

# Receivership

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

*3<sup>rd</sup> Quarter - January 18, 2016 to April 15, 2016*

| School  | School BEDS Code           | District  | Status (R/Y/G)      | SIG/SIF/SCEP Cohort                                       |
|---|----------------------------|---|---------------------|---|
| 09X313: I.S. 313 School of Leadership Development | 320900010313               | NYC GEOG DIST # 9 - BRONX   | Yellow              | SIG Cohort 6  |
| Superintendent<br>*(Chancellor)                   | School Principal           | Additional District Personnel Responsible for Program Oversight and Report Validation   | Grade Configuration | Number of Students<br>*(Unaudited Register as of 1/15/16) |
| Carmen Fariña, Chancellor                         | Earl Brathwaite, Principal | Aimee Horowitz, Executive Superintendent for Renewal Schools<br>Leticia Rodriguez-Rosario, Superintendent<br>Sharon Rencher, Senior Advisor to the Chancellor | 06,07,08            | 308   |

### 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 IS 313x, School of Leadership Development, are committed to the continued improvement and the success of our students academically, socially and emotionally. Collectively, students, staff, families and our community-based organizations (CBO's) 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.

IS 313x administered baseline benchmarks early in the fall and administered mid-year assessments in February in order to evaluate student progress. Teachers are continuously analyzing weekly-created assessments; formative and summative unit assessments to gauge student progress throughout the year. Teacher lesson plans are adjusted to ensure all students understand the curriculum at their own learning capacity. Teachers submit class analysis data results as evidence for progress, and they discuss and analyze their class progress data every week.



**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 |          |          |   |     |     |   |     |     |   |     |     |     |
|---------------------------------|----------------|-----------|--------|---|---------------------------------------|----------|----------|---|-----|-----|---|-----|-----|---|-----|-----|-----|
| 3-8 ELA Growth Percentile       | Yellow         | 44.1      | 45.1   | <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>The chart below illustrates the progress our students have been making in ELA throughout this school year.</p> <p>ELA Periodic Assessment - % Proficient</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Baseline</th> <th>Mid-year</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>23%</td> <td>27%</td> </tr> <tr> <td>7</td> <td>26%</td> <td>25%</td> </tr> <tr> <td>8</td> <td>24%</td> <td>29%</td> </tr> </tbody> </table> | Grade                                 | Baseline | Mid-year | 6 | 23% | 27% | 7 | 26% | 25% | 8 | 24% | 29% | N/A |
| Grade                           | Baseline       | Mid-year  |        |   |                                       |          |          |   |     |     |   |     |     |   |     |     |     |
| 6                               | 23%            | 27%       |        |   |                                       |          |          |   |     |     |   |     |     |   |     |     |     |
| 7                               | 26%            | 25%       |        |   |                                       |          |          |   |     |     |   |     |     |   |     |     |     |
| 8                               | 24%            | 29%       |        |   |                                       |          |          |   |     |     |   |     |     |   |     |     |     |
| 3-8 ELA Percent Level 2 & Above | Yellow         | 37%       | 38%    | <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</p>  | N/A                                   |          |          |   |     |     |   |     |     |   |     |     |     |



|                            |          |          |      | <p>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>The chart below illustrates the progress our students have been making in ELA throughout this school year.</p> <p>ELA Periodic Assessment - % Proficient</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Baseline</th> <th>Mid-year</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>23%</td> <td>27%</td> </tr> <tr> <td>7</td> <td>26%</td> <td>25%</td> </tr> <tr> <td>8</td> <td>24%</td> <td>29%</td> </tr> </tbody> </table>   | Grade | Baseline | Mid-year | 6 | 23% | 27% | 7   | 26% | 25% | 8 | 24% | 29% |  |
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| 8                          | 24%      | 29%      |      |   |       |          |          |   |     |     |     |     |     |   |     |     |  |
| 3-8 Math Growth Percentile | Yellow   | 48.1     | 49.1 | <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>The chart below illustrates the progress our students have been making in mathematics throughout this school year.</p> <p>Math Periodic Assessment - % Proficient</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Baseline</th> <th>Mid-year</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Grade | Baseline | Mid-year |   |     |     | N/A |     |     |   |     |     |  |
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| <b>6</b>                         | 11%      | 12%      |     |  |          |          |          |          |     |     |          |     |    |          |    |    |     |
| <b>7</b>                         | 12%      | 7%       |     |  |          |          |          |          |     |     |          |     |    |          |    |    |     |
| <b>8</b>                         | 2%       | 7%       |     |  |          |          |          |          |     |     |          |     |    |          |    |    |     |
| 3-8 Math Percent Level 2 & Above | Yellow   | 35%      | 36% | <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>The chart below illustrates the progress our students have been making in mathematics throughout this school year.</p> <p>Math Periodic Assessment - % Proficient</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Baseline</th> <th>Mid-year</th> </tr> </thead> <tbody> <tr> <td><b>6</b></td> <td>11%</td> <td>12%</td> </tr> <tr> <td><b>7</b></td> <td>12%</td> <td>7%</td> </tr> <tr> <td><b>8</b></td> <td>2%</td> <td>7%</td> </tr> </tbody> </table> | Grade    | Baseline | Mid-year | <b>6</b> | 11% | 12% | <b>7</b> | 12% | 7% | <b>8</b> | 2% | 7% | N/A |
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| <b>6</b>                         | 11%      | 12%      |     |  |          |          |          |          |     |     |          |     |    |          |    |    |     |
| <b>7</b>                         | 12%      | 7%       |     |  |          |          |          |          |     |     |          |     |    |          |    |    |     |
| <b>8</b>                         | 2%       | 7%       |     |  |          |          |          |          |     |     |          |     |    |          |    |    |     |



| Grade 4 and 8 Science<br>Percent Level 3 &<br>Above | Yellow   | 15%      | 16%                          | <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> <ul style="list-style-type: none"> <li>Professional learning for teachers is organized and aligned to the Danielson Framework for Teaching (FFT) components.</li> <li>Teacher teams engage in component studies to understand Domain 3 of the FFT– Instruction.</li> </ul>   | N/A   |          |          |  |  |  |     |
|---|----------|----------|------------------------------|---|-------|----------|----------|--|--|--|-----|
| Make Priority School<br>Progress                    | Yellow   | N/A      | Meet<br>progress<br>criteria | <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 pending SED release of information.</p> <p>The charts below illustrate the progress our students have been making in ELA and mathematics throughout this school year.</p> <p><b>ELA Periodic Assessment - % Proficient</b></p> <table border="1" data-bbox="753 1377 1199 1433"> <thead> <tr> <th>Grade</th> <th>Baseline</th> <th>Mid-year</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> | Grade | Baseline | Mid-year |  |  |  | N/A |
| Grade   | Baseline | Mid-year |                              |   |       |          |          |  |  |  |     |
|   |          |          |                              |   |       |          |          |  |  |  |     |



|  |  |  |  |  |                 |                 |  |
|--|--|--|--|--|-----------------|-----------------|--|
|  |  |  |  | 6  | 23%             | 27%             |  |
|  |  |  |  | 7  | 26%             | 25%             |  |
|  |  |  |  | 8  | 24%             | 29%             |  |
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|  |  |  |  | 6  | 11%             | 12%             |  |
|  |  |  |  | 7  | 12%             | 7%              |  |
|  |  |  |  | 8  | 2%              | 7%              |  |

DRAFT



**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      | Yellow         | 2.12      | 2.16   | <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"> <li>• Weekly teacher team meeting are built into the school calendar.</li> <li>• Progress monitoring includes tracking agenda and minutes for each meeting.</li> <li>• Teachers maintain copies of lesson plans, end of unit assessments, development of curricular guides, calendars of meeting agendas, inter-visitations and self-monitoring logs to build their professional practice.</li> <li>• UFT teacher center coach tracks and archives common planning agendas, units of study, and common assessments using MasterConnect.</li> </ul> | N/A                      |
| Framework: Effective School Leadership | Yellow         | 1.40      | 1.44   | <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</p>  | N/A                      |



|                                  |        |     |           |   |     |
|----------------------------------|--------|-----|-----------|---|-----|
|                                  |        |     |           | <p>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"> <li>• Observations are organized in cycles and school leadership engages in norming exercises to provide teachers with effective and actionable next steps.</li> <li>• Professional learning for teachers is organized and aligned to the Danielson Framework for Teaching (FFT) components.</li> <li>• Teacher teams engage in component studies to understand Domain 3 of the FFT– Instruction.</li> <li>• Teacher observations measured in Advance are up to date.</li> </ul>   |     |
| Implement Community School Model | Yellow | 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"> <li>• Phipps Neighborhoods is the lead Community-Based Organization (CBO) serving our entire student body.</li> <li>• Services include attendance outreach, support with Expanded Learning Time programs, and after-school.</li> <li>• Training is provided to the entire staff on how to interface with parent/families during school and home visits.</li> </ul> | N/A |



|                                      |                     |                       |                             | <ul style="list-style-type: none"> <li>Analysis of School incidents shows a 50% reduction from SY 14-15.</li> <li>Analysis of suspensions shows a 37.5% reduction from SY 14-15.</li> </ul> <table border="1"> <thead> <tr> <th>School Year</th> <th>Level 3-5 Incidents</th> <th>Principal Suspensions</th> <th>Superintendent Suspensions*</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>16</td> <td>2</td> <td>6</td> </tr> <tr> <td>15-16</td> <td>8</td> <td>4</td> <td>1</td> </tr> </tbody> </table> <p>*Out of School Suspension</p>  | School Year | Level 3-5 Incidents | Principal Suspensions | Superintendent Suspensions* | 14-15 | 16  | 2 | 6   | 15-16 | 8 | 4  | 1  |     |
|--------------------------------------|---------------------|-----------------------|-----------------------------|---|-------------|---------------------|-----------------------|-----------------------------|-------|-----|---|-----|-------|---|----|----|-----|
| School Year                          | Level 3-5 Incidents | Principal Suspensions | Superintendent Suspensions* |   |             |                     |                       |                             |       |     |   |     |       |   |    |    |     |
| 14-15                                | 16                  | 2                     | 6                           |   |             |                     |                       |                             |       |     |   |     |       |   |    |    |     |
| 15-16                                | 8                   | 4                     | 1                           |   |             |                     |                       |                             |       |     |   |     |       |   |    |    |     |
| Performance Index on State Math Exam | Yellow              | 41                    | 43                          | <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>The chart below illustrates the progress our students have been making in mathematics throughout this school year.</p> <p>Math Periodic Assessment - % Proficient</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Baseline</th> <th>Mid-year</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>11%</td> <td>12%</td> </tr> <tr> <td>7</td> <td>12%</td> <td>7%</td> </tr> <tr> <td>8</td> <td>2%</td> <td>7%</td> </tr> </tbody> </table> | Grade       | Baseline            | Mid-year              | 6                           | 11%   | 12% | 7 | 12% | 7%    | 8 | 2% | 7% | N/A |
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| 7                                    | 12%                 | 7%                    |                             |   |             |                     |                       |                             |       |     |   |     |       |   |    |    |     |
| 8                                    | 2%                  | 7%                    |                             |   |             |                     |                       |                             |       |     |   |     |       |   |    |    |     |



|   |  |     |               |  |            |   |
|---|--|-----|---------------|--|------------|---|
| Provide 200 Hours of Extended Learning Time | Green  | 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"> <li>• UFT teacher center coach tracks and archives common planning agendas, units of study, and common assessments using MasterConnect.</li> <li>• Administrative team documents evidence of common planning through observations as well as peer inter-visitation feedback.</li> <li>• School is on track to meet or exceed 200 hours of ELT.</li> </ul> | N/A        |   |
| <b>Green</b>                                | 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> . |     | <b>Yellow</b> | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.  | <b>Red</b> | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |



## Part II – Key Strategies

| <b>Key Strategies</b>  |                |  |                          |          |          |   |     |     |     |  |
|--|----------------|--|--------------------------|----------|----------|---|-----|-----|-----|--|
| <i>As applicable, identify any key strategies being implemented during the current reporting period that are <b>not described above</b>, 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.</i> |                |  |                          |          |          |   |     |     |     |  |
| 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 |          |          |   |     |     |     |  |
| <p>1. <b>Rigorous Instruction</b></p> <p><b>Goals:</b><br/>By June 2016, all content area teachers will be engaged in refining a curriculum map, which includes performance tasks and common assessments aligned to the CCLS as measured by an increase of 5% proficiency rating in both ELA and Math on state test scores.</p> <p><b>Key Strategies:</b><br/>To engage all content area teachers in refining their curriculum maps.<br/><br/>To include performance tasks and common assessments aligned to the CCLS.U3:U8.</p> <p><b>Renewal School Priority Areas:</b><br/>Classroom Implementation of Curricula/Writing Strategies<br/>Professional Development:<br/>Academics<br/>RTI/AIS</p>   | Yellow         | <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"> <li>• UFT teacher center coach tracks and archives common planning agendas, units of study, and common assessments using MasterConnect.</li> <li>• Administrative team documents evidence of common planning through observations as well as peer inter-visitation feedback.</li> <li>• Professional learning for teachers is organized and aligned to the Danielson Framework for Teaching (FFT) components.</li> <li>• Teacher teams engage in component studies to understand Domain 3 of the FFT– Instruction.</li> </ul> <p>The charts below illustrate the progress our students have been making in ELA and mathematics throughout this school year.</p> <p><b>ELA Periodic Assessment - % Proficient</b></p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Baseline</th> <th>Mid-year</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>23%</td> <td>27%</td> </tr> </tbody> </table> | Grade                    | Baseline | Mid-year | 6 | 23% | 27% | N/A |  |
| Grade  | Baseline       | Mid-year   |                          |          |          |   |     |     |     |  |
| 6  | 23%            | 27%  |                          |          |          |   |     |     |     |  |



|       |   |          | <table border="1"> <tr> <td>7</td> <td>26%</td> <td>25%</td> </tr> <tr> <td>8</td> <td>24%</td> <td>29%</td> </tr> </table> <p><b>Math Periodic Assessment - % Proficient</b></p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Baseline</th> <th>Mid-year</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>11%</td> <td>12%</td> </tr> <tr> <td>7</td> <td>12%</td> <td>7%</td> </tr> <tr> <td>8</td> <td>2%</td> <td>7%</td> </tr> </tbody> </table>  | 7   | 26% | 25% | 8 | 24% | 29% | Grade | Baseline | Mid-year | 6 | 11% | 12% | 7 | 12% | 7% | 8 | 2% | 7% |  |
|-------|---|----------|---|-----|-----|-----|---|-----|-----|-------|----------|----------|---|-----|-----|---|-----|----|---|----|----|--|
| 7     | 26%   | 25%      |   |     |     |     |   |     |     |       |          |          |   |     |     |   |     |    |   |    |    |  |
| 8     | 24%   | 29%      |   |     |     |     |   |     |     |       |          |          |   |     |     |   |     |    |   |    |    |  |
| Grade | Baseline  | Mid-year |   |     |     |     |   |     |     |       |          |          |   |     |     |   |     |    |   |    |    |  |
| 6     | 11%   | 12%      |   |     |     |     |   |     |     |       |          |          |   |     |     |   |     |    |   |    |    |  |
| 7     | 12%   | 7%       |   |     |     |     |   |     |     |       |          |          |   |     |     |   |     |    |   |    |    |  |
| 8     | 2%  | 7%       |   |     |     |     |   |     |     |       |          |          |   |     |     |   |     |    |   |    |    |  |
| 2.    | <p><b>Supportive Environment</b><br/> <b>Goals:</b><br/>                 By June 2016, there will be an increase in student attendance by 3% from the previous school year, as a result of the school-wide attendance program, the Perfect Attendance and Honor assemblies.</p> <p><b>Key Strategies:</b><br/>                 To support at least 75% of staff members in mentoring and monitoring 3 at risk students.</p> | Yellow   | <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"> <li>• Attendance team uses the New Visions tool to monitor, analyze and to inform academic and social-emotional strategies that have increased student attendance to 91.7% - a 2.5% increase from 2014-15.</li> <li>• School-wide assembly calendar informs school community as well as parents of school activities.</li> <li>• A Student Reflection Survey was used to inform decisions that impact student experience.</li> <li>• Analysis of School incidents shows a 50% reduction from SY 14-15.</li> <li>• Analysis of suspensions shows a 37.5% reduction from SY 14-15.</li> </ul> | N/A |     |     |   |     |     |       |          |          |   |     |     |   |     |    |   |    |    |  |



|             |   | <table border="1"> <thead> <tr> <th>School Year</th> <th>Level 3-5 Incidents</th> <th>Principal Suspensions</th> <th>Superintendent Suspensions*</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>16</td> <td>2</td> <td>6</td> </tr> <tr> <td>15-16</td> <td>8</td> <td>4</td> <td>1</td> </tr> </tbody> </table> |  |     |  | School Year | Level 3-5 Incidents | Principal Suspensions | Superintendent Suspensions* | 14-15 | 16 | 2 | 6 | 15-16 | 8 | 4 | 1 |  |  |
|-------------|---|---|--|-----|--|-------------|---------------------|-----------------------|-----------------------------|-------|----|---|---|-------|---|---|---|--|--|
| School Year | Level 3-5 Incidents   | Principal Suspensions   | Superintendent Suspensions*  |     |  |             |                     |                       |                             |       |    |   |   |       |   |   |   |  |  |
| 14-15       | 16  | 2   | 6  |     |  |             |                     |                       |                             |       |    |   |   |       |   |   |   |  |  |
| 15-16       | 8   | 4   | 1  |     |  |             |                     |                       |                             |       |    |   |   |       |   |   |   |  |  |
|             |   | *Out of School Suspension   |  |     |  |             |                     |                       |                             |       |    |   |   |       |   |   |   |  |  |
| 3.          | <p><b>Collaborative Teachers</b><br/> <b>Goals:</b><br/>                     By June 2016, 100% of teachers will be engaged in teacher collaborative team work to evaluate students' progress and to adjust teacher practice towards greater promotion of students academic success.</p> <p><b>Key Strategies:</b><br/>                     To engage teachers in collaborative team work to evaluate students' progress.<br/>                     To adjust teacher practice towards greater promotion of academic success.</p> <p><b>Renewal School Priority Areas:</b><br/>                     Danielson Framework Implementation - Observation Cycle Inquiry</p> | Yellow  | <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"> <li>Weekly teacher team meeting are built into the school calendar.</li> <li>Progress monitoring includes tracking agenda and minutes for each meeting.</li> <li>Teachers maintain copies of lesson plans, end of unit assessments, development of curricular guides, calendars of meeting agendas, inter-visitations and self-monitoring logs to build their professional practice.</li> <li>UFT teacher center coach tracks and archives common planning agendas, units of study, and common assessments using MasterConnect.</li> </ul> | N/A |  |             |                     |                       |                             |       |    |   |   |       |   |   |   |  |  |
| 4.          | <p><b>Effective School Leadership</b><br/> <b>Goals:</b><br/>                     By June 2016, the school leaders will implement frequent cycles of observations so that 90% of teachers will demonstrate proficiency in their practice by incorporating the Danielson Framework for Teaching rubric, as</p>   | Yellow  | <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"> <li>Observations are organized in cycles and school leadership engages in norming exercises to</li> </ul>  | N/A |  |             |                     |                       |                             |       |    |   |   |       |   |   |   |  |  |



|              |  |               |  |            |  |
|--------------|--|---------------|--|------------|--|
|              | <p>evidenced in the improvement in at least one competency by one or more HEDI rating.</p> <p><b>Key Strategies:</b><br/>A data analysis measure of teacher practice data for the first round of teacher observations in Domain 3 (Questioning and Discussion, Engaging Students in Learning and Assessment in Instruction) will drive our professional development plan.</p>  |               | <p>provide teachers with effective and actionable next steps.</p> <ul style="list-style-type: none"> <li>Professional learning for teachers is organized and aligned to the Danielson Framework for Teaching (FFT) components.</li> <li>Teacher teams engage in component studies to understand Domain 3 of the FFT– Instruction.</li> <li>Teacher observations measured in Advance are up to date.</li> </ul>   |            |  |
| 5.           | <p><b>Strong Family-Community Ties Goals:</b><br/>By June 2016, staff members, with the support of Phipps Neighborhood, will increase parental participation rates by 20 percent at all school wide events, as evidenced by sign-in sheets and agendas.</p> <p><b>Key Strategies:</b><br/>The Phipps Neighborhoods Community School at IS 313 will provide services to include family literacy, health services and services to support and increase parental engagement, including parent workshops to understand graduation requirements, careers, college and work readiness, and higher learning incentives.</p> | Yellow        | <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"> <li>Parent attendance at school events has improved over the 2014-15 school year, but we continue to struggle with parent engagement.</li> <li>The CBO works collaboratively with the school to provide health services to families and to improve parent outreach through monthly events requested by parents.</li> </ul> | N/A        |  |
| <b>Green</b> | <p>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>.</p>   | <b>Yellow</b> | <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>   | <b>Red</b> | <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p> |



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### Part III – Community Engagement Team and Receivership Powers

| <b>Community Engagement Team (CET)</b><br>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><b>Superintendent-Approved CET Recommendations:</b><br/>                     UFT recommended reaching out to local elementary schools to inform their fifth graders regarding preparation for the upcoming year in Middle School.</p> <p>The school should have 4-5 things a transitioning elementary student would need to know as they matriculate into the new school.</p> <p><b>Goals/Outcome of CET meetings:</b><br/>                     CET reviews Quarterly Reports and with SLT reviews data and discusses strategies to address student academic and socio-emotional progress.</p> <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,</p> | <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>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> |  |
|--|--|--|

**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>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> |

|       |  |        |   |     |   |
|-------|--|--------|---|-----|---|
| Green | 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> . | 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)**

| <b>2016-17 School Year Plan</b>  |  |  |           |
|--|--|--|-----------|
| <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 <i>each</i> 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       |



**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.  |   |

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**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                             |

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: \_\_\_\_\_

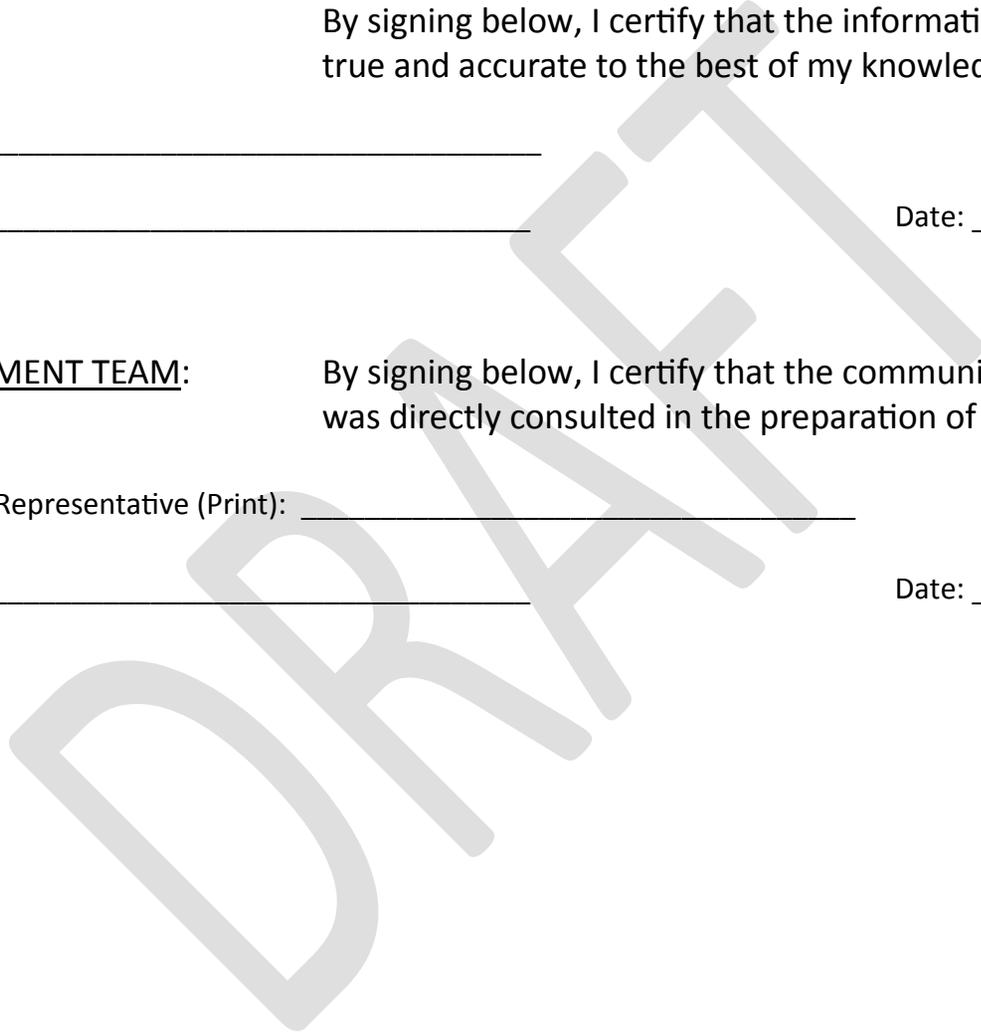
**COMMUNITY ENGAGEMENT TEAM:**

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

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