

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
30Q111: P.S. 111 Jacob Blackwell	343000010111	NYC GEOG DIST #30 - QUEENS	Yellow	Cohort 6
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	Dionne Jaggon	Aimee Horowitz, Executive Superintendent for Renewal Schools Philip Composto, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	PK,0K,01,02,03,04,05,06,07,08	299

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 P.S. 111 Jacob Blackwell 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.

P.S. 111 is making progress toward school goals and renewal benchmarks. The principal communicates high expectations to staff, students and families through the school's weekly staff newsletter, the school website, e-mails, and school-wide morning meetings with students, workshops and professional learning sessions. This is resulting in a system of accountability for all and supports students toward college and career readiness. The school has made significant growth in curriculum development with integration of the instructional shifts and alignment to the common core standards. Teachers have developed a staircase of complexity unpacking the skills and strategies to be introduced, reinforced and mastered at within and across grades. The student attendance percentage has increased from 88% to 91% due to the initiatives to improve Family and Community Ties. Families have developed increased trust with school staff and Zone 126, knowing that students can be seen by a physician and that a full-time school nurse is on staff. This year the school is receiving increased support from the Director of School Renewal, the Teacher Development Evaluation Coach, the Superintendent and the Borough Field



Support Liaison. Teachers are receiving Professional Learning in Common Core Learning Standards, *GO Math!* Teacher College Reading and Writing, and How to use Data Wisely. In addition, teachers are attending workshops by the Office of Teaching and Learning from the Borough Field Support Center and turn keying to their colleagues. The school has partnered with Jacob A. Riis, a community based organization, to provide support and enrichment during the school’s expanded learning time and in the after-school program. In addition, Saturday Academy was offered to all students for additional support in English Language Arts and math. These increased supports are resulting in improved student outcomes as evidenced in student discussions, stamina, volume and quality of writing, justification/explanation of mathematical responses and demonstration of understanding mathematical concepts.

Part I – Demonstrable Improvement Indicators

<u>LEVEL 1 – Indicators</u>					
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
3-8 ELA Growth Percentile	Y	48.1	49.1	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 August 31, 2016. During the third quarter, Pearson’s <i>ReadyGen</i> has	N/A



				<p>been used extensively by teachers to engage students with complex text and academic language through units of study designed around text sets at each grade level (3-8). Emphasis has been placed on standards that seek to build student content knowledge through theme based units of study that balance literary and informational text. The principal reviews six week instructional plans and assessment analyses that teachers submit which serve as a measure of the effectiveness of teaching strategies. Students who need supports and skills that require re-teaching are also promptly addressed.</p> <p>Based on the results of the Middle of the Year Assessments (MOY); 196 students were tested in grades 3-8 and 38.7 are reading on or above grade level. The 38.7 percentage indicates that the school is on track for demonstrable progress; compared to the 8.4% of students scoring Level 3 or 4 on the 2014-5 New York State ELA Exams.</p>	
Average ELA Proficiency Rating	Y	2.06	2.07	<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 renewal school comprehensive educational plan (RSCEP). 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 August 31, 2016.</p> <p>The school's use of myOn is part of the Lead Educational Agency's Early Literacy Initiative to Increase Reading Proficiency. myON is an intuitive,</p>	N/A



				<p>personalized literacy program that connects students, teachers and families a vast digital library. myOn is used by all classes on a bi-weekly basis to measure reading lexile growth and number of hours spent reading. During the third quarter, the school has measured an average of 20 reading hours each week across all classes. Additionally, lexile growth shows that students have improved by nearly one grade level.</p> <p>To involve families in this initiative, school leaders sent letters home to communicate the opportunity for free Microsoft products to both students and families. On February 6, 2016, a new collaboration with the City Council established the Office 365 ProPlus benefit. This gives students the latest versions of Microsoft Word, Excel, PowerPoint, OneNote, Outlook, Access and Publisher, along with anywhere, anytime access. For a school such as 30Q111, with the vast majority of students who are economically disadvantaged, this technological support builds greater levels of equity in that students can now use the same resources at home as they do in school. Moreover, student writing portfolios will now become digitized in the weeks ahead as the school will leverage this initiative to expand all aspects of digital literacy and to further elevate ELA proficiency.</p>	
Grade 4 and 8 Science Percent Level 3 & Above	Y	38%	39%	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	N/A



				<p>we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>During the 3rd quarter, the school continued its use of evaluative portfolios in grades K-8 in science. The most recent analysis of grade 4 and grade 8 Science portfolios shows that 25% scored an average of Level 3 or higher based on Common Core criteria.</p> <p>During the third quarter, school leaders looked to elevate levels of scientific engagement and inquiry by harnessing resources from the 38th Annual All-Day Science Conference and Luncheon, which took place on April 16, 2016 at Stuyvesant High School. This event was sponsored by the Science Council of New York City and addressed STEM (Science, Technology, Education, and Math) best practices in urban schools. Additional educational resources included vouchers for teachers and opportunities for students to engage in hands-on science learning at the NY Hall of Science, museums, zoos, and National parks. School leaders hope to expand the scientific mindset of students by allowing students from grades 4 and 8 to see the wonders of science beyond the classroom. As a result, the school is leveraging its involvement with the Urban Advantage Middle School Science Initiative and using class vouchers to take students on trips to the Sony Wonder Lab and the American Museum of Natural History with even more experiential learning scheduled in the weeks ahead.</p>	
Make Priority School Progress	Y	N/A	Meet progress criteria	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). Data is not yet available for this indicator. We are taking steps in order to make every effort to meet our target. Data to evaluate this indicator will be available pending SED release of information.</p> <p>During the third quarter, the school received intensive math training facilitated by SIG-funded Houghton Mifflin Harcourt (HMH). This training focused on <i>GO Math!</i>, a NYCDOE approved curricular support aligned to Common Core instructional shifts. The school licensed the <i>GOMath!</i> Exam View computer application to enable teachers to develop and print customized assessments from school-based computer labs during weekly trainings by HMH instructional specialists. Furthermore, the school has found that HMH online applications allow for more student independence, especially when administering computer-based assessments to track progress. Student results on these assessments continue to show growth since the procurement of this program in January.</p> <p>ELA progress is equally addressed with the support of Teachers College at Columbia University, who is working closely with school staff on teaching the conventions of various writing genres. These genres are varied on a monthly basis and student work products are archived in portfolios and shared with parents during parent-teacher conferences. To further monitor this work, school leaders make use of the CaseNEX DataCation Software Package purchased with SIG funding, where student grades, completion rates,</p>	
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				<p>and anecdotes are readily available and accessible by both students and parents.</p> <p>The data below evidences a decrease in the percentage of students not meeting ELA and math standards from SY 14-15 to present. Currently 20.8% of students are not meeting ELA standards, compared with 28.6% at the same time last year as evidenced in the benchmark assessment (Marking Period 2 grades). Currently there are 19.8% not meeting Math standards, compared with 34.6% last year as evidenced in the benchmark assessment.</p>	
School Survey - Safety	Y	2.08	2.12	<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"> • School leaders examine incident and suspension data from OORS, which details a 5% reduction in level 4 and 5 occurrences. • School leaders and attendance teachers review attendance data which shows a 5% improvement for chronic absentees. • Progress toward 100% fidelity of implementation of PBIS has been determined. • The school's year-to-date average attendance rate is 91.92%, which is 2.61% greater than SY 14-15 end of year attendance rate. • Parents have been issued surveys to elicit 	N/A



				<p>topics and ideas of interest to them and topics of interest to parents have been implemented in workshops during the school year.</p> <ul style="list-style-type: none">• School leaders have gauged the value of APTT, Learning Leaders, and Cooking Classes through an online survey. <p>During the third quarter, District administrators from the Office of Safety and Youth Development met with school leaders to develop an incident reduction plan and a de-escalation plan. Several on-site meetings allowed for a review of online occurrence data (OORS) to discern emergent trends and patterns. As a result of the implementation of new safety interventions, data from the third quarter indicates that the total number of Level 3, 4 and 5 incidents was 15% less than the previous quarter.</p> <p>Additionally, there is a significant reduction in the SVTI score, which accounts for the level of the infraction or office disciplinary referral. In SY 14-15, the SVTI score was 3.23, whereas currently the SVTI score for the school at present is 1.72. The reduction in Levels 3, 4, 5 infractions and the SVTI score can be further attributed to students receiving the appropriate interventions and/or the appropriate placement where applicable.</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
Framework: Collaborative Teachers	Y	3.24	3.28	<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"> • Teacher teams have reviewed and analyzed the progress monitoring data from the DRA2 to check for an increase in reading levels. • Teacher teams have reviewed the <i>GO Math!</i> assessment data to conduct an item analysis to determine the key ideas that the scholars have mastered and the key ideas that the scholars need support in. • Teacher teams have implemented shared planning using Great Leaps for literacy and mathematics; and Reading Rescue, Wilson and Foundations to provide targeted support. <p>During the third quarter, the District documented progress with quality indicator 4.2, collaborative teachers, which was deemed an area to be celebrated. This progress is based on preliminary ratings from the school’s Quality Review which took place on April 19, 2016. The reviewer noted that</p>	N/A



				<p>teachers work in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. For example, grades K-2 inquiry team members complete data inquiry sheets weekly and develop individual goals for students with critical timelines as checkpoints. The school’s adjusted master schedule has allowed teachers ample opportunity to engage in inquiry driven by structured protocols that include norms, student work analysis, and professional learning cycles. The Director of School Renewal is the catalyst behind the recent improvements being made by teacher teams.</p>	
Implement Community School Model	Y	N/A	Implement	<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"> • School leaders examine incident and suspension data from OORS, which details a 5% reduction in level 4 and 5 occurrences. • School leaders and attendance teachers review attendance data which shows a 5% improvement for chronic absentees. • Progress toward 100% fidelity of implementation of PBIS has been determined. • The school’s year-to-date average attendance rate is 91.92%, which is 2.61% 	N/A



				greater than SY 14-15 end of year attendance rate.	
Performance Index on State ELA Exam	Y	50	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). 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 August 31, 2016.</p> <p>During the third quarter, additional strategies were put into place. Both Reading Rescue and Great Leaps were utilized with greater frequency. The former as an ELT intervention strategy and the latter as an in-class tier two one-to-one intervention. Both are reading programs designed to provide remedial reading practice and develop fluency for the emergent reader. These programs have proven to be motivational for students due to their structured organization and provide increased opportunities for success.</p>	N/A
Performance Index on State Math Exam	Y	48	50	<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</p>	N/A



				<p>target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>During the third quarter, the school selected several teacher leaders to participate in ongoing train-the-trainer sessions facilitated at the Queens-based District administrative headquarters. Borough Instructional Leads in math disseminate key math resources from <i>EngageNY.org</i> and archive these materials on Google Drive for easy access. Upon receiving this training, teacher leaders turn-key their learnings to build professional capacity. This work drives the school’s professional learning cycles and improves pedagogy by allowing teachers to utilize strategies and tools to plan for conceptual understanding across math classes.</p>	
Provide 200 Hours of Extended Learning Time	Y	N/A	Implement	<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 third quarter, ELT instruction in grades 1 and 3 was further developed through newly procured and SIG-funded Brienza’s Academic Advantage (BAA). This vendor engages students in small group reading instruction based on high interest curricular choices to heighten proficiency levels among all students. Additionally, BAA provides progress reports to parents on a weekly basis. Parents have commended BAA to school leaders and the school looks to expand</p>	N/A



				<p>BAA's supports across subject areas next year.</p> <p>Math instruction during ELT has intensified its use of Mathletics, an online math resource proven to boost student results on standardized assessments. Adaptive practice with Mathletics is providing much needed remedial support that is both individualized and differentiated. Furthermore, students are incentivized to make use of the program with such rewards as movie tickets and pizza parties. This has resulted improved mathematical morale.</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

As applicable, identify any key strategies being implemented during the current reporting period that are not described above, 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	Status	Analysis / Report Out	2016-17 School Year Plan
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Intervention Plan (SIG, SIF or SCEP).	(R/Y/G)		
<p>1.</p>	<p>Rigorous Instruction</p> <p>Goals:</p> <p>By June 2016, 90% of all teachers will create unit plans and lessons with Multiple Instructional Entry Points/Differentiation creating portfolio tasks that are differentiated. Portfolio tasks must incorporate technology, complex literature, problem solving and critical thinking skills to address the Common Core Learning Standards that meet individual student needs resulting in Performance Index on the New York State Math Exam of 64 and a Performance Index of 63 on the New York State ELA Exam.</p> <p>Key Strategies:</p> <p>Teachers will be routinely observed and given actionable feedback using Danielson’s Framework for Teaching.</p> <p>Renewal School Priority Areas:</p> <p>Classroom Implementation of</p>	<p>Y</p> <p>In the framework area of Rigorous instruction, 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"> • School leaders review unit plans and lesson plans to check for differentiation (multiple entry points and tiered activities). • School leaders provide next steps to support teachers in planning for rigorous instruction for all learners. • School leaders and teacher teams analyze grades on ELA and Mathematics portfolios using the Teachers College Writing rubrics and math specific Common Core Rubrics to determine student growth correlated to differentiation. 	<p>N/A</p>



	Curricula/Writing Strategies Comprehensive Academic Assessment Plan Professional Development: Academics RTI/AIS			
2.	<p>Supportive Environment</p> <p>Goals:</p> <p>By June 2016, we will have a 20% decrease in total amount of Online Occurrence Reporting System (OORS) incidents, by continuing the Positive Behavior Interventions and Supports (P.B.I.S.) using social and emotional and ARMOR lesson plans to achieve social and emotional well-being as measured by the OORS Incident Management Report.</p> <p>Key Strategies:</p> <p>Teachers will be provided with professional development and coaching around restorative school</p>	Y	<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 below evidence this work.</p> <ul style="list-style-type: none"> • School leaders examine incident and suspension data from OORS, which details a 5% reduction in level 4 and 5 occurrences. • School leaders and attendance teachers review attendance data which shows a 5% improvement for chronic absentees. • Progress toward 100% fidelity of implementation of PBIS has been determined. • The school’s year-to-date average attendance rate is 91.92%, which is 2.61% greater than SY 14-15 end of year attendance rate. 	N/A



	<p>wide discipline and the implementation of an effective advisory model.</p>			
<p>3.</p>	<p>Collaborative Teachers Goals: By June 2016, Teacher Teams will design Units of Study and analyze student work to incorporate Multiple Entry Points/Differentiation and Higher Order Questions that yield volume in the students’ writing and mathematical explanations for problem solving that are aligned to the Common Core Learning Standards. Teacher Teams will analyze student work using a protocol through Data Inquiry with a focus on adding details and craft structure as evidenced in the Post Demand Writing Pieces and the Math Portfolio Pieces.</p> <p>Key Strategies: Teachers will begin a collaborative examination of relevant data.</p>	<p>Y</p>	<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 teams reviewed and analyzed the progress monitoring data from the DRA2 to check for an increase in reading levels. • Teacher teams review the Go Math assessment data to conduct an item analysis to determine the key ideas that the scholars have mastered and the key ideas that the scholars need support in. • Teacher teams have implemented shared planning using Great Leaps for literacy and mathematics; and Reading Rescue, Wilson and Foundations to provide targeted support. <p>During the third quarter, the school partially funded a peer collaborative teacher (PCT) using School Improvement Grant (SIG) funds. This supplemental position is integral to the collaborative teacher team</p>	<p>N/A</p>



	<p>Renewal School Priority Areas: Inquiry</p>		<p>structure and this educator provides supplemental support to elevate teacher APPR ratings aligned to the Danielson Framework. In addition to modeling best practices and coaching peers, the PCT assists school leaders in planning and managing professional learning. Revised lesson plans and pacing calendars in ELA and math are a testament to the ongoing efforts of the PCT.</p>	
<p>4.</p>	<p>Effective School Leadership Goals: By June 2016, School Leaders will develop 25%/10 teachers as Teacher Leaders that will support the School Leadership and collaborate with the School Leadership Team (SLT) to professionally develop our instructional staff in Questioning and Differentiation that will result in an 25% increase in teachers' Measure of Teacher Practice (MOTP) in 3b Questioning and Discussion Techniques and 3c Student Engagement.</p> <p>Key Strategies: School leader will work with various</p>	<p>Y</p>	<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"> Faculty observation data and common assessments have been analyzed to ensure 100% of observation data aligns with student learning and student centered outcomes. <p>During the third quarter, school leaders made a strategic decision to make use of vendor Overcoming Obstacles (purchased with SIG funding). This entity pushed into classrooms in grades 6-8 and provided students with techniques and strategies to resolve conflict amicably. Moreover, this vendor helped to develop student leadership in determining ways students can contribute to the school community such as through team building or the establishment of new</p>	<p>N/A</p>



	external partners.		clubs. A mirroring system allows students in grades K-5 to be able to observe the behavior of the students in grades 6-8 and replicate their positive contributions to the school. This effort has resulted in decreased incidents and increased attendance.	
5.	<p>Strong Family-Community Ties Goals: By June 2016, The Community School 111Q P.B.I.S. Team will collaborate with our School Leadership Team (SLT), Parent Coordinator and Community Based Organization to increase parental involvement by 20% as measured by the Learning Environment Survey and Parent Participation in P.B.I.S events, parent workshops and celebratory events as evidenced in attendance records.</p> <p>Key Strategies: The creation of a comprehensive plan to foster an environment rich in family engagement and community partnerships.</p>	Y	<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 renewal school comprehensive educational plan (RSCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • Parents have been issued surveys to elicit topics and ideas of interest to them and topics of interest to parents have been implemented in workshops during the school year. • The school’s year-to-date average attendance rate is 91.92%, which is 2.61% greater than SY 14-15 end of year attendance rate. 	N/A
Green	Expected results for this phase of the project are fully met, work is on	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will	Red Major barriers to implementation / outcomes / spending encountered; results

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)



	budget, and the school is fully implementing this strategy <u>with impact</u> .		be able to achieve desired results.		are at-risk of not being realized; major strategy adjustment is required.
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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> <ul style="list-style-type: none"> • Social Services and health care to be provided on site with adolescent medicine and pediatrics • Administration to attend resident association meetings • NYS Assembly woman recommended a full service kitchen to support ELT activities • A parent comments that class size at the school is unacceptable <p>Goals/Outcome of CET meetings:</p> <ul style="list-style-type: none"> • The ParentCorp program has begun, which will target parents of PreK children, and this program offers weekly family training 	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conduct a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the 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’s utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>



	<p>sessions where a full nutritious dinner for everyone is served.</p> <ul style="list-style-type: none"> • CET members reviewed selective and universal mental health services that may best support the needs of students and families at Q111. This work will be expanded by the CBO. • Class size, on average, is 18.2% less than maximum register allows. Maximum register allows for 33 students, yet only several classes have even reached 27 students at this point. • A full service kitchen has been approved and will be paid for using RESO funds. All logistics for this kitchen have been reviewed with the CET, who strongly favor this much needed school improvement. <p>The CET continually assesses and reports on the implementation of the 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.

<p>Status (R/Y/G)</p>	<p>Analysis / Report Out</p>	<p>2016-17 School Year Plan</p>
<p>Green</p>	<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</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</p>



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



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

<u>2016-17 School Year Plan</u>		
<i>As applicable</i> , 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 <u>each</u> 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 Federal, State and Local Services and Programs -	N/A	N/A
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Part V – Best Practices (Optional)

Best Practices

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</u> on instructional practices/key strategies/student engagement.		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	
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:

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)



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