

## 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
27Q053: M.S. 053 Brian Piccolo	342700010053	NYC GEOG DIST #27 – QUEENS	Green	SCEP
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Shawn Rux	Aimee Horowitz, Executive Superintendent for Renewal Schools Mary Barton, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	334

#### 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 MS 53 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.

At MS 53 we are continuing to prepare our students to be college and career ready. We continue to make progress in the following areas of the Framework for Great Schools:

- Rigorous Instruction — with the implementation of Teacher's College Reading and Writing Project, our students are developing the skills needed to be successful writers as they prepare for high school and beyond.
- Supportive Environment — through the implementation of our High Five initiative, all staff members have selected students to provide both academic and emotional support.
- Collaborative Teachers — our teachers are developing leadership capacity by becoming involved in one or more of the Professional Learning Communities (PLC). Effective School Leadership — school leaders strategically create observation cycles to provide actionable



feedback and support to teachers to improve their teacher effectiveness and student performance.

- Strong Family and Community Ties-our Community School Director focuses on providing additional resources and partnerships to enhance communication, engagement and programming to support student achievement.

Based on the New York State Education Department School Accountability Status Report, MS 53 has progressed from the 2015-16 Accountability Status identification as a Priority school to the 2016-2017 Accountability Status identification as a Focus school, effective February, 2016. The systems and structures in MS 53 are grounded in the New York State Education Department Diagnostic Tool for School and District Effectiveness tenets to improve teacher pedagogy and student achievement. This is known by the alignment of the NYCDOE findings from the Principal Performance Review and the Quality Review that inform MS 53 of the progress made in instruction (DTSDE tenets 3.2, 3.2, 3.4), assessment (DTSDE tenets 3.5, 4.5), high expectations (DTSDE tenets 5.2, 5.3, 5.4, 6.2, 6.3, 6.4, 6.5), collaborative teachers (DTSDE tenets 3.2, 3.3, 3.4, 4.2, 4.4, 5.4, 5.5) and an explicit emphasis of focus in the area of need for continued growth, pedagogy (DTSDE tenets 3.3, 4.2, 4.3, 4.4, 4.5).

## Part I – Demonstrable Improvement Indicators

### **LEVEL 1 – Indicators**

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

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
3-8 ELA Growth Percentile	Yellow	48.5	49.5	The school engages in a process of evaluating its 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	N/A



				<p>yet available for this indicator. We are confident that we are observing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>Based on interim assessment data, the school expects to meet this benchmark. English Language Arts (ELA) Scantron Reading Assessment from October 2015 to May 2016 reveals the following:</p> <p>In grade 6, 82% of students tested demonstrated growth in their reading levels.                  In grade 7, 73% of students tested demonstrated growth in their reading levels.                  In grade 8, 89% of students tested demonstrated growth in their reading levels.</p>	
3-8 ELA Percent Level 2 & Above	Yellow	38%	39%	<p>The school engages in a process of evaluating its 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 observing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>Based on interim assessment data, the school expects to meet this benchmark. ELA Scantron Reading Assessment from October 2015 to May 2016 reveals the following:</p> <p>In grade 6, 82% of students tested demonstrated growth in their reading levels.                  In grade 7, 73% of students tested demonstrated growth in their reading levels.                  In grade 8, 89% of students tested demonstrated</p>	N/A



				growth in their reading levels.	
3-8 Math Growth Percentile	Yellow	43.3	44.3	<p>The school engages in a process of evaluating its 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 observing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016 Based on interim assessment data, the school expects to meet this benchmark.</p> <p>Accelerated Math Data from October 2015 to May 2016 reveals the following:</p> <p>The median student growth percentile for grade 6 is 53%.                      The median student growth percentile for grade 7 is 65%.                      The median student growth percentile for grade 8 is 55%.</p>	N/A
3-8 Math Percent Level 2 & Above	Yellow	31%	32%	<p>The school engages in a process of evaluating its 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 observing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>Math:                      Based on interim assessment data, the school expects to meet this benchmark. Accelerated Math Data from</p>	N/A



				<p>October 2015 to May 2016 reveals the following:</p> <p>The median student growth percentile for grade 6 is 53%.</p> <p>The median student growth percentile for grade 7 is 65%.</p> <p>The median student growth percentile for grade 8 is 55%.</p>	
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	17%	18%	<p>The school engages in a process of evaluating its 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 observing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>Both ELA and Math interim assessment data are used to measure progress towards meeting this indicator: Accelerated Math Data from October 2015 to May 2016 reveals the following:</p> <p>The median student growth percentile for grade 6 is 53%..</p> <p>The median student growth percentile for grade 7 is 65%.</p> <p>The median student growth percentile for grade 8 is 55%.</p> <p>ELA Scantron Reading Assessment from October 2015 to May 2016 reveals the following:</p> <p>In grade 6, 82% of students tested demonstrated growth in their reading levels.</p> <p>In grade 7, 73% of students tested demonstrated</p>	N/A



				<p>growth in their reading levels.</p> <p>In grade 8, 89% of students tested demonstrated growth in their reading levels.</p>	
Make Priority School Progress	Yellow	N/A	Meet progress criteria	<p>The school engages in a process of evaluating its 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 taking steps in order to make every effort to meet our target. Data to evaluate this indicator will be available pending the release of information from the New York State Education Department (SED).</p> <p>Based on the New York State Education Department School Accountability Status Report, MS 53 has progressed from the 2015-16 Accountability Status identification as a Priority school to the 2016-2017 Accountability Status identification as a Focus school, effective February 2016.</p>	N/A
School Survey - Safety	Yellow	3.20	3.24	<p>The school engages in a process of evaluating its 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>High Five students and at-risk students' attendance, behavior, and grades are monitored at the end of each marking period. Data from the last school year are compared to the data from the current school year to identify patterns and trends as well as to gauge the</p>	N/A



				<p>success of the initiative. MS 53 Year to Date (YTD) attendance is recorded as 92.5% as of the week of May, 2, 2016. The 2015-16 Attendance benchmark target is 91.4%, which indicates that the school has exceeded the Attendance benchmark. There has been a significant decrease in Online Occurrence Reporting System (OORS) reports and principal suspensions over the past two years. In School Year (SY) 2015-2016, there is a total of 15 compared to a total of 36 in SY 2014-2015, which is indicative of a decrease of 21 suspensions.</p>	
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<b>LEVEL 2 Indicators</b>					
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	Green	3.28	3.32	<p>The school engages in a process of evaluating its 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>The Administration monitors the progress of Professional Learning Communities (PLCs) by reviewing meeting sign-in sheets, agendas, and minutes, as well as periodic checks of PLC binders. The facilitators of the PLCs analyze the contents of</p>	N/A



				<p>the PLC binders during meetings to identify areas of celebration and areas in need of support. Mid-point progress monitoring activities have taken place: 90% of our PLC binders will soon be complete with sign-in sheets, agendas, minutes, research articles, and resources for intervisitations.</p> <p>The school has adopted the Data Wise Improvement Process (DWIP), a research-based improvement process that fosters collaborative and purposeful teacher team inquiry work and focuses on using assessment results to improve teaching and learning. DWIP has been launched through the PLCs and the grade 6 ELA teacher team during the spring 2016 term.</p>	
Implement Community School Model	Green	N/A	Implement	<p>The school engages in a process of evaluating its 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>Sports and Arts In Schools Foundation (SASF) is the lead Community Based Organization (CBO) that has partnered with MS 53Q to work collaboratively to implement the New York City Community School Initiative. Community Schools are neighborhood hubs where students receive high-quality academic instruction, access to social services, and community partners share resources to address school and community challenges.</p> <p>MS 53 and SASF work collaboratively to provide</p>	N/A



				instructional support during Expanded Learning Time (ELT). Academic tutors have been carefully selected and placed in classrooms to provide targeted instruction to groups of five to seven students. SASF also extends past the regular school day as an after school provider and brings a variety of resources and partners to MS 53Q.	
Performance Index on State ELA Exam	Yellow	46	48	<p>The school engages in a process of evaluating its 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 observing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>Interim assessment data are used to measure progress towards meeting this indicator. The ELA Scantron Reading Assessment from October 2015 to May 2016 reveals the following:                      In grade 6, 82% of students tested demonstrated growth in their reading levels.                      In grade 7, 73% of students tested demonstrated growth in their reading levels.                      In grade 8, 89% of students tested demonstrated growth in their reading levels.</p>	N/A
Performance Index on State Math Exam	Yellow	34	36	<p>The school engages in a process of evaluating its 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 noticing positive trends towards meeting the target. Data to evaluate this indicator will be</p>	N/A



				<p>available August 31, 2016.</p> <p>Math interim assessment data are used to measure progress towards meeting this indicator: Accelerated Math Data from October 2015 to May 2016 reveals the following:</p> <p>The median student growth percentile for grade 6 is 53%. The median student growth percentile for grade 7 is 65%. The median student growth percentile for grade 8 is 55%.</p>	
Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	<p>The school engages in a process of evaluating its 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>ELT programming has been determined based on needs assessment using the following: Student portfolios were monitored and checked for students'; self-assessed tasks aligned to the Common Core Learning Standards twice this year. There is improved performance of identified subgroups, as evidenced by interim assessments.</p> <p>Mid-point progress monitoring activities have ensued and identified progress as well as the need for adjustments.</p> <p>The infusion of ELT into the school day schedule has resulted in increased student engagement and the</p>	N/A



				promotion of a positive school culture focused on teaching and learning.	
<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</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.				
List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan	
1. <b>Rigorous Instruction</b> <b>Goals:</b> By June 2016, we will improve the rigor of ELA for all students, as measured by a .05 increase (2.09 to 2.14) in average student proficiency on the New York State ELA Exam.  <b>Key Strategies:</b> <ul style="list-style-type: none"> <li>Professional Development, supported by TC, on effective ELA strategies will occur weekly during the Monday Professional Development sessions and on Wednesdays. Professional</li> </ul>	Green	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.  Teachers have engaged in a wide variety of Professional Development (PD) including:  Quarterly Intervisitations to classes with a specific focus on the following components of the Danielson Framework for Teaching: 3d, Using Assessment in Instruction; 3c, Engaging Students in Learning; and 3b, Using Questioning and Discussion Techniques. In addition, various PD sessions, such as Differentiation, Modeling in the Content Areas, Revving up Reading: Strategies to Help Move Our Readers, Minimize Lecture/Maximize Learning, and Looking at Data, were	N/A	



<p>Development sessions include; Differentiated instruction/assessing multiple entry points; Using assessment in instruction; Using questioning and discussing techniques; Identifying gaps in curriculum resources and how to utilize supplemental material to close the gaps.</p> <p><b>Renewal School Priority Areas:</b> Classroom Implementation of Curricula/Writing Strategies Professional Development: Academics</p>	<p>provided to help strengthen pedagogical skills across the school.</p> <p>Staff engaged in one of six professional learning communities that met bi-monthly:</p> <ol style="list-style-type: none"> <li>1. Questioning and Discussion</li> <li>2. Family and Community Ties</li> <li>3. Engaging Our English Language Learners</li> <li>4. Universal Design for Learning (UDL)</li> <li>5. Classroom Management</li> <li>6. Student Ownership</li> </ol> <p>The school is implementing the Teachers College Writing Workshop as the core curriculum for ELA. In addition, the school is incorporating independent reading with small group instruction and strategy lessons using the Workshop Model. In mathematics, teachers at all grade levels are using the Engage NY curriculum with Accelerated Mathematics as a supplement. In grades 6 and 7 science, teachers are implementing the Project Based Inquiry Science (PBIS) curriculum and in grade 8, complemented the Glencoe science curriculum. Teachers are using the new framework for Social Studies.</p> <p>Student portfolios were monitored and checked for students’ self-assessed tasks aligned to Common Core Learning Standards twice this year. There is improved performance of identified subgroups as evidenced by interim assessments.</p> <p>Mid-point progress monitoring activities have taken</p>	
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			<p>place and identified areas of progress as well as the need for adjustments.</p>	
<p>2.</p>	<p><b>Supportive Environment</b>  <b>Goals:</b>                  By June 2016, there will be 1.0% increase in overall attendance (90.2% to 91.2%) as evidenced by attendance reports.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• Administration and other staff will integrate positive behavioral intervention and support (PBIS) that will foster a positive school environment and maintain a safe and respectable school community</li> <li>• All students and families will be afforded the opportunity to receive in-house social-emotional support to assist in the increase of attendance, a decrease of tardiness, and a reduction in bullying, school violence and suspensions.</li> </ul>	<p>Green</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> <p>High Five students and at-risk student attendance, behavior, and grades are monitored at the end of each marking period and compared to their data from last school year to identify patterns and trends as well as to gauge the success of the initiative. MS 53 YTD attendance is recorded as 92.5% as of the week of May, 2, 2016 and the 2015-16 Attendance benchmark target is 91.4%, revealing that the school has met and exceeded the Attendance benchmark. There has been a significant decrease in OORS reports and principal suspensions in the past two year. In SY 2013-14, there was a total of 36 suspensions and in SY 2015-2016, there is a total of 15, revealing a decrease of 21 incidents.</p> <p>The following programs and strategies have been implemented and have resulted in a much improved school climate:                  We use Rux Bux as a school-wide motivation technique for reward and incentives.                  Bridg-it is a partnership that provides us with an online reporting system for incidents of bullying. In addition, Bridg-it provides us with support and resources for students, staff, and families on strategies for combatting and avoiding bullying. We Got Game With a Message is an anti-bullying conflict resolution program designed to empower MS 53Q's students with alternate strategies and solutions when facing adverse situations. In a rolling arcade, deserving</p>	<p>N/A</p>



			<p>students participate in an additional school rewards program for perfect attendance.</p> <p>Connect with Kids Education Program provides real and relevant online resources to positively influence student behavior and the healthy decision-making that translates into lifelong success-both in and outside of school.</p> <p>SASF, the lead CBO that has partnered with MS 53Q, works collaboratively with the school staff to implement the NYC Community School Initiative. MS 53Q and SASF provide instructional support during ELT and academic tutors have been carefully selected and placed in classrooms to provide targeted instruction to groups of five to seven students. SASF also extends past the regular school day as an after school provider and brings a variety of resources and partners to MS 53Q.</p>	
3.	<p><b>Collaborative Teachers</b></p> <p><b>Goals:</b></p> <p>By June 2016, 90% of teachers, paraprofessionals, secretaries, and student support staff will participate, research, and showcase learning in one of six professional learning communities focused on conducting inquiry into student work as evidenced by progress of at least one level on student's Fontas and Pennel reading levels.</p> <p><b>Key Strategies:</b></p>	Green	<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> <p>School leaders monitor the progress of PLCs by reviewing on meeting sign-in sheets, agendas, minutes, and conducting periodic checks of PLC binders.</p> <p>The facilitators of Professional Learning Communities analyze PLC binders during Professional Learning Committee meetings to identify areas of celebration and areas of support. Mid-point progress monitoring activities have taken place. 90% of our PLC binders will soon be complete with sign-in sheets, agendas,</p>	N/A



	<p>• Teachers will meet weekly in Teacher Teams to refine curricula academic tasks in order to ensure all learners have access to the tasks. Teachers will use multiple formative and summative data sets to get a complete picture of student learning so that they are better informed in how to adjust curricula and instructional practice. Administrators will monitor this work by attending Inquiry Team meetings and analyze the data from the assessments on an ongoing basis</p> <p><b>Renewal School Priority Areas:</b>                  Danielson Framework                  Implementation - Observation Cycle                  Inquiry                  Job-embedded Instructional Coaching</p>		<p>minutes, research articles, and tools for intervisitations.</p> <p>The school has adopted DWIP, a research-based improvement process that fosters collaborative and purposeful teacher team inquiry work and focuses on using assessment results to improve teaching and learning. DWIP has been launched through the PLCs and the grade 6 ELA teacher team in the spring 2016 semester.</p> <p>In 2015-2016, teachers meet weekly in teacher teams to ensure that instructional practices and strategies are common-core aligned and provide a variety of entry points to meet the needs of diverse learners. Teachers will continue to use protocols to analyze student work, create common assessments, and determine suitably challenging instructional strategies. Teachers will continue to engage in weekly professional learning with the ultimate goal of supporting student achievement through improving teacher practice.</p> <p>In grades 6-8, 100% of teachers engage in teacher teamwork using Data Wise protocols to build a culture of collaborative inquiry.</p>	
4.	<p><b>Effective School Leadership</b>  <b>Goals:</b>                  By June 2016, school leaders will provide professional development and feedback to teachers on more effective assessment strategies that can be implemented before, during</p>	Green	<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> <p>Student portfolios were monitored and checked for student self-assessed tasks aligned to Common core</p>	N/A



	<p>and after instruction which will result in a 10% increase in the aggregate teacher score for Danielson Component 3C.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>School leaders will engage in cycles of observation to provide specific and actionable feedback. They will utilize the ADVANCE system to track the individual growth of teachers and plan regular differentiated support. Teachers will be encouraged to reflect on their practices and the expectations of the Danielson Framework to identify gaps and make improvements.</li> </ul>		<p>Learning Standards twice this year. There is improved performance of identified subgroups as evidenced by interim assessments.</p> <p>Mid-point progress monitoring activities have taken place and identified progress and need for adjustments. Administration monitors the progress of PLCs by reviewing meeting sign in sheets, agendas, minutes, and periodic checks of PLC binders. The facilitators of Professional Learning Committees analyze PLC binders during Professional Learning Committee meetings to review areas of celebration and areas of support.</p> <p>The school has adopted DWIP, a research based improvement process that fosters collaborative and purposeful teacher team inquiry work that focuses on using assessment results to improve teaching and learning. DWIP has been launched through the PLCs and the 6<sup>th</sup> grade ELA teacher team in the Spring, 2016</p>	
5.	<p><b>Strong Family-Community Ties</b></p> <p><b>Goals:</b></p> <p>By June 2016 school leaders in collaboration with our school's Community Based Organization will use multiple means of communication to inform families of events and services available to them in or near our school resulting in a 5% increase in parents stating on the New York City Survey that</p>	Green	<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> <p>The school monitors parent attendance at parent-teacher conferences and at scheduled events. There has been improved parent attendance at events, namely parent-teacher conferences, due to extensive outreach by school personnel. Examples of activities that have improved the community/school partnership are:</p>	N/A



<p>they have been invited to and attended an event (workshops, program, services, etc) provided by our school.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• The school will effectively communicate with families in a timely manner through newsletters, fliers, School Messenger, letters, emails and the school’s website to address attendance, academic performance and behavior monitoring in order to identify students at-risk. The school will also communicate positive behavioral and academic progress for those students who are meeting those benchmarks.</li> </ul>	<p><b>Publishing Parties</b>                  At the conclusion of each Teachers College writing unit, students presented their work to parents. For this special event, which occurred several times this year, parents visited their children’s classrooms and reviewed their writing. . M.S. 53 Parent Association Parent Association hosted several events this year. They provided learning activities and seminars for parents on a variety of topics such as:</p> <ul style="list-style-type: none"> <li>• Preparing children for the state test</li> <li>• Knowing when their child might need an IEP and how to navigate that process</li> <li>• Understanding Common Core</li> <li>• Financial Planning for college and all of their child’s needs</li> </ul> <p><b>Parent Academy</b>                  We provided a series of weekly workshops focusing on a variety of topics to keep our parents involved and equipped to effectively support their children’s education Workshops included: Cyber Bullying, Effective Communication, Diversity in the Classroom, Story Studio, Financial Planning, Common Core for Parents, and Completing Job Applications.</p> <p>CBO Family Engagement Activities included a Holiday Performance Celebration, Spring Festival, Triad Parent Academy, Mother’s Day Soiree, Family Fun Night, and Community School Expo.</p> <p><b>May Day Adventure</b>                  In the spring, the school coordinated a fabulous May Day adventure where students can have fun and engage in activities with their teachers, parents and peers. It a day where all stakeholders reflect on a wonderful year that has passed and applaud the</p>	
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			entire MS 53 family for all of the progress and learning that has taken place.		
<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 <u>with impact</u> .	<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 III – Community Engagement Team and Receivership Powers

<b>Community Engagement Team (CET)</b> 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> No recommendations incorporated from public hearing.</p> <p><b>CET Goals/Outcomes</b> The CET meets monthly to determine progress towards meeting Demonstrable Indicators. 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>	<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 conducted 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>



<b>Powers of the Receiver</b>			
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	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.	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.	
<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 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.	



**Part VI – Fiscal**

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

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

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



**Part VII – Attestation**

**RECEIVER:**

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

Name of Receiver (Print): \_\_\_\_\_

Signature of Receiver: \_\_\_\_\_

Date: \_\_\_\_\_

**COMMUNITY ENGAGEMENT TEAM:**

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

Name and Position of CET Representative (Print): \_\_\_\_\_

Signature of Receiver: \_\_\_\_\_

Date: \_\_\_\_\_



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

2016-17

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

Continuation Plan Cover Page

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

Receivership Quarterly Report – 3<sup>rd</sup> Quarter AND Continuation Plan (2016-17)

January 18, 2016 to April 15, 2016

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