

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
24Q485: Grover Cleveland High School	342400011485	NYC GEOG DIST #24 - 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	Denise Vittor	Elaine Lindsey, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	1727

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

Grover Cleveland High School has effectively implemented strategies with regard to creating and sustaining a supportive environment. The school's attendance is currently 85%, which meets the benchmark. The school has increased its attendance by 3 % year-to-date from the 2014-2015 school year and 6% from the 2013-2014 school year. The implementation of Positive Behavioral Intervention Strategies (PBIS) is also responsible for improved attendance and the decline in disruptive and violent behaviors leading to suspensions. Another area in which the school has shown growth is in the ability of teachers to engage in collaborative inquiry work to improve teaching and learning at the school. This year, 100% of teachers participate in teacher teams and an interdisciplinary teacher team works with an outside consultant from High Schools That Work (HSTW) /Literacy Design Collaborative to create rigorous Common Core-aligned "modules" across all content areas. The Literacy Design Collaborative teachers report that students are reading more often and writing longer essays. The school has added the BELA (Bridge to English Language Acquisition) Academy to address the academic, social and emotional needs of its growing entering and emerging ELL populations. Here the teacher team develops intervention plans, shares best practices for teaching ELL students and uses inquiry to improve instructional practices in daily lessons. As do other inquiry teacher teams, they examine skill deficits and implement strategies and scaffolds across the content areas to improve literacy skills, then evaluate the impact of the strategy by examining student work.

The school is effectively creating partnerships with families by improving its use of an online communication tool for informing students and parents how their child is doing in their classes. Through training, teachers and parents have learned to use its various components to stay informed about student attendance in real time, student assignments in each class and completion of work and assessments. Students and parents are now monitoring progress towards achieving their desired goals.

The school's four year graduation rate from June 2014 was 59%. Its four year graduation rate for June 2015 was 60.5%, and as of August 2015, the four year graduation rate was 62.5%. The school's progress target is 61%. The school continues to effectively monitor students' progress via the graduation tracker on STARS/ATS systems and additionally, the Datacacion information system. Teacher teams meet to discuss students, monitor their progress and provide both the academic and socio-emotional interventions needed for student success.

The school has specifically implemented transcript reviews each semester by the guidance department so that students can meet with their counselors to collaboratively develop academic goals and review grades. Action plans have been created with the student to facilitate the successful completion of Regents Exams and courses. Scholarship reports to date show an overall improvement of 3%.

The school has successfully moved off the NY State list of "Priority Schools" to the NY State "Focus schools" list due to meeting the benchmarks for graduation rate and ELA Regents passing rates in 2014-2015. Regents data indicate a steady increase in comparable ELA passing rates from January 2015, to January 2016, (41% to 48%) and June, 2014, to June 2015. In June 2015, 70% of the students taking the ELA regents passed the exam. AP exams in Spanish Literature, Spanish Language and Calculus show tremendous growth each with passing rates above 96% in 2015. Modest but steady gains in January to January Global History (32% to 35.7%) and Living Environment Regents (14% to 28.9%) passing rates contribute to scholarship data.

Our CTE programs have expanded over the last 3 years. Students elect a "CTE major" at the end of the ninth grade from the following choices: (NAF) Information Technology, (NAF) Hospitality and Tourism, Virtual Enterprise, Pre-Engineering, Lifeguarding/Water Safety Instructor, EMT, and Art, Music or Drama. Our Hospitality and Tourism Program was Designated as a NAF Model Academy for the last 2 years. Our Information Technology Program has partnered for 3 years with Y-Plan from University of California at Berkeley to create mobile APPS that serve the community, including mobile APPS for the Hard of Hearing population, Department of Traffic and Transportation, NYC Parks Department, Queens Historical Society and others. Our EMT Program continues to grow with 100% of the students either receiving the NYS EMT certification or the Certified First Responder Certification in 2015. Our Lifeguarding/Water Safety Instructor program is the most successful program in NYC and has been the primary hiring source for NYC beaches and pools each summer since 2012. All are certified in First Aid and CPR and these students, under the supervision of their teacher, run a children's swim program each Friday at our school pool. Our Wind Ensemble and Band have partnered with Julliard and Carnegie Hall for 3 years as well. This partnership has flourished to include: resident musicians who work with our students each month, student performances at Carnegie Hall, and musical performances by professional musicians both at our school and Carnegie Hall. Our school band program received the Mr. Holland's Opus Grant totaling over \$100,000 in instruments. Our pre-engineering program continues to grow and engages students in STEM based competitions – Bridge building, Envirathon, and Science Olympiads, where our students have won and advanced on to state and national competitions.

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
College Readiness Index	Yellow	18.8%	19.8%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016</p> <p>The school community engages in a variety of activities to ensure that students are College and Career Ready. Across classrooms, teaching practices are beginning to demonstrate a set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts. Classroom observations continue to evidence high levels of student thinking and participation. In order to improve rigor in instruction, lessons are continuously being aligned to Common Core Learning Standards in all content areas through the Literacy Design Collaborative model. Lead Teachers receive ongoing PD so they can oversee modifications through Unit Plan Development. Lessons and tasks are Literacy-skill</p>	N/A

				<p>based with scaffolds and supports. Administrators consistently provide Unit Plan Review and Feedback.</p> <p>There is Teacher Team analysis of targeted student skill levels using identified data sources (e.g. portfolios/Interim Student Assessments) in all Small Learning Communities.</p>	
Make Priority School Progress	Green	N/A	Meet progress criteria	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are taking steps in order to make every effort to meet our target. Data to evaluate this indicator will be available pending SED release of information.</p> <p>Grover Cleveland HS is no longer a Priority School; it has been designated a Focus school due to meeting Priority School progress targets in graduation rate and ELA regents performance.</p>	N/A
Progress Toward Graduation-Years 2 and 3	Green	51.7%	52.7%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the</p>	N/A

				<p>target. Data to evaluate this indicator will be available September 30, 2016</p> <p>We are an annualized school. Therefore, present January credit accumulation data may not reflect end-of-year credit accumulation data; students who failed in the fall are eligible to receive retroactive credit if they pass the course in the spring. At this time, our passing rate for all courses for 2nd and 3rd year students will meet the benchmark. Since summer school credits are included, our progress toward graduation will meet or exceed 52.7%.</p>	
Regents Completion Rate	Green	42.8%	43.8%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016</p> <p>Our June Regents pass rate far exceeds our January pass rate and based on January data, we expect to meet our target. As a result of student engagement during ELT, 60% of all students are on track to pass Regents in June as measured by scholarship reports and guidance tracking. The school has provided consistent ELT opportunities and Regents prep classes to support our meeting this indicator. ELT offerings</p>	N/A

				include tutoring during lunch, afterschool and on Saturdays in addition to Regents preparation.	
School Survey - Safety	Green	2.68	2.72	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>The success of our Small Learning Community Teacher Teams and their focus on student case conferencing, has resulted in improved school culture and climate. In addition, the administrators, counselors, teachers, parents and student leaders examine the NYCDOE Online Occurrence Reporting System (OORS) and Automate The Schools (ATS) attendance reports and compare suspension and attendance averages for each month. The staff evaluates the effectiveness of the monthly interventions and modifies existing interventions based on an expected decrease of 3 % in suspensions and an increase of 2 % in attendance when compared to last year. Our Attendance growth is presently 2.81% over last year. Data from OORS indicates a significant reduction in suspensions from 2014 and an overall reduction in suspensions from last year:</p> <p>2014 Overall Suspensions= 205 2015 Overall Suspensions= 106</p>	N/A

				2016 Overall Suspensions= 96	
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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
4-Year Graduation Rate for Students with Disabilities Subgroup	Green	29%	30%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016 school comprehensive educational plan (SCEP).</p> <p>The school provides significant support through ELT to assist SWD in preparing for Regents and coursework. We presently have 18 students on track to graduate and are confident that 30% of students with IEP's will be graduating in June.</p>	N/A
6-Year Graduation Rate	Green	66.3%	67.3%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the</p>	N/A

				<p>target. Data to evaluate this indicator will be available September 30, 2016</p> <p>As a result of curricular work and inquiry work done in the Small learning Communities, 60% of all students are on track to graduate in June and will have accumulated necessary credits as measured by scholarship reports and guidance tracking. In addition, the school has provided consistent ELT opportunities to help 6-year students meet this indicator. ELT offerings include:</p> <p>Blended learning classes Tuesdays through Saturdays; tutoring during lunch, afterschool and on Saturdays; opportunities to make up physical education hours, Fridays afterschool, and Saturdays; and opportunities to make up science labs afterschool and during the Saturday program.</p>	
<p>Framework: Effective School Leadership</p>	<p>Green</p>	<p>1.60</p>	<p>1.64</p>	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>Advance data indicates that school administrators have been providing specific, timely and actionable feedback, related to professional development implementation. This has resulted in an increase in teacher ratings as measured in Advance.</p>	<p>N/A</p>

				The Principal has received an Effective rating thus far this school year.	
Framework: Rigorous Instruction	Yellow	2.80	2.84	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>As of February 2016, administrators and teachers have been consistently evaluating writing assignments and student work samples and adjusted instructional practices to meet the individual needs of learners based on assessed gaps.</p> <p>As a result of curricular work and inquiry work done in the Small learning Communities, 60% of all students are on track to graduate in June and will have accumulated necessary credits as measured by scholarship reports and guidance tracking.</p> <p>Literacy Design Collaborative (LDC) continues to work with teachers to create CCLS-aligned unit plans. Teachers working with LDC have received professional learning to use the LDC evaluation rubric as a tool to identify the strengths and weaknesses in modules (unit plans). While many plans are in their first draft, they are showing that teachers are embedding more rigorous learning tasks in their units.</p>	N/A

				<p>Student work products in portfolios show that formative and summative assessments are in the aligned to the CCLS and lesson plan review shows that activities are integrating the instructional shifts. In an ESL class for emerging ELLs, students are reading from a variety of sources and integrating skills with knowledge. A review of students' work products showed that students were able to write paragraphs and cite evidence form sources to support claims.</p>	
<p>HS ELA Students Level 2 & above - Limited English Proficient Students Subgroup</p>	<p>Yellow</p>	<p>44%</p>	<p>45%</p>	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>Student work products in portfolios show that formative and summative assessments are in the aligned to the CCLS and lesson plan review shows that activities are integrating the instructional shifts. In an ESL class for emerging ELLs, students are reading from a variety of sources and integrating skills with knowledge. A review of students' work products showed that students were able to write paragraphs and cite evidence form sources to support claims.</p>	<p>N/A</p>

Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>The school has provided consistent ELT opportunities and will meet this indicator. ELT offerings include Blended learning classes Tuesdays through Saturdays; tutoring during lunch, afterschool and on Saturdays; opportunities to make up physical education hours, Fridays afterschool, and Saturdays; and opportunities to make up science labs afterschool and during the Saturday program. As a result of student engagement during ELT, 60% of all students are on track to graduate in June and will have accumulated necessary credits as measured by scholarship reports and guidance tracking.</p>	N/A	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .		Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – Key Strategies

<p>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.</p>			
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.</p>	<p>Rigorous Instruction</p> <p>Goals: By June 2016, English as a New Language learners and Students with Disabilities will improve their ability to respond critically to CCLS aligned written tasks as a result of improved rigor and access in Literacy Design Collaborative units and lessons, as measured by a 5% increase in the number of students passing core subject classes.</p> <p>Key Strategies: Teachers will be trained in how to incorporate scaffolds and individualized supports in both curriculum and instructional strategies in order to improve achievement of ENLs, SWD, students in the lowest third and students in need of enrichment.</p>	<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>Teachers have been trained in the Literacy Design Collaborative curriculum development protocol through partnership with High Schools that Work. They have developed unit plans that reflect the literacy or mathematics instructional shifts. These unit plans are reviewed by assistant principals and actionable feedback is provide</p> <p>Teachers have developed unit and lesson plans that utilize Universal Design for Learning principles to create multiple entry points for all students, including advanced learners. They have also been trained in how to incorporate scaffolds, enrichment opportunities and discussion protocols into units and lessons as a way of improving access for all learners. Teachers have receive training on how to align pedagogical practices with curricular supports so that curricular adjustments can be implemented effectively.</p> <p>BELA (Bridge to English Language Acquisition) teachers have developed and revised curriculum maps, and created new units and lesson plans designed specifically for beginners, entering/low intermediate, and emerging ELL students that focuses on language acquisition and proficiency in order to enhance all learning for college and career readiness.</p>	<p>N/A</p>
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			<p>English as a New Language teachers participate in professional learning opportunities to provide multiple entry points and higher –order thinking tasks and questions for emergent English speakers</p> <p>Career and Technical Education courses continue to incorporate literacy standards into activities for each lesson and unit plan.</p> <p>New revised curriculum maps and an explanation of Literacy Design Collaborative units have been shared with the community during parent meetings, through Datacation and during SLT meetings.</p>	
2.	<p>Supportive Environment Goals: By June 2016, there will be a 3% increase in attendance and a 3% decrease in violent and disruptive incidents as a result of systemic implementation of PBIS programs measured by Suspensions and Office of Hearings Online (SOHO) data and Period Attendance Reports (PAR).</p> <p>Key Strategies: School will implement a comprehensive PBIS program in all grades and Small Learning communities. Monthly Team meetings with representatives from</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>Behavioral interventions have helped to create a positive school environment. The school has implemented a comprehensive Positive Behavior Intervention and Support program in all grades and Small Learning Communities and PBIS tiered interventions have been developed to address the needs of students including Behavioral Intervention Plans for Students with Disabilities.</p> <p>Monthly Team meetings with representatives from each Small Learning Community and the Guidance department periodically review identification systems and resulting intervention plans to determine impact and next steps. The success of our Small Learning Community Teacher Teams and their focus on student</p>	N/A

	<p>each Small Learning Community and Guidance will review identification systems and subsequent intervention plans to determine impact and next steps</p>		<p>case conferencing, has resulted in improved school culture and climate. Quarterly celebrations take place to reward positive behaviors and improved attendance.</p> <p>Guidance staff and High Schools That Work provide monthly professional development on crisis intervention and how to foster a growth mind set throughout the school community in order to reduce disruptive incidents. Students continue to implement their peer initiated Ally and Ambassador programs as a way of teaching advocacy and engaging all students in improving the school environment.</p> <p>The administrators, counselors, teachers, parents and student leaders examine the NYCDOE Online Occurrence Reporting System (OORS) and Automate The Schools (ATS) attendance reports each month. To evaluate the effectiveness of monthly interventions Our Attendance growth is 2.81%. Data from OORS indicates a significant reduction in suspensions from 2014 and an overall reduction in suspensions from last year:</p> <p style="padding-left: 40px;">2014 Overall Suspensions= 205</p> <p style="padding-left: 40px;">2015 Overall Suspensions= 106</p> <p style="padding-left: 40px;">2016 Overall Suspensions= 96</p>	
<p>3.</p>	<p>Collaborative Teachers Goals: By June 2016, the graduation rate will improve to 61%, as a result of teacher team collaboration that</p>	<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>N/A</p>

	<p>focuses on analyzing formative assessment outcomes to drive instructional adjustments, and providing students with specific, actionable feedback to improve skill development.</p> <p>Key Strategies: Teachers and Administrators will engage in horizontal (SLC) and vertical Inquiry protocols in order to determine student skill gaps, drive instructional adjustments, and develop specific, actionable feedback to improve student skill development.</p>		<p>As a result of curricular work and inquiry work done in the Small learning Communities, 60% of all students are on track to graduate in June and will have accumulated necessary credits as measured by scholarship reports and guidance tracking.</p> <p>Content/grade team leaders continue to receive and turn-key needs-specific professional learning to support teachers in developing meaningful focus questions in lesson plans and how to ask effective probing questions. Teachers are using the Literacy Design Collaborative evaluation rubric to identify strengths and weaknesses in their modules. They norm and calibrate the use of this rubric with APs and coaches so that unit plans can be used by all school leaders. Teachers continue to highlight best practices and present effective unit plans to the staff to showcase exemplary teacher work.</p>	
4.	<p>Effective School Leadership</p> <p>Goals: By August 2016, 85% of teachers will demonstrate improvement in observation ratings as a result of timely, actionable feedback that directly relates to areas of need and professional development implementation as measured by ratings in Advance.</p> <p>Key Strategies:</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>Advance data indicates that school administrators have been providing specific, timely and actionable feedback, related to professional development implementation resulting in an increase in teacher ratings as measured in Advance.</p> <p>As a result, across classrooms, teaching practices are beginning to demonstrate a set of beliefs about how students learn best that is informed by the Danielson</p>	N/A

	<p>The school will implement a rigorous and individualized professional development plan that will be evaluated through formal and informal observations. Teachers will be provided with consistent timely and specific feedback in order to reinforce PD.</p>		<p>Framework for Teaching and the instructional shifts. Classroom observations continue to evidence high levels of student thinking and participation.</p> <p>During math and science lessons, students are engaged in productive struggle. Students regularly engage in text-based activities to collaboratively construct meaning, and clarify, and expand their thinking about topics. Students also engage in meaningful and authentic discourse in a majority of classes</p>	
<p>5.</p>	<p>Strong Family-Community Ties Goals: By June 2016, there will be increased real-time communication between students, parents, and staff, as a result of the implementation of Datacation,(Skedula/Pupil Path) a comprehensive whole school communication program, as measured by a combined 50% participation rate among all students and parents recorded through the Datacation reports</p> <p>Key Strategies: The school will improve parent participation and their ability to advocate for their children through</p>	<p>Yellow</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>The Assistant principal of Pupil Services and the Parent Coordinator consistently calculate the participation rate for Skedula/Pupil Path and workshop attendance rates, compare these rates to the 30% target and last year’s rate, then adjust parent engagement strategies if necessary.</p> <p>The newly developed BELA (Bridge to English Language Acquisition) academy has significantly improved the adjustment of beginner language learners and their parents as individualized supports are provided to assist in all transitions.</p> <p>The school has furthered its partnership with the local YMCA through the implementation of a school day</p>	<p>N/A</p>

	<p>enhanced communication protocols as well as the introduction of an on-line communication program.</p>		<p>advisory and enrichment program to address the individual needs of all students and their families.</p> <p>Grover Cleveland HS has implemented a comprehensive whole school communication system, Skedula, where parents, students, and staff are able to view and communicate about all student data, including attendance, and guidance outreach in real time. This has resulted in increased transparency and more immediate support for students and families.</p> <p>English Language workshops have been offered on Saturdays with Grover Cleveland teachers. In addition, school sponsored activities and events have been held monthly to celebrate student achievement for each Small Learning Community (SLC awards ceremonies, performances, CTE night, and SLC parent meetings). Translation services are provided to parents at all workshops and meetings</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 <u>with impact</u>.</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: Additional language acquisition support for ELLs: Support development of BELA Academy. Instead of adding another CTE program, strengthen the current CTE programs in our school by preparing for State approval process Remain vigilant in terms of building safety by implementing the PBIS model for the entire school community, continue the Ally and Ambassador programs, extend supports to parents</p> <p>Implement statistical metrics to monitor effectiveness of programs and interventions - data on what is working. Send monthly letters to families to inform them of each subjects' curriculum and/or syllabi so parents can help students at home. Explore ways to support students and families in unsafe or unstable home environments.</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>

	<p>Find ways for parents to increase engagement , participate and attend events.</p> <p>ELT Activities- form more clubs such as rap groups to make songs about subjects they struggle with, athletic and artistic programs, chess, cheerleading, dancing, spirit ype activities and fencing, programs that align with students' interests. Offer swimmin</p> <p>Create/find internships (WBL) for students to allow for more CTE certified students</p> <p>Goals/Outcome of CET meetings:</p> <p>CET meetings are held after SLT meetings to report on progress in the areas outlined above. To Date: Over 15 student clubs have been created based on student interests. The school has partnered with the Greater Ridgewood Youth Council for increased WBL opportunities.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, 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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<p>Powers of the Receiver</p> <p>Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.</p>					
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan			
Green	<p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.</p>	<p>The NYCDOE will continue to engage in regular consultation with the leadership of its collective bargaining units regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.</p>			
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact.</i>	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

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

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

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. <u>Please note</u> , separate budget narratives and FS-10’s must be submitted for a SIG, SIF and/or Persistently Struggling Schools (PSS) grant.		
Design Element	Status (R/Y/G)	Analysis of 2015-16 School Year
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact</u> on instructional practices/key strategies/student engagement.	N/A	N/A
Additionally, <u>under separate attachment</u> , 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): Denise Vittor, Principal

Signature of Receiver: _____

Date: May 6th, 2016

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 Q24 New York City	
School Name Grover Cleveland High School	
Contact Person Denise Vittor, Principal	Telephone (718) 381-2400
E-Mail Address dvittor@schools.nyc.gov	
<p>I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
Authorized Signature (in blue ink) Denise Vittor	Title of Chief School/Administrative Officer Principal
Typed Name: Denise Vittor	Date: May 6 th , 2016