

Receivership

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

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

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
08X424: The Hunts Point School	320800010424	NYC GEOG DIST # 8 - BRONX	Yellow	SIG Cohort 4
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	Steeve Traversiere	Aimee Horowitz, Executive Superintendent for Renewal Schools Karen Ames, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	322

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

The Hunts Point Middle School (HPMS) administration and teacher leaders, in collaboration with the parent body, continuously review the school's current condition to ensure an effective learning environment for the young people of their community. HPMS' instructional focus provides the school staff with a lens through which these practitioners daily look at teaching and learning in every classroom: "Leveraging questioning and discussion techniques to promote critical thinking so that students can build viable arguments supported by textual evidence in all subjects." This instructional focus ramps up the rigor of our curricula in all subjects, demanding that our teachers unpack the content and design daily activities that promote critical thinking and extended thinking. At the same time, school administrators leverage professional development for teachers as a lever to promote student learning. Research suggests that the variable that has, perhaps, the strongest positive correlation with student achievement in ELA and Math, is an effective teacher. Therefore, the structure for improvement is guided by a school



wide theory of action: If administrators, teacher leaders, and partnerships, provide professional development opportunities in instructional initiatives, such as Differentiated Instruction, Universal Design for Learning, looking at data to inform instruction and curriculum choice, then teachers will be able design targeted instructional activities that engage students at their readiness level, yet exposing them to grade level content, resulting in achievement for all.

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	42.4	43.4	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. -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.	N/A



				<p>Assessments at Hunts Point Middle School 424 is interim and uniform in ELA. Following the interim assessment toolacuity, we administered two summative assessments in both ELA to the whole school. The data also indicates that work still needs to be done in ELA, including comprehension strategies.. The data indicates the early stages of a strong ELA data movement aiming at informing decisions regarding the instructional core at 424.</p> <p>ELA - RALLY Growth in ELA as evidenced by RALLY data:</p> <p>6th Grade showed a 1.73% growth in Reading Literary texts along with a decrease in Reading Informational texts of 13.78%.</p> <p>7th Grade displayed a 2.47% increase in Reading Literary texts and an 8.91% increase in Reading Informational texts.</p> <p>8th Grade shows a 7.98% increase in Reading Literary texts and a 2.41% increase in Reading Informational texts.</p> <p>ELA – Teachers College Writing 40% of students demonstrated an increase of one level based on their on-demand writing assessment.</p>	
3-8 Math Growth Percentile	Yellow	38.2	39.2	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	N/A



			<p>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>Assessment at Hunts Point Middle School 424 is interim and uniform. Following the interim assessment model of acuity, we administered two summative assessments in Math to the whole school. Assessment data comparisons show that modest gains were made in Math.</p> <p>Math – RALLY Growth in Math as evidenced by RALLY data:</p> <p>6th Grade displayed a 3.09% growth in Expressions and Equations, a 6.29% growth in Ratio and Proportion, a decrease of 5.37% in number sense and a 4.57% increase in Geometry.</p> <p>7th Grade had a 20.33% increase in Expressions and Equations, a 4.42% increase in Ratio and Proportion, a 5.98% increase in Number Sense, and a 6.47% increase in Statistics and Probability while showing a decrease of 6.05% in Geometry.</p> <p>8th Grade showed an 11.16% increase in Expressions and Equations, a 12.15% increase in Functions, 2.37% increase in Geometry and decreased 2.99% in Statistics and probability.</p>	
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<p>3-8 Math Percent Level 2 & Above</p>	<p>Yellow</p>	<p>29%</p>	<p>30%</p>	<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 seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016. Based on our interim assessments, we are making progress towards our target. To support this goal, school administrators have: reprogrammed the school to create a better match between teacher performance level and students' needs.</p> <p>Assessment at Hunts Point Middle School 424 is interim and uniform. Following the interim assessment model of acuity, we administered two summative assessments in Math to the whole school. Assessment data comparisons show that modest gains were made in Math.</p> <p>Math – RALLY Growth in Math as evidenced by RALLY data:</p> <p>6th Grade displayed a 3.09% growth in Expressions and Equations, a 6.29% growth in Ratio and Proportion, a decrease of 5.37% in number sense and a 4.57% increase in Geometry.</p> <p>7th Grade had a 20.33% increase in Expressions and Equations, a 4.42% increase in Ratio and Proportion, a 5.98% increase in Number Sense, and a 6.47% increase</p>	<p>N/A</p>



				<p>in Statistics and Probability while showing a decrease of 6.05% in Geometry.</p> <p>8th Grade showed an 11.16% increase in Expressions and Equations, a 12.15% increase in Functions, 2.37% increase in Geometry and decreased 2.99% in Statistics and probability.</p>	
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	26%	27%	<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 seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016. Based on our interim assessments, we are making progress towards our target. To support this goal, the following actions are currently happening or scheduled to start in the spring semester:</p> <ul style="list-style-type: none"> -Urban Advantage delivers professional development to science teachers -Omni Science, through our partnership with our lead community-based organization, ASPIRA, pushes into classrooms to provide students with a lesson and hands-on activities -Salvadori Center Science is delivering a 23-week STEM program on Bridges and Skyscrapers in our science classes 	N/A



				-Saturday enrichment opportunities include film-making activities for students and their families and STEM technical training for parents and teachers.	
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 SED release of information. Based on our interim assessments, we are making progress towards our target. To support this goal, school administrators and teacher leaders:</p> <ul style="list-style-type: none"> -monitor learning through the inquiry process. -engage in a continuous cycle of triangulating curriculum, instruction and assessment. -review, revise and enhance, in partnership with ASPIRA, interventions to improve school climate. <p>ELA - RALLY Growth in ELA as evidenced by RALLY data:</p> <p>6th Grade showed a 1.73% growth in Reading Literary texts along with a decrease in Reading Informational texts of 13.78%.</p> <p>7th Grade displayed a 2.47% increase in Reading Literary texts and an 8.91% increase in Reading Informational texts.</p>	N/A



				<p>8th Grade shows a 7.98% increase in Reading Literary texts and a 2.41% increase in Reading Informational texts.</p> <p>ELA – Teachers College Writing 40% of students demonstrated an increase of one level based on their on-demand writing assessment.</p> <p>Math – RALLY Growth in Math as evidenced by RALLY data:</p> <p>6th Grade displayed a 3.09% growth in Expressions and Equations, a 6.29% growth in Ratio and Proportion, a decrease of 5.37% in number sense and a 4.57% increase in Geometry.</p> <p>7th Grade had a 20.33% increase in Expressions and Equations, a 4.42% increase in Ratio and Proportion, a 5.98% increase in Number Sense, and a 6.47% increase in Statistics and Probability while showing a decrease of 6.05% in Geometry.</p> <p>8th Grade showed an 11.16% increase in Expressions and Equations, a 12.15% increase in Functions, 2.37% increase in Geometry and decreased 2.99% in Statistics and probability.</p>	
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LEVEL 2 Indicators

Please list the school’s Level 2 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Plan
Framework: Collaborative Teachers	Yellow	1.92	1.96	<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 statements below show a trajectory of this work and progress towards meeting this indicator prior to summative data sources being readily available. Based on our interim assessments, we are making progress towards our target. To support this goal,:</p> <ul style="list-style-type: none"> -teacher teams meet regularly during assigned time, scheduled by the administration. They use protocols to address particular problems of practice identified through analysis of student work products or assessment data. Using assessment data, teachers make decisions on the pacing calendar (ranking curriculum items according to major learning of the day) in order to cover the major learning of the grade before test day. -teacher teams collaborate to create and refine lesson plans that promote greater student understanding. 	N/A
Framework: Rigorous Instruction	Yellow	2.08	2.12	The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this	N/A



			<p>demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The statements below show a trajectory of this work and progress towards meeting this indicator prior to summative data sources being readily available.</p> <p>40% of students demonstrated an increase of 1 level, based on their school-based, on-demand writing assessments.</p> <p>Based on our interim assessments, we are making progress towards our target. To support this goal, school administrators and teacher leaders:</p> <ul style="list-style-type: none"> -use consultants from Generation Ready for ELA and the National Training Network for math -the school is in a continuous cycle of revision for its core curricula to more closely align them with the Common Core Learning Standards content and practices. -HPMS has chosen the workshop model as the instructional delivery model for lessons in all classrooms. The entire staff received three days of professional development (PD) on the effective use of the workshop model and its components and, as a follow up, an instructional manual was created. This manual is augmented regularly as we continue to validate and refine our theory of action, previously cited. <p>32% of ELL's with IEP's demonstrated growth according to the NYC ELL Periodic Assessment.</p> <p>38% of ELL's demonstrated growth according to the NYC ELL Periodic Assessment.</p>	
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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 statements below show a trajectory of this work and progress towards meeting this indicator prior to summative data sources being readily available.</p> <p>20% decrease through April 2016, in B24 OORS reported incidents as a result of implementing conflict resolution education in collaboration with our CBO partner, Counseling in Schools, as well as having students become conflict resolution advisers.</p> <p>The administrators work closely with our community school director, in many aspects of the school life. Enrichment activities are provided to students on Mondays so that the whole teaching staff can participate in professional development activities. Administrators support teachers by providing supportive environment coaching in partnership with Ramapo.</p> <p>Provide mental health first aid, A full fledged mental health clinic with a mental health certified by the Office of Mental Health and Hygiene.</p> <p>Administrators support school parental engagement efforts by providing English as a New Language classes to newly immigrated parents.</p> <p>The school provides monthly child care certification classes to parents.</p> <p>Facilitate monthly parent workshops on topics, such as: navigating difficult behavior, de-escalation of crisis situations through PBIS.</p>	N/A



<p>Performance Index on State ELA Exam</p>	<p>Yellow</p>	<p>45</p>	<p>47</p>	<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 seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016. Based on our interim assessments, we are making progress towards our target. To support this goal, school administrators and teacher leaders:</p> <ul style="list-style-type: none"> -reprogrammed the school to establish academic intervention services for students performing at a high level 1 to move more students to a level 2 performance. -created and programmed ELA students performing at high level 2 during ELT, with the intent of having more students performing at that level or above. <p>Assessments at Hunts Point Middle School 424 is interim and uniform in ELA. Following the interim assessment tool acuity, we administered two summative assessments in both ELA and math to the whole school. The data also indicates that work still needs to be done in ELA, including comprehension strategies.. The data indicates the early stages of a strong ELA data movement aiming at informing decisions regarding the instructional core at 424.</p> <p>ELA - RALLY Growth in ELA as evidenced by RALLY data:</p>	<p>N/A</p>



				<p>6th Grade showed a 1.73% growth in Reading Literary texts along with a decrease in Reading Informational texts of 13.78%.</p> <p>7th Grade displayed a 2.47% increase in Reading Literary texts and an 8.91% increase in Reading Informational texts.</p> <p>8th Grade shows a 7.98% increase in Reading Literary texts and a 2.41% increase in Reading Informational texts.</p> <p>ELA – Teachers College Writing 40% of students demonstrated an increase of one level based on their on-demand writing assessment.</p>	
Provide 200 Hours of Extended Learning Time	Yellow	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 statements below show a trajectory of this work and progress towards meeting this indicator prior to summative data sources being readily available. 40% of students demonstrated an increase of 1 level based on their school-based, on-demand writing assessments.</p> <p>The school programmed the 200 hours of learning time in collaboration with the lead CBO, ASPIRA.</p>	N/A



				<p>Students receive one extra hour of learning opportunities daily. Math enrichment support by <i>Digits</i> from Pearson ELA enrichment supported by <i>Rehearsing for the Common Core</i> by Rally. Culinary Art supported by a community-based organization, ASPIRA Music and Dance Supported by the Leadership Program Citizenship/Character Education session provided by Lead by Example, through APIRA.</p> <p>The school programmed the 200 hours of learning time in collaboration with the lead CBO, ASPIRA. Students receive one extra hour of learning opportunities daily. Math enrichment support by <i>Digits</i> from Pearson ELA enrichment supported by <i>Rehearsing for the Common Core</i> by Rally. Culinary Art supported by a community-based organization, ASPIRA Music and Dance Supported by the Leadership Program Citizenship/Character Education session provided by Lead by Example, through APIRA.</p> <p>32% of ELL's with IEP's demonstrated growth according to the NYC ELL Periodic Assessment.</p> <p>38% of ELL's demonstrated growth according to the NYC ELL Periodic Assessment.</p>	
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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.
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Part II – Key Strategies

Key Strategies <i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.			
List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
<p>1. Rigorous Instruction</p> <p>Goals: By June 2016, there will be a 7 point increase (moving from 45-52) in the school's performance index based on the NY State ELA Exam as result of teachers being provided support to build ELA content knowledge and planning practices.</p> <p>Key Strategies: Improve teacher practice in providing CCLS-aligned instruction with multiple points of entry for all students, resulting in improved student achievement through specific and differentiated professional development and 1:1 coaching.</p>	Yellow	<p>In the framework area of Rigorous instruction, the school has focused on the following work throughout SY 15-16</p> <p>Administrators and teacher leaders meet regularly in extended cabinet meeting weekly to review pacing and assessment calendar.</p> <p>Teacher teams meet regularly, using protocols to look at assessment data distribution and student work to share and refine instructional strategies to improve planning and delivery of daily instruction.</p> <p>Consultants from Gen Ready and National Training Network (NTN) provide curriculum and instructional support to teaching staff on a weekly basis; as evidenced by curriculum in ELA and math.</p> <p>ELA coach was hired to further support first year and Teacher Improvement Teachers (TIP) teachers to help them improve instructional practices.</p>	N/A



	<p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students Professional Development: Academics</p>		<p>During the April 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>40% of students demonstrated an increase of 1 level, based on their school-based, on-demand writing assessments.</p> <p>ELA - RALLY Growth in ELA as evidenced by RALLY data:</p> <p>6th Grade showed a 1.73% growth in Reading Literary texts along with a decrease in Reading Informational texts of 13.78%.</p> <p>7th Grade displayed a 2.47% increase in Reading Literary texts and an 8.91% increase in Reading Informational texts.</p> <p>8th Grade shows a 7.98% increase in Reading Literary texts and a 2.41% increase in Reading Informational texts.</p> <p>ELA – Teachers College Writing 40% of students demonstrated an increase of one level based on their on-demand writing assessment.</p>	
2.	<p>Supportive Environment Goals: By June 2016, there will be a 20% decrease in classroom OORS</p>	Yellow	<p>In the framework area, Supportive Environment, the school has focused on the following work throughout SY 15-16.</p>	N/A



	<p>reported incidents, as a result of implementing PBIS, individualized incentives in the class, and collaborating with our partners, such as ASPIRA, Counseling in Schools and The Point.</p> <p>Key Strategies: Implement a social/emotional program which provides tiered layers of supports for all students and families that include counseling opportunities, advisory programs, and a PBIS initiative</p>		<p>Utilizing the SIG grant, a full time dean was added to the staff to create and maintain a school wide PBIS program to reduce the number of incidents in the school.</p> <p>The school hired the services of Counselors in Schools to provide more individualized mental health support.</p> <p>APIRA, the lead CBO, is also supplementing the mental health program with ASTER.</p> <p>During the April 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>20% decrease in B24 OORS reported incidents, as a result of implementing conflict resolution education, in collaboration with our CBO partner, Counseling in Schools, as well as having students become conflict resolution advisors.</p>	
3.	<p>Collaborative Teachers</p> <p>Goals: By June 2016, all students will increase their overall points on the TC writing assessments by at least 6 points from pre to post on-demand tests for each of the four units, as a result of teacher teams engaging in inquiry cycles aligned to the school's</p>	Yellow	<p>In the framework area, Collaborative Teachers, the school has focused on the following work throughout SY 15-16.</p> <p>School was reprogrammed to create collaborative planning time for teachers to meet in teacher teams every Friday. Per session funds were set aside for teachers to conduct inquiry work during off-school hours.</p>	N/A



	<p>instructional focus, authentic writing.</p> <p>Key Strategies: To improve teacher effectiveness through implementation of a system with supports to build teacher and leadership capacity within the key Danielson indicators: planning, and preparation, questioning techniques and the use of both formative and summative assessments</p> <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry</p>		<p>Teachers and administrators are regularly attending TC writing workshops.</p> <p>The administration and teacher leaders have made writing a priority, using TC writing as the anchor of the ELA program at the school.</p> <p>During the April 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>Teachers completed 3 inquiry cycles using pre and post assessments from a focused sub group that represents all scholar subgroups using TC writing as the measurement.</p>	
4.	<p>Effective School Leadership</p> <p>Goals: By June 2016, on average teachers will improve .5 pts on their rating of Danielson component 3D, as a result of timely, meaningful and actionable feedback.</p> <p>Key Strategies:</p>	Yellow	<p>In the framework area, Effective School Leadership, the school has focused on the following work throughout SY 15-16.</p> <p>School administrators, with the help of the teacher development effectiveness coach from the district office, engage teachers, on a weekly basis, in full observation and coaching sessions, following these steps:</p>	N/A



	<p>Administrators will provide specific and actionable feedback to improve teacher effectiveness through observation cycles, as well as build teacher and leadership capacity by utilizing department heads to support peer assimilation within the key Danielson indicators: planning, and preparation, questioning techniques and the use of both formative and summative assessments</p>		<p>Prior to observation, administrators review feedback from prior observation.</p> <p>During the observation, administrators look for implementation of prior feedback and significant impediments to student learning.</p> <p>After the observation, the administrators rate practice, craft and provide coaching feedback with time line for implementation.</p> <p>Plan for next observation.</p> <p>During the April 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>5.</p>	<p>Strong Family-Community Ties Goals: By June 2016, 75% of parents will have participated in a parent-teacher conference as a result of targeted parent engagement by the parent coordinator and CBO, ASPIRA, and an increase in academic-focused and engaging family activities.</p>	<p>Green</p>	<p>In the framework area, Strong Family-Community Ties, the school has focused on the following work throughout SY 15-16.</p> <p>The school, working with the parent coordinator, in collaboration with the community-based organization (CBO), has been aggressively putting together events to draw parents into the school life.</p> <p>-Breakfast with the principal, where each month, the principal hosts a breakfast in the library with the</p>	<p>N/A</p>



	<p>Key Strategies: The school will utilize the supports from Aspira to increase family engagement opportunities and provide social-emotional outreach to help parents support their children's academic success.</p>		<p>parents to listen to areas of concern and celebration and develop action plans to meet parents' needs.</p> <p>-The school, along with ASPIRA, ran a coat drive which brought more than 200 hundred parents to school in December.</p> <p>As a result of multiple one-to-one phone calls made by teachers, parent coordinator, and CBO personnel, the first parent teacher conference was well-attended. Parents received light refreshments, conferred with teachers, and received support services (health, housing, and job training) from organizations invited by ASPIRA.</p> <p>During the April 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>50% of families communicated with school staff regarding their child's progress, as a result of parent engagement resources provided by our community-based organizations.</p>	
<p>Green</p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p>	<p>Yellow</p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET) Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p>Superintendent-Approved CET Recommendations: Strong Music Program Hire more counselors to support students.</p> <p>Goals/Outcome of CET meetings: School-specific</p> <p>With our student designation as scholars, we felt the need to empower our parents to assume the role of professionals. We have armed our parent community with sophisticated parenting life skills and job training so they can in turn become a productive partner in the success of our young people. To that effect some of the things we have done are based on the recommendations of our Community Engagement Team. The recommendations from the community for our parents have been synthesized and implemented by the Community Engagement Team and has manifested in the</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>



form of English as a New Language courses, Certified Nurse’s Assistant courses, and the Sanctuary Model training (how to deescalate a stressful situation).

Our Community Engagement Team is the driving force behind The Hunts Point Middle School parental engagement shift. The Community Engagement Team is strategically comprised of The Principal, Community School Director, Pupil Accounting Secretary, P.A President and a School Aid. The identity of this team is deep rooted in the community as evidence by their long standing record of being positive fixtures in the neighborhood.

As a result, we were able to put together March Madness, a month long intensive test preparation academy with an extended lunch period packed with engaging activities. March Madness ran through the first weekend of April, and was aimed at bringing both young people and members of the community together to get ready for the state examinations and simultaneously build relationships in the community.

Additionally, there was a successful Mother’s Day Brunch. While mothers were eating and waiting for their manicures we were able to set up laptops and get students signed up for the Summer STEM program.

To support the students, parents, and community, we have partnered with Astor Clinic to provide a fully functional mental health clinic certified by the Department of Mental Health and Hygiene. This clinic is staffed by a licenses clinical social worker who then interfaces with parents and students around healthy living choices and a myriad of other mental health services.



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

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	Red	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part IV – Title I Schoolwide Program (SWP) Plan Required Components (As applicable)

2016-17 School Year Plan			
<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: _____

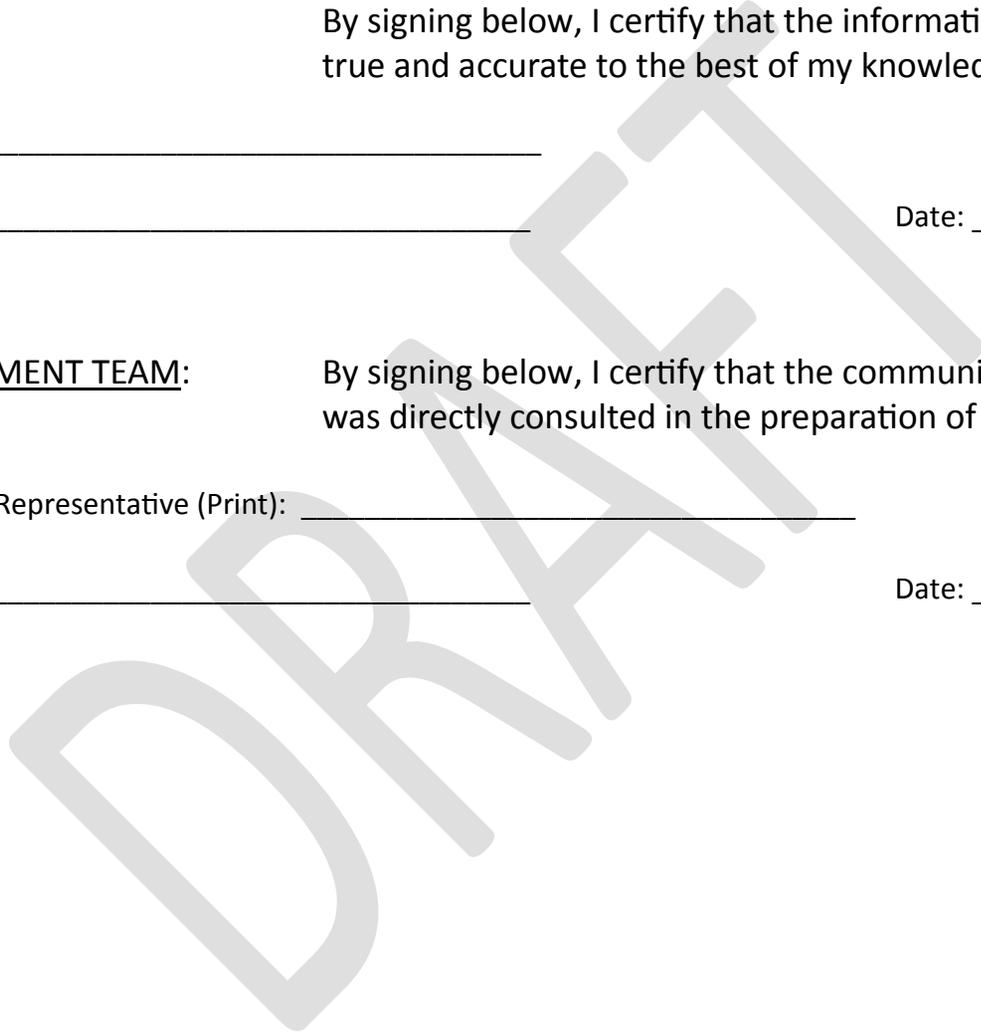
COMMUNITY ENGAGEMENT TEAM:

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

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