocabulary and critical thinking skills. ILT will review data and provide feedback to strengthen the instructional plans.</p> <ul style="list-style-type: none"> <li>Administrators/ILT and Teacher cohorts will engage in bi-weekly learning walks to monitor the implementation and impact of instructional strategies and provide teachers with actionable feedback to improve their pedagogy.</li> <li>The ILT team will conduct a comprehensive analysis of the iReady and Ready benchmark assessment data for students in all Tiers, as well as gauge overall implementation and impact of the year-to-date efforts to improve instruction, and recommend adjustments to the school improvement plan for September to January period.</li> </ul>
(39) 3-8 Math All Students MGP	* See Level 1 DII: 3-8 Math All Students Core Subject Performance Index	* See Level 1 DII: 3-8 Math All Students Core Subject Performance Index
(100) 3-8 ELA All Students Core Subject Performance Index	* See Level 1 DII: 3-8 ELA All Students MGP	* See Level 1 DII: 3-8 ELA All Students MGP

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

<i>Demonstrable Improvement Indicators.</i>		
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
(6) DTSDE Tenant 6: Family Engagement	<ul style="list-style-type: none"> <li>• A comprehensive needs assessment reveals that parents need additional support in understanding how to support their children’s academics at home and need resources to do so. Additionally, parents need opportunities to be involved in activities that engage them in the school community. Parents also need to be kept informed about student progress and other community resources that may be available to support them in meeting their children’s needs.</li> <li>• The Parent Coordinator is meeting with and develop relationships with neighborhood CBOs that provide support to parents and invite them to present at a monthly workshop.</li> <li>• Parent Coordinator is sending home a parent survey that will allow parents to identify workshop topics that would empower them to support their child’s educational needs.</li> <li>• The school is offering monthly workshops and information sessions to empower parents to support their children’s education at home. Topics from the Parent Survey will be incorporated throughout the first part of the year.</li> <li>• Parent Coordinator is creating and distributing a monthly calendar outlining monthly family events and workshops.</li> <li>• School is distributing monthly newsletters to inform parents of school events, academic updates and upcoming workshops.</li> <li>• Principal is hosting monthly Parent-Principal meetings to discuss school’s progress towards goals, parents concerns and action steps parents can take to help their scholar and the meet their goals.</li> <li>• School website and social media sites is being updated weekly to keep parents abreast of school events, academic updates and upcoming workshops.</li> <li>• Parent Coordinator and Guidance Counselor are working with families to identify specific needs that may arise and support them with accessing community organizations and businesses that can address their needs.</li> <li>• Staff members are contacting parents via phone on Tuesdays during Parent Outreach Time to update parents on their child’s academic performance.</li> <li>• Quarterly Town Hall Meeting are being held inclusive of families, school staff, community leaders and community organization to discuss challenges and solutions to challenges that families face and to inform families of the various supports that are available within the school and community to support their needs.</li> <li>• SLT is engaging in a comprehensive needs assessment to analyze impact of family engagement plan and the plan will be revised in response to what the data reveals.</li> <li>• Parent Coordinator is sending home a parent survey that will allow parents to identify workshop topics that would empower them to support their child’s educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The Parent Coordinator will meet with and develop relationships with neighborhood CBOs that provide support to parents and invite them to present at a monthly workshop.</li> <li>• Parent Coordinator will send home a parent survey that will allow parents to identify workshop topics that would empower them to support their child’s educational needs and scheduling preferences to allow the school to offer workshops that parents want to attend and accommodates their schedules.</li> <li>• The school will offer monthly workshops and information sessions to empower parents to support their children’s education at home. Topics from the Parent Survey will be incorporated throughout the first part of the year. To increase participation and attendance, workshops will be offered at varied times to accommodate parent preferred scheduling.</li> <li>• Parent Coordinator will create and distribute a monthly calendar outlining monthly family events and workshops.</li> <li>• School will distribute monthly newsletters to inform parents of school events, academic updates and upcoming workshops.</li> <li>• Principal will host monthly Parent-Principal meetings to discuss school’s progress towards goals, parents concerns and action steps parents can take to help their scholar and the meet their goals.</li> <li>• School website and social media sites will be update weekly to keep parents abreast of school events, academic updates and upcoming workshops.</li> <li>• Parent Coordinator and Guidance Counselor will work with families to identify specific needs that may arise and support them with accessing community organizations and businesses that can address their needs.</li> </ul>

		<ul style="list-style-type: none"> <li>• Staff members will contact parents via phone on Tuesdays during Parent Outreach Time to update parents on their child’s academic performance.</li> <li>• Quarterly Town Hall Meeting will be held inclusive of families, school staff, community leaders and community organization to discuss challenges and solutions to challenges that families face and to inform families of the various supports that are available within the school and community to support their needs.</li> <li>• Parent Coordinator will send home a parent survey that will allow the school to assess the impact of parent engagement initiatives, activities and workshops and also identify new parent needs that will inform planning for the second half of the year.</li> <li>• SLT will engage in a comprehensive needs assessment to analyze impact of family engagement plan and the plan will be revised in response to what the data reveals.</li> </ul>
(2) Plan for and Implement Community School Model	<ul style="list-style-type: none"> <li>• Promoting a culturally responsive environment that allows students to take ownership and have agency in school-wide policies.</li> <li>• Engaging the entire school in data analysis of OORS data for specific groups of students that reveal disproportionality.</li> <li>• The Community School Director (CSD) meets with families and parents throughout the entire school year. Examples includes orientation, graduations and showcase performances.</li> <li>• The CSD meets with families in person, at parent workshops and PTC including the Annual Community School Forum</li> <li>• The CSD works with the parent coordinator and PA leadership to discuss parents’ concerns and issues</li> <li>• The CSD participates in all school wide events and solicits feedback</li> <li>• Students have a plethora of opportunities to enrichment and additional learning opportunities through the 21<sup>st</sup> century grant and DYCD</li> <li>• Administration and CSD will work in conjunction with the DOH and Mental hygiene to provided preventative screening for school community</li> </ul>	<ul style="list-style-type: none"> <li>• School community will continue to work on Attendance plan to increase school's attendance.</li> <li>• Programs running for SY 2020 includes, Culinary, leadership development, Social Emotional Learning through literacy, Yoga and mindfulness, Mentoring groups, Child Mind Institute and visual arts</li> <li>• The school community has vision and dental screening as well</li> <li>• The CSD works on the attendance initiative and procedures and is in partnership with St. Nicks Alliance Program (DYCD)</li> <li>• Girls and Boys mentorship groups during lunch times and afterschool</li> </ul>
(94) Providing 200 Hours of Extended Day Learning Time	<ul style="list-style-type: none"> <li>• Use 21<sup>st</sup> Century Grant Funds to implement Extended Learning Time program.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use 21<sup>st</sup> Century Grant Funds to implement Extended Learning Time program.</li> </ul>



(ELT)		
(g5) Average Proficiency Rating, Math Self-Contained	* See Level 1 DII: 3-8 Math All Students Core Subject Performance Index	* See Level 1 DII: 3-8 Math All Students Core Subject Performance Index
(j1) NYC School Survey: Rigorous Instruction	* See Level 1 DII: 3-8 Math All Students Core Subject Performance Index	* See Level 1 DII: 3-8 Math All Students Core Subject Performance Index

**Part III – Goals and/or Key Strategies – (As applicable)**

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

<p><b>Goals and/or Key Strategies</b> Identify the goals and key strategies in the approved SIG or SCEP plan that were implemented during the reporting period but were NOT already discussed in the section above. (Add additional rows as needed.)</p>	
List the Key Strategy from your approved intervention plan (SIG or SCEP).	2020-21 School Year Continuation Plan
1.	
2.	
3.	

**Part IV – Community Engagement Team and Receivership Powers**

<p><b>Community Engagement Team (CET)</b> Describe the type, nature, frequency and outcomes of meetings conducted by the CET and its sub-committees that will be charged with addressing specific components of the CET Plan. Describe outcomes or potential outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community 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</p>
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school year?
Report Out of CET Plan Implementation
<p>The 3rd and 4th Quarter CET meetings focused on the following:</p> <ul style="list-style-type: none"> <li>• Remote Instruction</li> <li>• End of year stepping up ceremonies and graduations</li> <li>• Parent Needs</li> <li>• 2020-2021 CEP Snapshot</li> <li>• School Re-Opening Plans</li> </ul>
<p><b><u>Powers of the Receiver</u></b> Describe the anticipated use of the School Receiver’s powers for the 2020-2021 school year (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.</p>
<p>Report Out</p> <p>The NYCDOE engages in regular consultation with the leadership of its collective bargaining units regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised CEP and SIG plans that require changes to the collective bargaining agreements, for example, mandatory participation of all school staff in summer professional development activities. We are planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.</p> <p>Listed below are any other efforts to utilize the powers of the School Receiver:</p> <ul style="list-style-type: none"> <li>* Replace school leadership to help transform a school on an as-needed basis.</li> <li>* School-level community engagement meetings to discuss Receivership status and solicit public input and recommendations.</li> </ul>

Part V – Budget – (As applicable)

Budget Amendments

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

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

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

Part VI: Best Practices (Optional)

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

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. Miatheresa Pate  
 Signature of Receiver: Dr. Miatheresa Pate  
 Date: 7-30-20

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): \_\_\_\_\_ Dr. Tracey Quarles \_\_\_\_\_

Signature of CET Representative: \_\_\_\_\_ Dr. Tracey Quarles \_\_\_\_\_

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

Date: \_\_\_\_\_ 7-30-20 \_\_\_\_\_

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

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

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

Rev. May 2020