

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
07X547: New Explorers High School	320700011547	NYC GEOG DIST # 7 - 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	Lisa Luft	Aimee Horowitz, Executive Superintendent for Renewal Schools Elaine Lindsey, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12,SE	420

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 New Explorers 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.

New Explorers High School has effectively implemented strategies with regard to creating and sustaining a supportive environment. Through its peer mentoring program, advisory program, and guidance department there has been a marked improvement in the social and emotional growth of students as well as teachers ability to effectively manage the classroom environment. This is evidenced in a decline in the school's rate of suspensions. In January 2015, the school had suspended 92 students. In January 2016, the data shows that 22 students have been suspended. 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 on teacher teams and work with outside consultants to monitor the progress of students and regularly review student work to inform instructional adjustments. Although, researched based strategies are being implemented to improve rigorous instruction, the school's curriculum is in the process of being revised so that it is aligned to the Common Core Learning Standards (CCLS). While school leaders have provided professional learning opportunities to improve teachers' ability to facilitate student centered discussions and to check for students' understanding of content, pedagogy is developing in these areas.

The school is making adequate progress toward creating partnerships with families and its partnering CBO, Sports and Arts in Schools Foundation (SASF). The school and SASF have planned and implemented several events to increase parent engagement such as Family Night. Additionally, the school and CBO are participating in Dual Capacity Training, a nationally recognized training program aimed at assisting schools to increase family engagement.

The Superintendent enacted receivership at the outset of the school year. First, the Superintendent met with the principal and members of the Community Engagement Team (CET) to give stakeholders an overview of the receivership process and review the benchmarks. Second, the



Superintendent, principal, and Office of School Renewal held a joint public hearing to inform the greater community of the receivership process and gather feedback for improving the process to ensure that the school meets its benchmarks. Third, after the joint public hearing, the CET reconvened and gathered more feedback to present to the Superintendent. Fourth, the Superintendent gave her feedback as to which recommendations should be included in the revised Renewal School Comprehensive Educational Plan (RSCEP).

The school’s mid-year scholarship report data shows an increase in credit accumulation across all content areas in the tenth and eleventh grades. For example, eleventh graders show an increase of 9% in ELA and 16% in math. Tenth graders show an increase of 13% in ELA and 17% in math. At this time, the assessment of the school’s ability to meet its benchmarks noted in the LEVEL 1 and LEVEL 2 indicators below is that some barriers exist in the schools ability to make mid-year adjustments due to a lack of systematically tracking for progress on a regular basis.

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
4-Year Graduation Rate	Yellow	53%	54%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). Data is not yet available for this indicator. We are confident that we are observing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>At the end of the 3rd quarter, the New Visions (NV) Sorter indicated that the school’s projected graduation rate for June is 56% and 61.5% for August. If this goal is met, the school will reach its graduation benchmark. The Assitant Principal (AP) of Guidance participated in a training around the Marking Period Analyzer tool in</p>	N/A



				<p>the NV sorter. She has identified students in Cohort R whom are in danger of failing high stakes courses needed for graduation and is developing a support plan for each Cohort R under-credited student's program. Programs are also in place to identify potential Alternative Programs. Blended Learning courses were offered to potential January 2016 graduates. Four students participated in the program. However only two were able to meet courses standards. These programs continue to be offered.</p> <p>A credit accumulation program was offered after school and on Saturdays to provide students with the opportunity to accumulate credits toward graduation requirements. However, due to low attendance, the program will not be offered in the spring. Regents preparation classes and tutoring sessions were offered in all content areas after school hours and Saturdays for five weeks. The same programs will be offered for the June Regents exams.</p>	
5-Year Graduation Rate	Yellow	59%	60%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). Data is not yet available for this indicator. We are confident that we are observing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>During the third quarter, the AP of Guidance participated in a training and conversation around the Marking Period Analyzer tool in the NV sorter. She has identified active students in Cohort Q that are in danger of failing high stakes courses needed for</p>	N/A



				<p>graduation and has developed a support plan for each. This plan is documented directly in the Sorter. New Explorers High School (NEHS) has created a plan to offer additional tutoring and mentoring to this population of students in order to support academic success. On average, the school’s five-year graduation rate is 3-5% greater than its four-year graduation rate. While predictive in nature, this average rate is a strong indicator that demonstrable improvement will be made in this category.</p> <p>The attendance plan for cohort Q was revised for the spring term. The New Vision Attendance Heat Map, a color-coded tool that contains student-level attendance data and highlights trends across days, weeks, and months, has been utilized to assess and monitor students’ attendance. Interventions such as “Wake Up Calls,” “Spirit Fridays,” Intramural Basketball during period 0, and the establishment of a Home Visit Committee are some of the initiatives implemented in the spring term to increase student attendance.</p>	
College Readiness Index	Yellow	5.3%	6.3%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). Data is not yet available for this indicator. We are confident that we are observing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>During the 3rd quarter, NEHS participated in Chancellor Farina’s SAT School Day initiative, which offered the SAT exam free of charge to juniors during the school day. This program offered hands-on support for the college admissions process and training to help</p>	N/A



				students in completing their college essays. SAT School Day is a critical part of College Access for All, a citywide initiative to ensure equity and excellence in college access and planning opportunities for all students.	
English Regents Percent Pass By Year 3	Yellow	40%	41%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). Data is not yet available for this indicator. We are confident that we are noticing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>Relative to the third quarter, it should be noted that students at NEHS typically do not take the ELA Regents in June of their Junior year (year 3). However, currently 4.7% of Cohort S has passed the exam compared to only 1% of Cohort R at this time last year, yielding a 3.7% increase.</p>	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 demonstrable improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). Although data is not yet available for this indicator we are continuing to take specific steps in order to make every effort to meet our target. Data to evaluate this indicator will be available pending the release of information from the State Education Department (SED).</p>	N/A



				As of February 26, 2016, NEHS is no longer designated as a Priority school. It is now designated as a Focus school, demonstrating that it effectively implemented,, with fidelity, interventions to effect dramatic, systemic, whole-school change. As a result, the school met all of the criteria needed to move from Priority to Focus status.	
School Survey - Safety	Green	2.28	2.32	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> • The attendance team actively monitored Automate the Schools (ATS) attendance data twice a week. • Teachers reviewed attendance and scholarship data for English Language Learner (ELLs), Students with Disabilities (SWDs) and over-aged/under-credited students twice a month during Kid-Connect, resulting in an average attendance rate of 79.4%, • The AP of Guidance and Special Education monitored the implementation of the Character Education Curriculum in the Advisory, Peer Mediation, and Peer Mentors groups, and conducted one observation per month of each advisory class. The Parent Coordinator and Community School Director monitored parent attendance at workshops on an ongoing basis, and provided outreach to improve attendance leading to 15 or more 	N/A



				<p>parents attending on a regular basis.</p> <ul style="list-style-type: none"> • The AP of Guidance and Special Education monitored credit accumulation of over-aged/under-credited students. This resulted in increased credit accumulation. • The AP of Guidance and Special Education will continue to monitor Individualized Educational Program (IEP) compliance data. The mid-point benchmark established is that all annuals will be in compliance by January 2016. <p>Update as of April 26, 2016: NEHS currently has 30 principal suspensions compared to 48 principal suspensions at this point last year, a 37.5% decrease.</p>	
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LEVEL 2 Indicators

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

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Plan
Framework: Rigorous Instruction	Yellow	2.64	2.68	<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"> • Teachers, teacher leaders, and administrators have participated in instructional rounds to strengthen teachers’ pedagogical skills and develop a culture of collaboration and trust. • Members of the Principal’s Leadership Circle have participated in instructional rounds and have shared their findings with their departments during Teacher Team meetings, by content area, on Wednesdays. The lens used for the rounds was aligned to the school’s instructional focus that varied each month: (October and November – Checks for Understanding; January and February – Intentional Groupings; April and May – Teacher Feedback). • Noticings from instructional rounds were shared with teachers during Teacher Team meetings on Wednesdays and used to inform the Professional Learning Plan. 	N/A



				Update as of April 26, 2016: The school has currently completed 73% of the Advance observations.	
Implement Community School Model	Yellow	N/A	Implement	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> • In collaboration with the Community School Director, the attendance team has monitored ATS attendance data twice a week. This has led to a minimum mid-point benchmark attendance rate of 79.4%. • Teachers have reviewed attendance and scholarship data for ELLs, SWDs and over-aged/under-credited students twice a month during Kid-Connect, a major part of the community school structure. • During the third quarter, the AP of Guidance and Special Education monitored the implementation of the Character Education Curriculum in the Advisory, Peer Mediation and Peer Mentors groups by conducting one observation per month of each advisory class. • The Parent Coordinator and Community School Director have monitored parent attendance at workshops on an ongoing basis resulting in 15 or more parents attending regular workshops. • The AP of Guidance and Special Education 	N/A



				<p>monitored credit accumulation of over-aged/under-credited students resulting in a minimum of 2-3 credits accumulated.</p> <ul style="list-style-type: none"> The AP of Guidance and Special Education monitored IEP compliance data resulting in all annuals being in compliance. <p>Update as of April 26, 2016: Over the past three months, the CBO has offered several parent workshops since March that included Zumba, a Parent Leader Meeting, Bingo, Celebrate Your Child’s Success and several informal breakfasts.</p>	
Progress Toward Graduation-Years 2 and 3	Yellow	33.9%	34.9%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). Data is not yet available for this indicator. We are confident that we are noticing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>Data analysis was conducted the week of February 1st on passing rates for both courses and Regents exams. Students have since been programmed strategically to address their credit gaps so that they will be on target for graduation. At this time, 61.76% of sophomores have 15 or more credits and 53.77% of Juniors have 25 or more credits. The AP of Guidance will begin working with NV in May to ensure that summer school programming is done strategically and addresses the needs of all students.</p>	N/A
Provide 200 Hours of Extended Learning	Yellow	N/A	Implement	The school engages in a process of evaluating its formative and summative data sources throughout	N/A



Time				<p>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 created a unique Expanded Language Time (ELT) model comprised of academic and non-academic courses. Four days a week, students are programmed for academic classes based on credit gaps and previous failure on Regents exams. These classes are all credit bearing. On Wednesdays, the ELT is led by the Community Based Organization (CBO) and enrichment activities are offered, including band, SAT prep, and flag rugby. Slight adjustments have been made to the Spring schedule for Wednesdays based on student interest and attendance analysis of the Fall term.</p>	
Regents Completion Rate	Yellow	31.7%	32.7%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). Data is not yet available for this indicator. We are confident that we are noticing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>Update as of April 26, 2016: Of the 57 active seniors eligible for graduation in June or August of this year, 28 students have completed all five Regents exams, resulting in a Regents completion rate of 49%. Therefore, the school has exceeded its benchmark.</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.
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Part II – Key Strategies

Key Strategies				
<i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.				
List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan	
<p>1. Rigorous Instruction</p> <p>Goals:</p> <p>By June 2016, teachers will implement data-driven instructional strategies to modify Common Core-aligned curriculum to meet the needs of all students as measured by an increase of 5% in the graduation rate as compared to the graduation rate of June 2015.</p> <p>Key Strategies:</p> <p>To modify Common Core-aligned curriculum to meet the needs of all students. This key strategy will be supported through targeted professional development in data-</p>	Yellow	<p>In the framework area of Rigorous instruction, the school has focused on the following work throughout School Year (SY) 2015-2016.</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> <ul style="list-style-type: none"> Teachers, teacher leaders, and administrators have participated in instructional rounds to strengthen teachers’ pedagogical skills and develop a culture of collaboration and trust. Members of the Principal’s Leadership Circle have participated in instructional rounds and have shared their findings with their departments during Teacher Team meetings, by content area, on Wednesdays. The lens used for the rounds was aligned to the school’s instructional focus that varied each month: (October and November – Checks for 	N/A	



	<p>driven instructional strategies and administrative oversight and feedback in unit and lesson planning.</p> <p>Renewal School Priority Areas: Planning and Refinement of Written Common Core Learning Standards-aligned Curricula to Provide Access to All Students</p>		<p>Understanding; January and February – Intentional Groupings; April and May – Teacher Feedback).</p> <ul style="list-style-type: none"> • Noticings from instructional rounds were shared with teachers during Teacher Team meetings on Wednesdays and used to inform the Professional Learning Plan. 	
2.	<p>Supportive Environment Goals: By June 2016, the school will create a culture that encourages students to support one another and provide for their social and emotional growth as evidenced by a 5% increase in the Supportive Environment category of the NYC School Survey as compared to the results from 2015.</p> <p>Key Strategies: To create a culture that encourages students to support one another and provide for their social and emotional growth with the implementation of a character</p>	Yellow	<p>In the framework area of Supportive Environment, the school has focused on the following work throughout SY 2015-2016.</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> <ul style="list-style-type: none"> • In collaboration with the Community School Director, the attendance team has monitored ATS attendance data twice a week. This has led to a minimum mid-point benchmark attendance rate of 79.4% attendance. • Teachers have reviewed attendance and scholarship data for ELLs, SWDs and over-aged/under-credited students twice a month during Kid-Connect, a major part of the community school structure. • From November through April, the AP of Guidance and Special Education monitored 	N/A



	<p>education advisory curriculum and professional development on effective classroom management and behavioral strategies.</p>		<p>the implementation of the Character Education Curriculum in the Advisory, Peer Mediation, and Peer Mentors groups by conducting one observation per month of each advisory class.</p> <ul style="list-style-type: none"> • The Parent Coordinator and Community School Director have monitored parent attendance at workshops on an ongoing basis resulting in 25 or more parents attending regular workshops. • The AP of Guidance and Special Education monitored credit accumulation of over-aged/under-credited students resulting in a minimum of 2-3 credits accumulated. • The Principal has conducted a bi-weekly review of hallway monitors' logs of students found in both the hallways and stairwells, which has resulted in a 5% decrease in cutting. • The AP of Guidance and Special Education has monitored IEP compliance data resulting in all annuals being in compliance. 	
<p>3.</p>	<p>Collaborative Teachers Goals: By June 2016 teachers will engage in inquiry-based collaborations during professional learning sessions, receive training and support in analyzing student data, and participate in instructional rounds and peer feedback that will result in instructional coherence</p>	<p>Yellow</p>	<p>In the framework area of Collaborative Teachers, the school has focused on the following work throughout SY 2015-2016.</p> <p>Additionally, the principal conducted the school's first instructional round in November. Five teachers from various content areas participated as well as the instructional AP and Director of School Renewal. During this walk, teachers gathered evidence of 3C and 3D, Engaging Students in Learning and Using Assessment in Instruction, respectively, to assess the</p>	<p>N/A</p>



<p>and higher student achievement for all learners as evidenced by an increase of 10% Regents pass rate as compared to June 2015.</p> <p>Key Strategies: Teachers will engage in inquiry-based collaborations during professional learning sessions, receive training and support in analyzing student data, and participate in instructional rounds and peer feedback that will result in instructional coherence and higher student achievement for all learners.</p> <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry</p>		<p>impact of previous professional development. Information gathered was shared with the entire staff. A second round is planned for the spring.</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> <ul style="list-style-type: none"> • School leaders have reviewed meeting agendas and minutes to actively monitor professional learning sessions on a weekly basis. • The Principal met with teacher leaders in Principal’s Leadership Circle to provide guidance, problem solve, and plan cycles of inquiry once a week. Recent mid-point benchmarks have identified the effectiveness of this team. • As of April 2016, all teacher teams have engaged in a reflective protocol and presented work to staff to assess the effectiveness of teacher team collaborations and the impact on student achievement and teacher practice. • The principal’s leadership circle has conducted numerous instructional rounds and provided teachers with specific and actionable feedback leveraged by the Danielson Framework for Teaching. • The principal’s leadership circle has reviewed and provided feedback on at least five units of study. 	
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<p>4.</p>	<p>Effective School Leadership Goals: By June 2016, school leaders will create evidenced-based systems and structures to examine and improve critical individual and school-wide practices to increase credit accumulation for grades 9, 10 and 11 by 10% as compared to June 2015.</p> <p>Key Strategies: School leaders will create evidenced-based systems and structures to examine and improve critical individual and school-wide practices to increase credit accumulation. (Note there was no action plan here to draw from.)</p>	<p>Yellow</p>	<p>In the framework area of Effective School Leadership, the school has focused on the following work throughout SY 2015-2016.</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> <ul style="list-style-type: none"> • School leaders have reviewed observation data from Advance to assess individualized and whole-school professional development needs every quarter. • School leaders have reviewed minutes for teacher team meetings on a weekly basis to assess curricular progress. • School leaders have monitored the implementation of teaching strategies to address student needs identified during teacher team meetings. This has also been done during both informal and formal observations as per teacher cycle selection. • School leaders have collected and reviewed intervisitation reports to gauge shared teaching practices school wide. • School leaders have reviewed the implementation of teaching strategies learned in intervisitations and instructional rounds. <p>Update: As of January 8, 2016, a new principal was appointed to NEHS.</p>	<p>N/A</p>
<p>5.</p>	<p>Strong Family-Community Ties Goals:</p>	<p>Yellow</p>	<p>In the framework area of Strong Family-Community Ties, the school has focused on the following work</p>	<p>N/A</p>



	<p>By June 2016, the school will create partnerships with families and community agencies to provide training in areas of academic and social and emotional developmental health to support student success as evidenced by a 5% increase in the Strong Family-Community Ties category of the NYC School Survey as compared to the results from 2015.</p> <p>Key Strategies: The school will create partnerships with families and community agencies to provide training in areas of academic and social and emotional developmental health to support student success.</p>		<p>throughout SY 2015-2016.</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> <ul style="list-style-type: none"> • Parent Association meetings have taken place once per month, yielding an average of 15 parents per meeting in attendance. • The school has hosted four school wide events where parents and the school community co-attended. • A Senior Parent Night was held in January in collaboration with Monroe College to provide parents with critical information regarding the FAFSA application. The same workshop was presented during advisory session in February. • School leaders, in collaboration with the Parent Teachers Association (PTA), have developed a fully functioning Parent Center open to the community. 	
<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:</p> <ul style="list-style-type: none"> • A community member recommended having a syllabus available online for parents, in Pupil Path. • A community member recommended having ways in which to develop school pride individually with students and across the school. • A community member recommended establishing a "help center" described a place to bring students' parents and school community together. • The Community Council for High Schools representative recommended a survey be provided to gather parent input about being involved in the school. <p>Goals/Outcome of CET meetings:</p> <ul style="list-style-type: none"> • CET members review the "Go Green" campaign every Marking Period to celebrate students with high averages 	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conduct a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school, which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET's utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>



and those whom have made progress.

- This term, with the support of the CET, the school started to conduct "Spirit Fridays" in order to build school culture and boost student morale.
- The CET reviewed progress with parent outreach with the Parent Coordinator, who supervises a "Help Center," replete with computers and various resources for parents to use. In addition, the Guidance Team and Social Worker have met with parents as needed in order to offer various levels of support.
- The CBO is using the "Count of Me" survey to gather information from parents, which is distributed at all parent events.
- The goals for the CET meetings have been to increase parental involvement overall in various aspects of the school as well as ensure a successful Community School Forum, which is scheduled for May 21, 2016. In order to work towards this goal, a Parent Leadership Committee was formed with the support of the Outreach Specialist. The committee consists of 9 parent participants. Each member has received training on how to speak to engage other parents, be visible leaders in the school community, and how to make phone calls to encourage parents to participate in the forum.

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



	<p>the monthly School Leadership Team (SLT) meetings conducted by the school.</p>	
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Powers of the Receiver
 Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
<p>Green</p>	<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. Listed below are any other efforts to utilize the powers of the School Receiver:</p> <p>In support of our four Renewal Schools, our district designed a targeted support program for school leaders. This program was a tiered program that provided three levels of support with using the observation and feedback cycle to leverage changes in instruction and environment aligned to the initiatives of the Office of School</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>



Renewal. Principals participated in observation walks and calibrations during co-visits with the TDEC and the DSR. The assistant principals participated in a full day clinic and a series of small group professional learning to share best practices and create a network of support across these four schools.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part IV – Title I Schoolwide Program (SWP) Plan Required Components (As applicable)

2016-17 School Year Plan			
<i>As applicable</i> , please provide additional information to describe 2016-17 school year plans and rationale for required components of a Title I Schoolwide Program plan. If a required component has already been addressed in one or more section above, please use the “2016-17 School Year Plan” column to indicate which sections contain this information. A brief rationale should be included for <i>each</i> required component.			
Ten Required Components of SWP		2016-17 School Year Plan	Rationale
1.	Comprehensive Needs Assessment	Diagnostic Tool School and District Effectiveness (DTSDE), both state-led and district-led satisfy this requirement.	N/A
2.	Schoolwide Reform Strategies	N/A	N/A
3.	Instruction by Highly Qualified Teachers	N/A	N/A
4.	High Quality and On-going Professional Development	N/A	N/A
5.	Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools	N/A	N/A
6.	Strategies to Increase Parental Involvement	N/A	N/A
7.	Transition Plans to Assist Pre-school Children from Early Childhood Programs to the Elementary School Program	N/A	N/A
8.	Measures to Include Teachers in Decisions Regarding the Use of Academic Assessment Data to Inform Instruction	N/A	N/A
9.	Activities to Ensure the Students Who Experience Difficulty Attaining Proficiency Receive Effective and Timely Additional Assistance	N/A	N/A
10.	Coordination and Integration of Federal, State and Local Services and Programs -	N/A	N/A



Part V – Best Practices (Optional)

Best Practices

The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.

List the best practice currently being implemented in the school.	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	
2.	
3.	

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Part VI – Fiscal

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

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

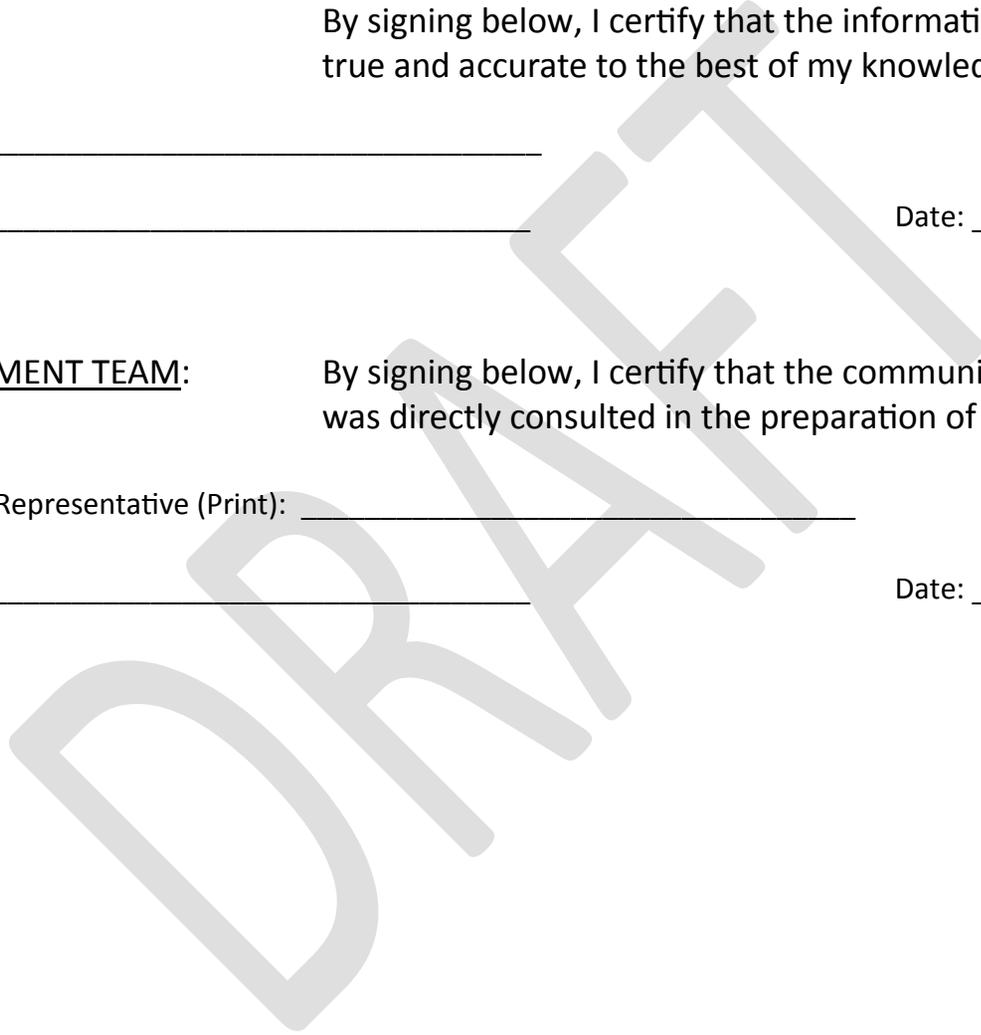
COMMUNITY ENGAGEMENT TEAM:

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: