

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 report will be posted on the district website: https://infohub.nyced.org/resources/school-programs/school-receivership#site-main			
Frederick Douglass Academy VI High School	342700011260	NYC Geographic District #27	Queens Law Associates	Check which plan below applies:			
				SIG		SCEP Yes	
				Cohort (6 or 7): N/A			
Model: N/A							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Juan Mendez	Deborah Burnett	Andre Spencer, Executive Superintendent Juan Mendez, Superintendent Donald Conyers, First Deputy Chancellor I.A. Sharon Rencher, Senior Executive Director of State/Federal Education Policy		09-12	34.9%	22.6%	327

Executive Summary

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

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

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

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

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

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

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

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

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

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
170 - HS Chronic Absenteeism - All Students	<ul style="list-style-type: none"> Increase collaboration between instructional and social emotional supports school wide, captured on school support data base. 	<ul style="list-style-type: none"> School is on track to meet this indicator. School is addressing needs of chronic absenteeism through daily outreach by administrators, teachers, guidance counselors, and community associate. This is occurring on a daily basis, through phone calls,
69 - 2018-19: 2016 Total Cohort (11th Graders) Passing ELA Regents	<ul style="list-style-type: none"> Strategically program students by their level of English language acquisition. 	<ul style="list-style-type: none"> School is on track to meet this indicator. School is strategically programing students by their level of English language acquisition. School is using iReady ELA data, School based curricular assessments, STARS data, Systems 44, and Duolingo.
67 - 2018-19: 2017 Total Cohort (10th Graders) Passing Math Regents	<ul style="list-style-type: none"> Instructional interventions. Provide instructional intervention in a strategic and consistent manner Courses include: Achieve 3000, Think Cerca. Strategically program students’ schedules. 	<ul style="list-style-type: none"> School is not on track to meet this indicator. Several staffing issues are effecting programmatic continuity, including maternity leaves, and replacement of outgoing Math

		teacher. School is utilizing Achieve 3000, and Think Cerca programs.
120 - HS ELA All Students Performance Index	By June 2020, we will provide instructional interventions in a consistent manner, increase language support and instruction in all classes, and to strategically program students by language acquisition levels, as measured by ongoing formative assessments.	<ul style="list-style-type: none"> School is on track to meet this indicator. School is providing instructional interventions in a consistent manner. School was using ongoing formative assessments prior to transition to remote learning. ELA teachers are consistently utilizing google documents to deliver instruction on a daily basis. ELA teachers are analyzing student works through google documents, and email attachments.
h2 - School Safety	<ul style="list-style-type: none"> Increase collaboration between instructional and social emotional supports school wide. 	<ul style="list-style-type: none"> School is on track to meet this indicator. School was thriving, prior to the transition to remote learning. OORS related incidents were consistently decreasing, and overall school climate was positively developing. Student attendance is captured on a daily basis through administrative outreach, and teacher interactions. School guidance counselors are interacting with students and families on a daily basis. Principal shared that most students live within close proximity to the school.
140 - College, Career and Civic Readiness Index - All Students	By June 2020, we will provide additional opportunities for CCCRI, such as CTE courses and alternative assessments, increase collaboration between teacher pairs in co-taught classrooms, and strategically program students for courses, as evidenced by program implementation.	<ul style="list-style-type: none"> School is on track to meet this indicator. School has increased collaboration between teacher pairs in co-taught classrooms, and strategically programmed students for courses. School was consistently providing comprehensive supports to students, prior to the transition to remote learning. Principal shared that student travel out of the area is a challenge, as the students would benefit from more college based opportunities within the Far Rockaway area.
240 - HS Social Studies All Students Performance Index	Provide instructional intervention in a strategic and consistent manner Courses include: Achieve 3000, Think Cerca.	<ul style="list-style-type: none"> School is on track to meet this indicator. School is making consistent gains in Social Studies. School is providing instructional interventions in a strategic and consistent manner in all grades.
230 - HS Science All Students Performance Index	Provide instructional intervention in a strategic and consistent manner Courses include: Achieve 3000, Think Cerca.	<ul style="list-style-type: none"> School is on track to meet this indicator. Instruction is occurring on a daily basis during

		remote learning. Lab based Science activities are proving to be a challenge during remote learning. Discussion related to online science lab activity websites and corresponding vendors.
130 - HS Math All Students Performance Index	<ul style="list-style-type: none"> • Instructional interventions. • Provide instructional intervention in a strategic and consistent manner Courses include: Achieve 3000, Think Cerca. <p>Strategically program students' schedules.</p>	<ul style="list-style-type: none"> • School is not on track to meet this indicator. Further conversation related to human resources expediting the hiring of high quality math teachers. Principal emphasized the priority of quality math instruction for the new school year.
70 - 2018-19: 2015 Total Cohort 4-Year Grad Rate - All Students	By June 2020, we will strategically program students schedules, improve instruction to respond to students' diversity, and instructional intervention in a strategic and consistent manner, as measured by a 5 percent increase in student formative assessments.	<ul style="list-style-type: none"> • School is not on track to meet this indicator. Graduation rates were discussed as a grouping, with the four year graduation rate presenting the most challenge. The school is utilizing Achieve 3000, and Think Cerca platforms. The school is using STARS data to analyze and predict graduation rates across cohorts.
88 - 2018-19: 2014 Total Cohort 5-Year Grad Rate - All Students	By June 2020, we will strategically program students schedules, improve instruction to respond to student diversity, and instructional intervention in a strategic and consistent manner, as measured by a 5 percent increase in student formative assessments. <ul style="list-style-type: none"> • Strategically program students' schedules. • Instructional interventions. 	<ul style="list-style-type: none"> • School is on track to meet this indicator. The school is strategically programing students' schedules. The school is providing instructional interventions in all grades. The school is utilizing formative assessment throughout the school year, across content areas.
250 - 2018-19: 2013 Total Cohort 6-Year Grad Rate - All Students	By June 2020, we will strategically program students schedules, improve instruction to respond to student diversity, and instructional intervention in a strategic and consistent manner, as measured by a 5 percent increase in student formative assessments.	<ul style="list-style-type: none"> • School is on track to meet this indicator. The school is strategically programing students' schedules. The school is providing instructional interventions in all grades. The school is utilizing formative assessment throughout the school year, across content areas.

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
6 - DTSDE Tenant 6: Family Engagement	<ul style="list-style-type: none"> Encourage family and community members to be a part of the SLT by sending communications (letters, phone calls, etc.,) home to parents regularly. Coffee with the Principal - continue to invite parents in to discuss important school matters and their concerns. Our CBO, Queens Law Associates and RDRC will assist in information dissemination to family and community. 	<ul style="list-style-type: none"> School is on track to meet this indicator. The school consistently encourages family and community members to be a part of the SLT. The school engages families and community members through a range of activities.
2 - Plan for and implement Community School Model	<ul style="list-style-type: none"> Encourage family and community members to be a part of the SLT by sending communications (letters, phone calls, etc.,) home to parents regularly. Coffee with the Principal - continue to invite parents in to discuss important school matters and their concerns. <p>Our CBO, Queens Law Associates and RDRC will assist in information dissemination to family and community.</p>	<ul style="list-style-type: none"> School is on track to meet this indicator. The school regularly encourage family and community members to be a part of the SLT. The Principal routinely invites parents' in to discuss important school matters and their concerns. The school is involved in shared campus wide activities.
94 - Providing 200 Hours of Extended Day Learning Time (ELT)	<ul style="list-style-type: none"> Strategically program students' schedules. Instructional interventions. 	<ul style="list-style-type: none"> School is on track to meet this indicator. The school is implementing Achieve 3000, and Think Cerca, in order to utilize formative assessment data. The school is ensuring that ELT is providing important academic interventions across content areas.
251 - 2018-19: 2013 Total Cohort 6-Year Grad Rate - SWD Students	By June 2020, we will strategically program students schedules, improve instruction to respond to student diversity, and instructional intervention in a strategic and consistent manner, as measured by a 5 percent increase in student formative assessments.	<ul style="list-style-type: none"> School is on track to meet this indicator. School is on track to meet this indicator. The school is strategically programing students' schedules. The school is providing instructional interventions in all grades. The school is utilizing formative assessment throughout the school year, across content areas. The school is

		ensuring that student with IEPs are being comprehensively supported.
132 - HS Math Black Performance Index	<ul style="list-style-type: none"> • Instructional interventions. • Provide instructional intervention in a strategic and consistent manner Courses include: Achieve 3000, Think Cerca. • Strategically program students' schedules. 	<ul style="list-style-type: none"> • School is not on track to meet this indicator. Several staffing issues are effecting programmatic continuity. School is utilizing Achieve 3000, and Think Cerca programs. The Principal is working to ensure that needs of all learners are supported in the new school year.

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.	
2.	
3.	

Part IV – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)

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

Report Out of CET Plan Implementation
<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><u>Executive Superintendent/Superintendent Approved Recommendations:</u></p> <ul style="list-style-type: none"> • Recommendation for technology upgrades. • Recommendation for further challenging programs, including CET programs. <p><u>Outcomes of the CET:</u></p> <ul style="list-style-type: none"> • School leaders are working with DOE’s Division of Instructional and Information Technology (DIIT) to ensure that all computers are fully updated. School leaders, along with CET and SLT, are determining how best to utilize school staff and funds to provide for further expanded programs.
<u>Powers of the Receiver</u>
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
<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"> • 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, and share school wide progress.

Part V – Budget – (As applicable)

<u>Budget Amendments</u>
<p>ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:</p> <ul style="list-style-type: none"> • SIG FS-10 2020-21 BUDGET AND BUDGET NARRATIVE • CSG AND PSSG AMENDMENTS <p>BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/.</p>

Part VI: Best Practices (Optional)

<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.	
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): Juan Mendez – H.S. Superintendent

Signature of Receiver: Juan Mendez

Date: 07/30/20

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): Deborah Burnett

Signature of CET Representative: Deborah Burnett

Title of CET Representative: Principal

Date: 07/30/20

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

District Name	
School Name	
Contact Person	Telephone ()
E-Mail Address	
<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 (in blue ink)	Title of Chief School/Administrative Officer
Typed Name:	Date: