

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
09X117: I.S. 117 Joseph H. Wade	320900010117	NYC GEOG DIST # 9 - BRONX	Yellow	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	Delise Jones	Aimee Horowitz, Executive Superintendent for Renewal Schools Leticia Rodriguez-Rosario, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	581

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 Joseph H. Wade are committed to the continued improvement and the success of our students academically, socially and emotionally. Collectively, students, staff, families and our CBO 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.

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 Percent Level 2 & Above	Yellow	37%	38%	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	N/A



				<p>comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>The chart below illustrates the progress our students have been making in ELA throughout this school year.</p> <p>ELA Periodic Assessment Results – EngageNY Percent Level 2+</p> <table border="1" data-bbox="751 618 1358 878"> <thead> <tr> <th>ELA</th> <th>Baseline 1</th> <th>Baseline 2</th> <th>Baseline 3</th> <th>Change 1-3</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>30%</td> <td>34%</td> <td>40%</td> <td>+10%</td> </tr> <tr> <td>7</td> <td>34%</td> <td>40%</td> <td>40%</td> <td>+6%</td> </tr> <tr> <td>8</td> <td>33%</td> <td>37%</td> <td>38%</td> <td>+5%</td> </tr> </tbody> </table>	ELA	Baseline 1	Baseline 2	Baseline 3	Change 1-3	6	30%	34%	40%	+10%	7	34%	40%	40%	+6%	8	33%	37%	38%	+5%	
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3-8 Math Growth Percentile	Yellow	43.4	44.4	<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.</p>	N/A																				



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Grade 4 and 8 Science Percent Level 3 & Above	Yellow	15%	16%	<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.</p> <p>The following supports are in place to help the school achieve this target.</p> <ul style="list-style-type: none"> • Saturday Academy for all grade 8 students not scheduled to take the Living Environment Regents • Science teachers receiving professional development from Urban Advantage, designed to support their science content knowledge 	N/A																				
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</p>	N/A																				



				<p>demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available pending SED release of information.</p> <p>Throughout the year the school engages in a process of evaluating its formative data sources.</p> <p>ELA & Math Periodic Assessment results through EngageNY show growth across grades 6-8.</p>	
School Survey - Safety	Green	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 evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> • All staff participated in the Ramapo for Children professional development session. • Guidance team members facilitated 3 themed class presentations to all of the classes on their caseload. • The support team monitoring social- emotional learning is tracking data in Google Docs to evaluate targeted interventions for “at risk “students. • The newly-hired family worker has made over 	N/A



				<p>40 home visits to students with chronic attendance problems, resulting in a 2.5% attendance improvement year-to-date in 2015-2016 vs. 2014-2015.</p> <ul style="list-style-type: none"> Table of level 3-5 OORS occurrences and principal and superintendent (out of School) suspensions <table border="1"> <thead> <tr> <th>Level</th> <th>3</th> <th>4</th> <th>5</th> <th>Principal</th> <th>Superintendent</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>27</td> <td>80</td> <td>5</td> <td>16</td> <td>17</td> </tr> <tr> <td>15-16</td> <td>23</td> <td>41</td> <td>2</td> <td>22</td> <td>9</td> </tr> <tr> <td>Change</td> <td>-15%</td> <td>-49%</td> <td>-60%</td> <td>+38%</td> <td>-47%</td> </tr> </tbody> </table>	Level	3	4	5	Principal	Superintendent	14-15	27	80	5	16	17	15-16	23	41	2	22	9	Change	-15%	-49%	-60%	+38%	-47%	
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LEVEL 2 Indicators					
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Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Plan
Framework: Collaborative Teachers	Yellow	3.16	3.20	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> • Data Wise Improvement Process has been adopted by the school to support teacher teams and leadership teams in looking at student work and additional data to inform pedagogical practices. • Teacher teams develop actions plans for struggling students. • Teachers participate in regular Intervisitations and meet to share feedback and next steps. • All school assessments are uploaded into DataCation and data is shared with teachers. 	N/A
Framework: Rigorous Instruction	Yellow	2.28	2.32	The school engages in a process of evaluating its formative and summative data sources throughout the	N/A



				<p>school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> • All teachers have integrated “Quick Writes” to build stamina and improve writing in all content areas. • Teachers meet weekly to modify lesson plans, look at student learning, and share best practice. • CBO partnered with Sylvan Learning to support students in ELT • Student action plans are developed, based on student need and are supported by CCLS, which are made accessible to students. • Teacher team meetings reflect focused objectives with actionable next steps for all participants. There are 2 intervisitations per content area. 	
Implement Community School Model	Green	N/A	Implement	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence</p>	N/A



				<p>below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> • CBO provides students with mental health and social-emotional services, based on identified needs. • CBO leads attendance team meetings, using New Visions data tool to focus on students in need of interventions. • All staff members participate in Ramapo professional learning to improve social-emotional support students receive in the classroom. • Guidance team members facilitated 3 themed class presentations to all of the classes on their caseload. . • The newly-hired family worker has made home visits to identified students with chronic attendance problems. • Table of level 3-5 OORS Occurrences and principal and superintendent (out of School) suspensions <table border="1" data-bbox="779 1044 1383 1166"> <thead> <tr> <th>Level</th> <th>3</th> <th>4</th> <th>5</th> <th>Principal</th> <th>Superintendent</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>27</td> <td>80</td> <td>5</td> <td>16</td> <td>17</td> </tr> <tr> <td>15-16</td> <td>23</td> <td>41</td> <td>2</td> <td>22</td> <td>9</td> </tr> <tr> <td>Change</td> <td>-15%</td> <td>-49%</td> <td>-60%</td> <td>+38%</td> <td>-47%</td> </tr> </tbody> </table>	Level	3	4	5	Principal	Superintendent	14-15	27	80	5	16	17	15-16	23	41	2	22	9	Change	-15%	-49%	-60%	+38%	-47%	
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Performance Index on State ELA Exam	Yellow	42	44	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																								



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Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> CBO partnered with Sylvan Learning to support 	N/A																				



				<p>students in ELT.</p> <ul style="list-style-type: none"> Teachers meet with mentors that support instruction during ELT to review plans. CBO engages in inquiry, using Data Wise Improvement Process. All students are being provided 200+ hours of additional support in ELT. 	
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

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
1.	<p>Rigorous Instruction</p> <p>Goals:</p> <p>By June 2016, teachers will develop and implement rigorous CCLS Units of Study in ELA and math, resulting</p>	Yellow	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	N/A



<p>in a 10% decrease in the number of level 1 students and an increase in the number of level 2 students by 5%.</p> <p>Key Strategies: To address the key finding from their AIR review, the school will incorporate the Readers and Writers Workshop and Teachers College writing units to include <i>Expeditionary Learning</i> in general and special education classes. In traditional bilingual educational (TBE) classes, the school will use <i>Scholastic CODE X</i> with a modified version of the Teachers College writing units as well as <i>Achieve 3000</i>. All students have Independent reading incorporated into their regular schedule with the emphasis of <i>myOn</i> for our English Language Learners and/or students with disabilities and lowest performing students.</p> <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Expanded Learning Time</p>	<p>this work.</p> <ul style="list-style-type: none"> All teachers have integrated “Quick Writes” to build stamina and improve writing in all content areas. Teachers meet weekly to modify lesson plans, look at student learning and share best practice CBO partnered with Sylvan learning to support students in ELT Student action plans are developed based on student need and are supported by the CCLS which are made accessible to students. Teacher team meetings reflect focused objective with actionable next steps for all participants. <p>The charts below illustrate the progress our students have been making in ELA and mathematics throughout this school year.</p> <p>ELA Periodic Assessment Results – <i>EngageNY</i> Percent Level 2+</p> <table border="1"> <thead> <tr> <th>ELA</th> <th>Baseline 1</th> <th>Baseline 2</th> <th>Baseline 3</th> <th>Change 1-3</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>30%</td> <td>34%</td> <td>40%</td> <td>+10%</td> </tr> <tr> <td>7</td> <td>34%</td> <td>40%</td> <td>40%</td> <td>+6%</td> </tr> <tr> <td>8</td> <td>33%</td> <td>37%</td> <td>38%</td> <td>+5%</td> </tr> </tbody> </table> <p>Math Periodic Assessment Results – <i>EngageNY</i></p>	ELA	Baseline 1	Baseline 2	Baseline 3	Change 1-3	6	30%	34%	40%	+10%	7	34%	40%	40%	+6%	8	33%	37%	38%	+5%	
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8	29%	26%	35%	+6%																				
2.	<p>Supportive Environment Goals: By June 2016, the school will establish a data driven system to identify, track and monitor the effectiveness of the services provided to “at-risk” students, thereby decreasing the number of student infractions by 5% for the 2015 – 2016 school year.</p> <p>Key Strategies: To address the priority area of the IIT review, the school is developing a school wide tracking system to identify and address the social emotional needs of the “at- risk students.” This systematic structure will also enable the school’s</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> <ul style="list-style-type: none"> • Chronically-absent students have been assigned Success Mentors who meet daily with students to discuss individual student goals. • CBO provides students with mental health and social-emotional services, based on identified needs. • CBO leads attendance team meetings, using New Visions data tool to focus on students in need of interventions. • All staff members participate in Ramapo professional learning to improve social-emotional support students receive in the classroom. • The support team monitoring social-emotional tracking uploaded data onto Google Docs to 	N/A																				



	<p>support staff to monitor the effectiveness of the services provided.</p> <p>Additionally, with the support of its CBO, the school is establishing a mental health clinic on site. The social worker will provide immediate referral services to students and families, onsite. The social worker will service up to 25 crisis cases. The family worker will follow up on hard-to-serve attendance cases and conduct home visits.</p>		<p>evidence our targeted interventions for “at-risk” students.</p> <ul style="list-style-type: none"> The newly-hired family worker has made 40+ home visits to identified students with chronic attendance problems. Table of level 3-5 OORS occurrences and principal and superintendent (out of School) suspensions <table border="1" data-bbox="758 492 1362 613"> <thead> <tr> <th>Level</th> <th>3</th> <th>4</th> <th>5</th> <th>Principal</th> <th>Superintendent</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>27</td> <td>80</td> <td>5</td> <td>16</td> <td>17</td> </tr> <tr> <td>15-16</td> <td>23</td> <td>41</td> <td>2</td> <td>22</td> <td>9</td> </tr> <tr> <td>Change</td> <td>-15%</td> <td>-49%</td> <td>-60%</td> <td>+38%</td> <td>-47%</td> </tr> </tbody> </table>	Level	3	4	5	Principal	Superintendent	14-15	27	80	5	16	17	15-16	23	41	2	22	9	Change	-15%	-49%	-60%	+38%	-47%	
Level	3	4	5	Principal	Superintendent																							
14-15	27	80	5	16	17																							
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Change	-15%	-49%	-60%	+38%	-47%																							
3.	<p>Collaborative Teachers</p> <p>Goals:</p> <p>By June 2016 teachers, will use data protocols to guide collaborative teacher team meetings that support instructional practices and strategies, as evidenced by 20% of teachers receiving an effective overall rating in measures of teachers’ practices (MOTP).</p> <p>Key Strategies:</p> <p>In response to the IIT findings, teachers will meet weekly in</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> Data Wise Improvement Process has been adopted by the school to support teacher teams and leadership teams in looking at student work and additional data to inform pedagogical practices. Teacher teams develop actions plans for selected students. Teachers participate in regular Intervisitations and meet to share feedback and next steps. All school assessments are uploaded into DataCation for access by all teachers. 	N/A																								



	<p>content teams and utilize a structured protocol to analyze student work. Teachers will look at data resulting from formative and summative assessments, baselines, and midlines to evaluate student mastery and deficiencies on prioritized CCLS.</p> <p>Additionally, all staff will be trained on the use of DataCation and use the technology to discuss item analysis, track and monitor student progress and create flexible groupings.</p> <p>Renewal School Priority Areas: Danielson Framework for Teaching Implementation - Observation Cycle Inquiry</p>			
4.	<p>Effective School Leadership</p> <p>Goals: By June 2016, the administrative team will provide support, professional development, and actionable feedback to teachers that will result in an improvement of 20% or 8 teachers attaining effective ratings on formal and informal observations on Danielson</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • Random selection of teacher observation data and overall review of teacher observations show consistent improvement in Domain 3 – Instruction. 	N/A



	<p>Domains 3b and 3c (Questions and Discussion Techniques and Student Engagement).</p> <p>Key Strategies: To address the IIT finding, administrators will use observation data to develop targeted/ differentiated professional development for teachers in content areas to include supports for ELLs, SWDs and overage students.</p> <p>Additionally, teachers will engage in intervisitations to observe best practices and develop next steps for implementation in their respective classes.</p>		<ul style="list-style-type: none"> Teacher leaders are using Data Wise as an inquiry process to support all students, especially ELLs and SWDs. 	
5.	<p>Strong Family-Community Ties</p> <p>Goals: By June 2016, through our CBO partnership, we will bring resources from the community into the school building by welcoming, encouraging and developing partnerships with families, businesses and community partnership organizations. This will be evidenced by a 20% increase in</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> <ul style="list-style-type: none"> All communication with parents is documented. Administered DOE parent surveys have been followed up on to ensure high participation rate. Parent attendance and participation at all 	N/A



	<p>the number of parents visiting the school to attend monthly school activities, such as: workshops, Pparent teacher association meetings and parent engagement.</p> <p>Key Strategies: In response to the IIT finding, the school will create a “Welcoming Family Center.” The space will represent a partnership between both the school and the CBO for the common purpose of enfranchising families and the community.</p> <p>Additionally, the school will provide monthly newsletters to share school news, initiatives, promote dialogue,and provide resources to support student learning and student achievement.</p>		<p>events are monitored and tracked.</p> <ul style="list-style-type: none"> • Parent log on for Jupiter Grades is monitored and tracked through New Visions Data Sorter. 	
<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: Increased guidance services via school- based staff and Community School support to determine intervention plans</p> <p>Goals/Outcome of CET meetings: CET reviews Quarterly Reports and with SLT reviews data and discusses strategies to address student academic and socio-emotional progress.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school.</p>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET’s utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>



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	Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.	The NYCDOE will continue to engage in regular consultation with the leadership of its collective bargaining units regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.	
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 <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.	

DRAFT



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: