

Receivership

Quarterly Report *and* Continuation Plan (2016-17)

3rd Quarter - January 18, 2016 to April 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
17K489: W.E.B. Dubois Academic High School	331700011489	NYC GEOG DIST #17 - BROOKLYN	Yellow	SCEP
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Catherine Hartnett	Paul Rotondo, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	110

Executive Summary

Please provide a *plain-language summary* of the current reporting quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. 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 State Receivership law requires that “Persistently Struggling Schools” be given an initial one-year period to improve student performance, and “Struggling Schools” be given an initial two-year period to improve student performance. The State Education Department designated 62 New York City schools as Struggling or Persistently Struggling, which requires them to be placed in receivership under the Chancellor’s direction.

As part of this Administration’s commitment to ensure that all of our students receive a high-quality education, Mayor Bill de Blasio and Chancellor Carmen Fariña launched the Renewal School program, which included a \$150 million commitment to provide unprecedented resources to turnaround 94 of our most challenged schools. Fifty of the 62 state-designated Struggling and Persistently Struggling Schools are in the City’s Renewal Program. The remaining 12 are receiving similar resources and all 62 benefit from State-mandated supports.

Renewal Schools are implementing significant interventions to accelerate student performance and help close achievement gaps. Those interventions include an additional five hours of expanded learning time; working with partner community-based organizations to provide rich after-school



programming; and, increased professional development for school leaders, teachers and other school-based staff through coaches and partnerships with institutions such as Teachers College at Columbia University. Additionally, each Renewal School is now a Community School, offering wraparound services to our students and their families.

The education reforms in the Renewal School Program have a strong record of driving improvement. First, strong, effective leadership is critical in initiating and sustaining turnaround efforts in struggling schools. Since the launch of the Renewal School Program, we have dispatched teams of experienced principals and assistant principals to strengthen leadership and to provide expertise these schools need to help change direction. Where it is needed, we have and will continue to replace school leadership to help transform a school and boost student achievement.

Second, increased high-quality professional development provides teachers and principals targeted support to develop their craft and improve classroom instruction practices. We are investing in deepening teachers' skills through professional development at every grade.

Third, expanded learning time extends the school day by one hour each day and enables struggling schools to create more time for core subject instruction, tailored academic support for students' unique needs, and enrichment activities provided in collaboration with community partners. Schools now have a more seamless school day that reinforces core subject material while providing students with helpful strategies and services that support active learning.

Finally, the Community School model, which incorporates academic and social services into the school environment, provides services to students and communities beyond the classroom needs, with the goal of helping students focus and stay on task during the school day.

To oversee these efforts we established the Office of Community Schools and the Office of Renewal Schools. We also hired a team of district-based Directors of School Renewal (DSR) to support Renewal schools. DSRs participate in monthly professional development sessions. These professional development sessions focus on building capacity and facility in the areas of continuous school improvement processes, instructional and leadership coaching, data driven progress monitoring, and establishing systems and structures for sharing best practices within and across their schools.

All Community Schools in the City have been matched with a lead community-based organization and have hired a community school director - a new leader in the school whose primary responsibility is to coordinate partnerships and interventions.

Through these partnerships, we are able to provide more time for learning, academic support, enrichment activities, health services and more. For example, some schools might have a food pantry so that hunger does not distract from learning. Others schools might have a physician's office on site to keep kids healthy so they do not miss school. Still others might offer English classes for families so parents can help kids with their homework. We are confident that these interventions and new programs will make this school year and those to come successful experiences, which will drive student achievement in our struggling schools.



We are closely tracking indicators that schools are moving in the right direction. Across Districts 1-32, attendance has increased from 91.5 percent in the 2013-14 school year to 92.1 percent in the 2014-15 school year and is at an all-time high. Citywide, we also saw a modest test score improvement over the past year, and while we are proud of this, we have much more work to do to ensure every child is reading on grade level and every student is graduating as a productive member of society.

Ensuring families are actively engaged in this work is critical. Last summer we knocked on the doors of 35,000 families of Renewal School students to tell them what it meant for their school to be a Community School. We held family nights in all Community Schools in September to welcome families back to school, and get suggestions and feedback, and we're offering a 3-day training on Dr. Karen Mapp's Dual Capacity framework for all community schools. The training will be offered to teams from each school that are comprised of administration, parents, teachers and CBO staff.

The State-mandated receivership hearings have played a critical part in our larger goal of involving families in their children's education. The DOE held public meetings at all 62 Struggling and Persistently Struggling schools to discuss receivership and its requirements, and the Renewal Schools Program. We were pleased to hear directly from parents, students, and community members about what their schools need to improve to be successful. We recognize that families are key partners in achieving academic excellence for their children, and family engagement will continue to be a key element in these efforts.

All stakeholders at W.E.B. DuBois Academic High School are committed to the continued improvement and the success of our students academically, socially and emotionally. Collectively, students, staff and families contribute to a school community that is safe and conducive to learning. We have aligned our resources to build systems that are informed by input and feedback from the School Leadership Team (SLT) and Community Engagement Team (CET), and implemented by school staff and leadership, which meet regularly to evaluate progress based on qualitative and quantitative data.

W.E.B. DuBois Academic High School is a transfer school within New York City whose mission is to enroll and teach students who have previously dropped out of high school or fallen off track to graduate by no less than two school years upon enrollment. The school has an open enrollment policy and accepts students who wish to return to school or continue academic classes throughout the school year, making instructional coherence and data analysis of student progress challenging, but rewarding. The school has experienced past results that reflect the honest work done with students who are identified as two to three years behind in high school credits and course work. Despite this good work, the school is identified by the State and thus has embarked upon a plan to both communicate its mission to serve struggling students with the City and State while continuing to improve upon its instructional practice each year. This includes that plan discussed in detail within the School's Comprehensive Educational Plan. The school is currently working to address all focus areas in need of improvement and as of January, 2015 has made significant progress toward meeting these "Demonstrable Improvement Indicators" by attaining the benchmark goals established for this school. Evidence of the school's progress is contained within each section of this quarterly report but clearly indicates that W.E.B. DuBois Academic High School has shown improvement in effectively developing a positive learning environment for students



and families, while also supporting the social and emotional needs of its students.

Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators

Please list the school’s Level 1 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
Credit Accumulation Rate for students with 0.00-11.00 Credits	Yellow	2.92	3.02	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>Much of the 3rd quarter analysis parallels the analysis of the 2nd quarter. This is due to the use of trimesters, which are commonplace at NYCDOE transfer schools. Thus, the school’s credit accumulation data for this quarter indicates that the group of students for this indicator currently achieved an average of 2.5 credits which is on target for meeting the school year’s goal of at least 3.02.</p>	N/A

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(As required under Section 211-f(11) of NYS Ed. Law)



Credit Accumulation Rate for students with 11.01-22.00 Credits	Yellow	3.03	3.13	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>An analysis of the school’s credit accumulation data for this quarter indicates that this group of students has currently achieved an average of 2.4 credits which is on target for meeting the school year’s goal of at least 3.13.</p>	N/A
Credit Accumulation Rate for students with 22.01-33.00 Credits	Yellow	8.09	8.19	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>While conducting a data analysis of this targeted group, school leaders determined that quarterly review average of 2.8 credits has been attained thus far. Additionally, it should be noted that although lower than the desired target, it is relatively on par with the average pace of student credit earned for the other two credit accumulation indicators.</p>	N/A



School Survey - Safety	Yellow	1.48	1.52	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>During the 3rd quarter, participating teachers and students have been identified and scheduled for the mindfulness class. As students display aspects of mindfulness, school climate will inevitably improve. Moreover, the mindfulness curriculum has been revised to accommodate all students. At present, 35% of classes are implementing the mindfulness curriculum.</p> <p>Thus far, the school has benefitted from substantial decreases in aggressive or dangerous behavior, which have declined from 45% in 2014-15 school year to the current rate of 10%. In addition, the number of student suspensions has dropped significantly from 31 in 2014-2015 to 7 this school year. This is due largely in part to the quality of leadership, the institution of a restorative justice program, and a comprehensive advisory program instituted within the school.</p>	N/A
Transfer School Graduation Rate	Yellow	0.377	0.387	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target.</p>	N/A

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			<p>Data to evaluate this indicator will be available September 30, 2016.</p> <p>A comprehensive review of the graduation cohort of students has revealed that eight students remain and they are progressing toward meeting graduation requirements. Of the eight students, one may graduate in August 2016. If the seven remaining students then graduate this June, the school will have met the indicator and attained a graduation rate of 39.6%. This indicator is YELLOW because of the “at-risk” nature of our transfer students and the small number of students remaining in the targeted cohort group.</p>	
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LEVEL 2 Indicators
 Please list the school’s Level 2 indicators below Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Plan
English Regents DOE Growth Percentile	Yellow	58	59	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>English Regents growth percentile has become apparent in the 3rd quarter as the school was de-listed from its Priority status on February 26, 2016. Mock Regents exams and Curriculum from numerous resources from the NYC Core Curriculum and the HMH Collections have attributed to the overall effectiveness of instructional planning leading to the school’s new designation as Focus.</p>	N/A
Framework: Effective School Leadership	Green	2.48	2.52	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p>	N/A



				<ul style="list-style-type: none"> The school has earned a categorical rating of “Proficient” in Quality Review Indicator 3.1 as evidenced by a school-based evaluation conducted by the School Leadership Team. Progress has been made towards reaching the goals set forth in the SCEP, which have been evaluated a minimum of two times. <p>An analysis of the school’s recent supervisory visits and recent Principal Performance Observation visit has indicated that the school will meet the target for this indicator. The school’s leadership has established a clear set of goals and has communicated high expectations for the students and staff. The school’s use of assessments to provide a system of monitoring for student progress and instructional development is effective and has improved the level of instructional practice at the school.</p>	
Framework: Rigorous Instruction	Green	2.84	2.88	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> 100% of the school wide-assessment plan has been developed and refined. A greater number of teachers have earned effective of higher ratings in the area of using assessment in instruction. <p>To better support this evidence recent instructional visits performed by the district have indicated that the level of instruction and rigor within the</p>	N/A

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				classrooms is effective. Student work is deeply examined, as is curricula. Administration and teacher teams explore the level of rigor within the curricula by using alignment tools. Instructional activities, texts, and problems are examined using tools that measure rigor such as Depth of Knowledge measures. It is the expectation that the school achieves Demonstrable Improvement within this indicator by the end of the school year.	
Math Regent DOE Growth Percentile	Yellow	57	58	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>Math Regents growth percentile has become apparent in the 3rd quarter as the school was de-listed from its Priority status on February 26, 2016. Mock Regents exams detail a 50% pass rate and Curriculum from EngageNY and other resources have contributed to the overall effectiveness of instructional planning leading to the school's new designation as Focus. An analysis of the students scheduled to take the Math Regents exam indicates that the school has made good use of the support staff and teachers.</p>	N/A
Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this	N/A



				<p>demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> • 100% of the school wide-assessment plan has been developed and refined. • A greater number of teachers have earned effective of higher ratings in the area of using assessment in instruction. • This required program and use of 200 hours of extended learning time is in place and documented in each of the supervisory visits made to the school by district officials. <p>Using after school time has provided students with credit bearing classes, Regents reviews and additional tutoring. That the school will meet this indicator's target is evident in after a supervisory review of the program and administrative reviews of the additional time on areas such as credit accumulation and scores on practice State exams. Such a review has indicated that students are completing course credit on average of 2.2 additional credits per semester per credit accumulation category based on credits earned upon entry.</p>	
Student Attendance	Y	63%	0.64	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p>	N/A



				<p>The school's year-to-date average attendance rate is 63.86%, which is 1.05% greater than SY 14-15's end-of-year attendance rate. Staff, administrators and guidance counselors are engaged in providing incentives to students who meet attendance targets and goals. The instability of transfer high school students' lives makes this indicator too flexible a statistic to assure success by the end of the school year. It is for this reason that attendance remains labeled as status YELLOW.</p>	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – Key Strategies

Key Strategies <i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.				
List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).		Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
1.	<p>Rigorous Instruction</p> <p>Goals:</p> <p>By June 2016, 100% of teachers will use ongoing assessment to diagnose</p>	Yellow	<p>In the framework area of Rigorous instruction, the school has focused on the following work throughout SY 15-16. Common Core Aligned Curriculum</p> <p>During the February progress monitoring period,</p>	N/A



	<p>evidence of understanding and adjust instruction to address individual student needs as evidenced by ratings of effective or higher in component 3d: Using Assessment in Instruction of Danielson’s Framework for Teaching.</p> <p>Key Strategies: Professional development on the effective use of formative and summative assessment in instruction, Danielson 3d.</p>		<p>schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • 100% of the school wide-assessment plan has been developed and refined. • A greater number of teachers have earned effective or higher ratings in the area of using assessment in instruction. • Teacher Teams and Administrator Reviews of Curricula ensure alignment and adjustments based on student work and data. • The school uses a professional development program that is engaging and includes teacher teams and inter-visitations focused on alignment and complexity of tasks, formative and summative assessments. • The school has a Comprehensive Assessment Plan that calls for a broad baseline of assessments that have been designed around high level thinking skills. 	
2.	<p>Supportive Environment Goals: By June 2016, mindfulness practices will be embedded in 70% of classroom so that students become more resilient through acquiring positive strategies that facilitate a</p>	Yellow	<p>In the framework area of Supportive Environment, the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements</p>	N/A



	<p>stronger focus on their education.</p> <p>Key Strategies: Professional development once per month on how to teach about and lead students through mindfulness practices in order to successfully lead students in guided meditation.</p>		<p>below evidence this work.</p> <ul style="list-style-type: none"> • Participating teachers and students have been identified and scheduled for the mindfulness class. • The mindfulness curriculum has been revised to accommodate all students. • 35% of classes are implementing the mindfulness curriculum. • The number of student suspensions has dropped significantly from 13 in 2014-2015 to 5 this school year. • Reports of aggressive or dangerous behavior have declined from 18 in 2014-15 school year to the current number 5. • The school’s year-to-date average attendance rate is 63.86%, which is 1.05% greater than SY 14-15’s end-of-year attendance rate. 	
3.	<p>Collaborative Teachers</p> <p>Goals: By June 2016, 100% of teachers will embed questioning and discussion techniques so that students demonstrate the ability to formulate their own questions, challenge one another’s thinking, and ensure all voices are heard as evidenced by ratings of effective or higher in component 3b: Using Questioning and Discussion Techniques of Danielson’s Framework for Teaching.</p>	Yellow	<p>In the framework area of Collaborative Teachers, the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • Teacher ratings have improved in the area of using questioning and discussion techniques. • Students have improved their credit accumulation rate by 2.2 academic credits per semester and have shown significant improvement in standardized writing 	N/A



	<p>Key Strategies: Administrators will conduct a minimum of two observations of each teacher per term and provide teachers with actionable feedback in order to support teachers in improving their questioning and discussion facilitation skills.</p>		<p>assessments.</p> <ul style="list-style-type: none"> • Student average writing scores from the 2014-2015 school year have indicated an average score of 2 whereas this school year the average has moved to 3. • Data reviews suggest that students have improved their writing scores on these practice assessments by one full writing level using a uniform writing rubric of scores from 0 to 6. • 100 percent of the teachers have embedded questioning and discussion techniques within their lessons and instructional practices. 	
4.	<p>Effective School Leadership Goals: By June 2016, all school-wide practices identified in the SCEP will be evaluated and improved through the use of a fully functioning evidence-based system.</p> <p>Key Strategies: Progress monitoring of SCEP goals and action plans will be conducted each month at the School Leadership Team Meeting in order to engage parents as partners for school improvement.</p>	Yellow	<p>In the framework area of Effective School Leadership, the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • The school has earned a categorical rating of “Proficient” in Quality Review Indicator 3.1 Goals and Action Plans as evidenced by a school-based evaluation conducted by the School Leadership Team. • Progress has been made towards reaching the goals set forth in the SCEP, which have been evaluated a minimum of two times. 	N/A



5.	<p>Strong Family-Community Ties</p> <p>Goals: By June 2016, 100% of students will participate in an advisory program in order to foster high expectations, improve communication, and strengthen family and community ties.</p> <p>Key Strategies: All students will participate in an advisory program.</p>	Yellow	<p>In the framework area of Strong Family-Community Ties, the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • The school’s goal of having students participate and become active members of a school-wide advisory program has been initiated and implemented. • All advisors have been trained in Motivational Interviewing and Restorative Justice. • All students have been assigned to an advisory group. • All advisory groups have met at least 4 times and have participated in at least 2 group activities. 	N/A
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET) Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement 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.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p>Superintendent-Approved CET Recommendations:</p> <p>The school, superintendent, staff, teachers, students and families have been engaged in a process of meetings that have discussed the current state of the school and have monitored and reported progress in each of the recommended areas stated below. These meetings occur within the school weekly and with families on a monthly basis. The School Leadership Team as well as the school administrative staff are working well together to monitor progress, make additional recommendations and reach out to appropriate offices within the district to address concerns and request additional resources. It is the expectation of these teams and meetings that the recommendations and implementation of these suggested supports will improve the overall performance of students on student safety, student attendance, student pass rates for courses and State exams and overall student graduation rates.</p> <p><u>Rigorous Instruction:</u></p> <p>It is recommended that the school adopt the following instructional focus</p>	<p>N/A</p> <p>The NYCDOE will continue to engage 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 SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. Larry Becker, NYCDOE CEO of Human Resources and Labor, is 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. As the school has been removed from receivership status continuation of the team is not mandatory but will be in place as to maintain the good work that the school’s community has accomplished to date.</p>



for the 2015-2016 school year:

Students will be able to effectively use evidence to support their thinking in writing, discussion, and problem solving

Supportive Environment:

It is recommended that the Department of Education provides funding for a community- based partner in order to provide our students with opportunities for paid internships, mentors, post-secondary planning, and social-emotional support

It is recommended that teachers engage in the following professional learning activities:

Differentiated professional development:

In order to improve their ability to implement the Common Core instructional shifts and support the school-wide instruction

Effective School Leadership:

It is recommended that school leadership continue to cultivate relationships with the community to support the mission of the school.

It is recommended that school leadership develop and implement an evidence-based system

Strong Family-Community Ties:

It is recommended that the school implement an advisory program in order to support students in acquiring the skills and habits needed for post-secondary success, foster high expectations, improve communication, and strengthen Academic Intervention Services

It is recommended that the Department of Education provides funding for a school social worker to provide social-emotional support to our students



and their families

Expanded Learning Time Activities:

It is recommended that the Department of Education provides funding for an Expanded Learning Time program that will include:

Tutoring, credit-bearing classes, social-emotional counseling, post-secondary planning, and enrichment.

Goals/Outcome of CET meetings:

As the school has been removed from receivership status continuation of the team is not mandatory after June 30, 2016, but will be in place as to maintain the good work that the school's community has accomplished to date. A current review of that progress data suggests these improvements have already begun, as indicated in the two credit per student average of course completion, a two and one half percent improvement in student attendance and a decrease in student behavioral suspensions from 31 in 2014-15 to 7 this school year and a 35% decrease in incidents of dangerous/aggressive behavior.

It must be noted that each of the Superintendent approved CET Recommendations has been met with the exception of those recommendations requesting additional support programs and or staff provided by the Department of Education. Specifically this relates to the suggested provision of a community based partner provided to the school by the Department of Education so that it may provide support services and or college and career preparation for students. In addition this finding also includes a recommendation for funding to support a school Social Worker to help meet the extraordinary needs of the student body.

The CET continually assesses and reports on the implementation of the



	<p>plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school.</p>	
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Powers of the Receiver
 Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is 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>As the school has been removed from receivership status continuation of the team and its goals and targeted improvement areas is not mandatory but will be in place as to maintain the good work that the school’s</p>	<p>N/A</p> <p>The NYCDOE will continue to engage 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 SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. Larry Becker, NYCDOE CEO of Human Resources and Labor, is 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>As the school has been removed from receivership status continuation of the team is not mandatory but will be in place as to maintain the good work that the school’s community has accomplished to date.</p>

Receivership Quarterly Report – 3rd Quarter AND Continuation Plan (2016-17)

January 18, 2016 to April 15, 2016

(As required under Section 211-f(11) of NYS Ed. Law)



	community has accomplished to date.		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part IV – Title I Schoolwide Program (SWP) Plan Required Components (As applicable)

2016-17 School Year Plan

As applicable, please provide additional information to describe 2016-17 school year plans and rationale for required components of a Title I Schoolwide Program plan. If a required component has already been addressed in one or more section above, please use the “2016-17 School Year Plan” column to indicate which sections contain this information. A brief rationale should be included for *each* required component.

Ten Required Components of SWP		2016-17 School Year Plan	Rationale
1.	Comprehensive Needs Assessment	Diagnostic Tool School and District Effectiveness (DTSDE), both state-led and district-led satisfy this requirement.	N/A
2.	Schoolwide Reform Strategies	N/A	N/A
3.	Instruction by Highly Qualified Teachers	N/A	N/A
4.	High Quality and On-going Professional Development	N/A	N/A
5.	Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools	N/A	N/A
6.	Strategies to Increase Parental Involvement	N/A	N/A
7.	Transition Plans to Assist Pre-school Children from Early Childhood Programs to the Elementary School Program	N/A	N/A
8.	Measures to Include Teachers in Decisions Regarding the Use of Academic Assessment Data to Inform Instruction	N/A	N/A
9.	Activities to Ensure the Students Who Experience Difficulty Attaining Proficiency Receive Effective and Timely Additional Assistance	N/A	N/A
10.	Coordination and Integration of	N/A	N/A



	Federal, State and Local Services and Programs -	
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Part V – Best Practices (Optional)

<u>Best Practices</u>	
The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted 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 currently being implemented in the school.	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	
2.	
3.	



Part VI – Fiscal

Budget Analysis/Narrative and Budget Documents – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below. Please note, separate budget narratives and FS-10’s must be submitted for a SIG, SIF and/or Persistently Struggling Schools (PSS) grant.

Design Element	Status (R/Y/G)	Analysis of 2015-16 School Year
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.</u>	N/A	N/A

Additionally, under separate attachment, the LEA/school must provide a **Budget Narrative** and an **FS-10** for the upcoming 2016-17 implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the 2016-17 Continuation Plan and/or Persistently Struggling Schools (PSS) grant. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of its intervention plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need. Schools no longer receiving SIG or SIF funds need not submit budget narratives and FS-10’s.



Part VII – Attestation

RECEIVER:

By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____

COMMUNITY ENGAGEMENT TEAM:

By signing below, I certify that the community engagement team (CET) was directly consulted in the preparation of this document.

Name and Position of CET Representative (Print): _____

Signature of Receiver: _____

Date: _____



The University of the State of New York - THE STATE EDUCATION DEPARTMENT - Albany, NY 12234

2016-17

School Improvement Grant 1003(g)
 School Innovation Fund Grant
 Persistently Struggling Schools Grant

Continuation Plan Cover Page

District Name NYC GEOG DIST #17 - BROOKLYN	
School Name W.E.B. DuBois High School	
Contact Person Catherine Hartnett	Telephone (718) 804-7075
E-Mail Address CHartne@schools.nyc.gov	
<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: