

# Receivership

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

*3<sup>rd</sup> Quarter - January 18, 2016 to April 15, 2016*

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
01M292: Henry Street School for International Studies	310100011292	NYC GEOG DIST # 1 - MANHATTAN	Yellow	Cohort 5
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	Miles Doyle	Aimee Horowitz, Executive Superintendent for Renewal Schools Daniella Phillips, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08,09,10,11,12	175

### 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. This 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 Henry Street School for International Studies 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.

## **Part I – Demonstrable Improvement Indicators**

### **LEVEL 1 – Indicators**



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

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
3-8 ELA Growth Percentile	Yellow	44.8	45.8	<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>Through April 2016, more than 20% of the students showed an increase from their baseline to their third quarter ELA interim assessments more than and 20% of the students showed an increase from their baseline to their third quarter social studies interim assessments.</p> <ul style="list-style-type: none"> <li>• 9th grade ELA pass rate 90% to 92%</li> <li>• 10th grade ELA pass rate 83% to 83%</li> <li>• 11th grade ELA pass rate 81% to 83%</li> <li>• 12th grade ELA pass rate 77% to 70%</li> </ul>	N/A



3-8 ELA Percent Level 2 & Above	Yellow	20%	21%	<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>Through April 2016, more than 20% of the students showed an increase from their baseline to their third quarter ELA interim assessments more than and 20% of the students showed an increase from their baseline to their third quarter social studies interim assessments.</p> <ul style="list-style-type: none"> <li>• 9th grade ELA pass rate 90% to 92%</li> <li>• 10th grade ELA pass rate 83% to 83%</li> <li>• 11th grade ELA pass rate 81% to 83%</li> <li>• 12th grade ELA pass rate 77% to 70%</li> </ul>	N/A
3-8 Math Growth Percentile	Yellow	50.8	51.8	<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</p>	N/A



				<p>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>During our last marking period, students in 9th grade had a 78% pass rate on all subjects, 10th grade has a 73% pass rate in all classes, 11th grade had an 81% pass rate in all classes and 12th grade had an 83% pass rate in all classes. Overall there was a 5% increase across grades from the previous marking period of students who passed the class.</p> <ul style="list-style-type: none"> <li>• 10th grade math pass rate 66% to 79%</li> <li>• 11th grade math pass rate 69% to 72%</li> </ul>	
3-8 Math Percent Level 2 & Above	Yellow	22%	23%	<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>School is on track towards meeting both state and Renewal benchmarks on level 1 indicators.</p> <ul style="list-style-type: none"> <li>• 10th grade math pass rate 66% to 79%</li> </ul>	N/A



				<ul style="list-style-type: none"> <li>11th grade math pass rate 69% to 72%</li> </ul>	
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 seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>School is on track to meeting its level 1 indicator, through increased ELT and program initiatives.</p> <p>During our last marking period, students in 9th grade had a 78% pass rate on all subjects, 10th grade has a 73% pass rate in all classes, 11th grade had an 81% pass rate in all classes and 12th grade had an 83% pass rate in all classes. Overall there was a 5% increase across grades from the previous marking period of students who passed the class.</p> <ul style="list-style-type: none"> <li>9th grade ELA pass rate 90% to 92%</li> <li>10th grade ELA pass rate 83% to 83%</li> <li>11th grade ELA pass rate 81% to 83%</li> <li>12th grade ELA pass rate 77% to 70%</li> </ul>	N/A
College Readiness Index	Yellow	6.6%	7.6%	<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</p>	N/A



				<p>articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>During our last marking period, students in 9th grade had a 78% pass rate on all subjects, 10th grade has a 73% pass rate in all classes, 11th grade had an 81% pass rate in all classes and 12th grade had an 83% pass rate in all classes. Overall there was a 5% increase across grades from the previous marking period of students who passed the class.</p> <ul style="list-style-type: none"> <li>• 9th grade ELA pass rate 90% to 92%</li> <li>• 10th grade ELA pass rate 83% to 83%</li> <li>• 11th grade ELA pass rate 81% to 83%</li> <li>• 12th grade ELA pass rate 77% to 70%</li> </ul>	
English Regents Percent Pass By Year 3	Yellow	36%	37%	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	N/A



				<p>target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>School is on track towards meeting both state and Renewal benchmarks on level 1 and 2 indicators, through increased AIS and ELT in ELA.</p> <p>During our last marking period, students in 9th grade had a 78% pass rate on all subjects, 10th grade has a 73% pass rate in all classes, 11th grade had an 81% pass rate in all classes and 12th grade had an 83% pass rate in all classes. Overall there was a 5% increase across grades from the previous marking period of students who passed the class.</p> <ul style="list-style-type: none"> <li>• 9th grade ELA pass rate 90% to 92%</li> <li>• 10th grade ELA pass rate 83% to 83%</li> <li>• 11th grade ELA pass rate 81% to 83%</li> <li>• 12th grade ELA pass rate 77% to 70%</li> </ul>	
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	13%	14%	The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not	N/A



				<p>yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>During our last marking period, students in 9th grade had a 78% pass rate on all subjects, 10th grade has a 73% pass rate in all classes, 11th grade had an 81% pass rate in all classes and 12th grade had an 83% pass rate in all classes. Overall there was a 5% increase across grades from the previous marking period of students who passed the class.</p>	
Make Priority School Progress	Yellow	N/A	Meet progress criteria	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>School is on track towards meeting both state and Renewal benchmarks on level 1 and 2 indicators, through robust partnerships, yielding quality curriculum and increased effective pedagogy.</p> <p>During our last marking period, students in 9th grade had a 78% pass rate on all subjects, 10th grade has a 73% pass rate in all classes, 11th grade had an 81% pass rate in all classes and 12th grade had an 83% pass</p>	N/A



				rate in all classes. Overall there was a 5% increase across grades from the previous marking period of students who passed the class.	
Math Regents Percent Pass By Year 2	Yellow	37%	38%	<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>School is on track towards meeting both state and Renewal benchmarks on level 1 and 2 indicators, through increased AIS and ELT in math.</p> <p>10th grade math pass rate 66% to 79%</p> <p>11th grade math pass rate 69% to 72%</p>	N/A
School Survey - Safety	Yellow	2.00	2.04	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). 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>School is on track towards meeting both state and Renewal benchmarks on level 1 and 2 indicators, through increased social emotional supports to our students, in conjunction with our partnerships.</p> <p>During our last marking period, students in 9th grade had a 78% pass rate on all subjects, 10th grade has a 73% pass rate in all classes, 11th grade had an 81% pass rate in all classes and 12th grade had an 83% pass rate in all classes. Overall there was a 5% increase across grades from the previous marking period of students who passed the class.</p>	



**LEVEL 2 Indicators**

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

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Plan
Framework: Collaborative Teachers	Yellow	2.80	2.84	<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>Teachers have committed to the improvement of tracking data for student success. To date, all departments have inputted and analyzed data for two quarterly interim assessments.</p> <p>During our last marking period, students in 9th grade had a 78% pass rate on all subjects, 10th grade has a 73% pass rate in all classes, 11th grade had an 81% pass rate in all classes and 12th grade had an 83% pass rate in all classes. Overall there was a 5% increase across grades from the previous marking period of students who passed the class.</p>	N/A



Framework: Rigorous Instruction	Yellow	2.44	2.48	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>Through April 2016, we anticipate that 20% of the students will show an increase from their baseline to their third quarter ELA interim assessment.</p> <p>During our last marking period, students in 9th grade had a 78% pass rate on all subjects, 10th grade has a 73% pass rate in all classes, 11th grade had an 81% pass rate in all classes and 12th grade had an 83% pass rate in all classes. Overall there was a 5% increase across grades from the previous marking period of students who passed the class.</p> <ul style="list-style-type: none"> <li>• 9th grade ELA pass rate 90% to 92%</li> <li>• 10th grade ELA pass rate 83% to 83%</li> <li>• 11th grade ELA pass rate 81% to 83%</li> <li>• 12th grade ELA pass rate 77% to 70%</li> </ul>	N/A



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). 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>Partnership with community-based organization (CBO), Henry Street Settlement, is in place and all staff members have been hired for the 2015-2016 school year.</p> <p>Settlement Success Squad (targeted intervention for chronically absent students) 50% are on track to improve their attendance from last year Success Mentor 50% improved attendance in last 20 days School Based Mental Health Clinic utilized for referrals Provided 3 weekly groups focused on socialization, emotional regulation, and stress management</p>	N/A
Performance Index on State ELA Exam	Yellow	24	26	The school engages in a process of evaluating its formative and summative data sources throughout	N/A



				<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). 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>Rigor of student work tasks, improvements in teachers’ instructional practices, and student learning products indicate progress towards realizing demonstrable improvement.</p> <p>Through April 2016, more than 20% of the students showed an increase from their baseline to their third quarter ELA interim assessments. Through April 2016, more than 20% of the students showed an increase from their baseline to their third quarter social studies interim assessments.</p> <p>9th grade ELA pass rate 90% to 92% 10th grade ELA pass rate 83% to 83% 11th grade ELA pass rate 81% to 83% 12th grade ELA pass rate 77% to 70%</p>	
Performance Index on State Math Exam	Yellow	27	29	<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</p>	N/A



				<p>we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>Rigor of student work tasks, improvements in teachers’ instructional practices, and student learning products indicate progress towards realizing demonstrable improvement.</p> <p>During our last marking period, students in 9th grade had a 78% pass rate on all subjects, 10th grade has a 73% pass rate in all classes, 11th grade had an 81% pass rate in all classes and 12th grade had an 83% pass rate in all classes. Overall there was a 5% increase across grades from the previous marking period of students who passed the class.</p> <p>10th grade math pass rate 66% to 79%</p> <p>11th grade math pass rate 69% to 72%</p>	
Provide 200 Hours of Extended Learning Time	Yellow	N/A	Implement	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). 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



				<p>The school is fully implementig Extended Learning Time.</p> <p>During our last marking period, students in 9th grade had a 78% pass rate on all subjects, 10th grade has a 73% pass rate in all classes, 11th grade had an 81% pass rate in all classes and 12th grade had an 83% pass rate in all classes. Overall there was a 5% increase across grades from the previous marking period of students who passed the class.</p>	
Regents Completion Rate	Yellow	24.9%	25.9%	<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 seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>During our last marking period, students in 9th grade had a 78% pass rate on all subjects, 10th grade has a 73% pass rate in all classes, 11th grade had an 81% pass rate in all classes and 12th grade had an 83% pass rate in all classes. Overall there was a 5%</p>	N/A



				increase across grades from the previous marking period of students who passed the class.		
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .		<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

## Part II – Key Strategies

<b>Key Strategies</b> As applicable, identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.				
List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).		Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
1.	<b>Rigorous Instruction</b> <b>Goals:</b> By June 2016, 40% of students (33) in grades 7 and 8 will achieve a higher proficiency rating (student performance) on the NYS ELA	Yellow	In the framework area of Rigorous instruction, the school has focused on the following work throughout SY 15-16.  During our last marking period, students in 9th grade had a 78% pass rate on all subjects, 10th grade has a	N/A



<p>resulting in a higher median proficiency rating as reflected on the NYC School Quality Guide</p> <p>By June 2016, 15% of high school ENL students will achieve an increase of 1 level based on the HSS Common Core Rubric on the long written response social studies Interim assessment</p> <p><b>Key Strategies:</b> Independent reading program, "Train the Trainer" workshops to build facilitation skills team-building in classrooms Provide resource to ensure that technology is embedded in classroom instruction.</p> <p><b>Renewal School Priority Areas:</b> Classroom Implementation of Curricula/Writing Strategies</p>	<p>73% pass rate in all classes, 11th grade had an 81% pass rate in all classes and 12th grade had an 83% pass rate in all classes. Overall there was a 5% increase across grades from the previous marking period of students who passed the class.</p>	
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<p>2.</p>	<p><b>Supportive Environment</b>  <b>Goals:</b>                  By June 2016 , the overall school average for Supportive Environment will increase from 77% to the citywide average of 83%, as measured by the 2015-16 Learning Environment Survey.</p> <p><b>Key Strategies:</b>                  We will provide Extended Learning Time programs and activities to support students academically, socio-emotionally, and in being college and career ready, Partnership with Children to support students’ social and emotional needs</p> <p>Attendance Systems and Structures</p>	<p>Green</p>	<p>In the framework area, Supportive Environment, the school has focused on the following work throughout SY 15-16.</p> <p>Settlement Success Squad (targeted intervention for chronically absent students) 50% are on track to improve their attendance from last year                  Success Mentor 50% improved attendance in last 20 days                  School Based Mental Health Clinic utilized for referrals                  Provided 3 weekly groups focused on socialization, emotional regulation, and stress management</p>	<p>N/A</p>
<p>3.</p>	<p><b>Collaborative Teachers</b>  <b>Goals:</b>                  By June 2016, in order to hold our school accountable and foster collaboration, teachers will commit to the improvement of tracking data for student success by having 100% of assessment data for each</p>	<p>Yellow</p>	<p>In the framework area, Collaborative Teachers, the school has focused on the following work throughout SY 15-16.</p> <p>During our last marking period, students in 9th grade had a 78% pass rate on all subjects, 10th grade has a 73% pass rate in all classes, 11th grade had an 81% pass rate in all classes and 12th grade had an 83% pass rate in all classes. Overall there was a 5% increase</p>	<p>N/A</p>



	<p>department inputted and analyzed four times a year, based on our quarterly interim assessments. Evidence will be noted by the interim assessment data and teacher team corrective instructional shift action plans.</p> <p><b>Key Strategies:</b> SIG partners will provide instructional support, coaching, and professional development to teachers and school leaders in the areas of designing coherent instruction, UBD, providing regular feedback to students, and providing feedback to teachers, SIG partners will work with teachers to ensure they align all curriculum to the CCSS literacy and math standards and related assessments</p> <p><b>Renewal School Priority Areas:</b> Danielson Framework Implementation - Observation Cycle Inquiry</p>		<p>across grades from the previous marking period of students who passed the class.</p>	
4.	<p><b>Effective School Leadership</b></p> <p><b>Goals:</b> By June 2016, there will be a 35%</p>	Green	<p>In the framework area, Effective School Leadership , the school has focused on the following work throughout SY 15-16.</p>	N/A



	<p>increase in the number of teachers who will share in distributive leadership roles to improve teacher practice, evidenced by facilitation of department, grade teams and professional development. Evidence will be collected via team and PD meeting agendas, minutes and action plans</p> <p><b>Key Strategies:</b> SIG Partners will provide a range of instructional and leadership coaching, and workshops for leaders, which will enhance the quality of teaching and learning and support the monitoring, evaluation review, and revision of the implementation plan</p>		<p>During our last marking period, students in 9th grade had a 78% pass rate on all subjects, 10th grade has a 73% pass rate in all classes, 11th grade had an 81% pass rate in all classes and 12th grade had an 83% pass rate in all classes. Overall there was a 5% increase across grades from the previous marking period of students who passed the class.</p>	
5.	<p><b>Strong Family-Community Ties</b> <b>Goals:</b> From September 2015 to June 2016, the school will increase its percentage of parents attending school events, such as SLT, PTA, parent teacher conference, parent workshops from 2% of our total</p>	Yellow	<p>In the framework area, Strong Family-Community Ties, the school has focused on the following work throughout SY 15-16.</p> <p>Settlement Success Squad (targeted intervention for chronically absent students) 50% are on track to</p>	N/A



	<p>parent/guardian population to 5%, as measured by the parent logs and sign in sheets.</p> <p><b>Key Strategies:</b></p>		<p>improve their attendance from last year Success Mentor 50% improved attendance in last 20 days                  School Based Mental Health Clinic utilized for referrals                  Provided 3 weekly groups focused on socialization, emotional regulation, and stress management.</p>	
<p><b>Green</b></p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u>.</p>	<p><b>Yellow</b></p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p><b>Red</b></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

<b>Community Engagement Team (CET)</b> Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p><b>Superintendent-Approved CET Recommendations:</b></p> <p>Utilize the expertise of instructional coaches for each subject-area.</p> <p>Increase the frequency of observations and direct feedback from school leaders.</p> <p>Teachers must be able to demonstrate high levels of student engagement.</p> <p>This school has to think innovatively about "Supportive Environment" domain of Great Schools Framework.</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 conjunction with the monthly School Leadership Team (SLT) meetings conducted by the school.</p> <p>The SLT/CET has focused its efforts on closely monitoring the</p>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conduct a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET's utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings.</p>



	<p>school’s progress with regard to the Receivership benchmarks. The meetings have centered on soliciting input from the community, sharing progress, and revising areas in need of greater support. Through the SLT/CET meetings, the message of quality, urgency, and progress have reverberated throughout the school community from different voices and stakeholders which has helped to create a shared sense of responsibility and ownership as opposed to top-down accountability and pressure. The SLT/CET has focused on course scholarship and credit accumulation, attendance, recruitment, as well as all of the level 1 and level 2 indicators and key strategies outlined in the intervention plan.</p>	
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**Powers of the Receiver**  
 Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

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



<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b> Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b> Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



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

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



**Part V – Best Practices (Optional)**

<b><u>Best Practices</u></b>	
The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.	
List the best practice currently being implemented in the school.	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	
2.	
3.	



**Part VI – Fiscal**

<p><b>Budget Analysis/Narrative and Budget Documents</b> – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below. <u>Please note</u>, separate budget narratives and FS-10’s must be submitted for a SIG, SIF and/or Persistently Struggling Schools (PSS) grant.</p>		
Design Element	Status (R/Y/G)	Analysis of 2015-16 School Year
<p>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></p>		
<p>Additionally, <u>under separate attachment</u>, the LEA/school must provide a <b>Budget Narrative</b> and an <b>FS-10</b> 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.</p>		



**Part VII – Attestation**

**RECEIVER:**

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

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

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

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

**COMMUNITY ENGAGEMENT TEAM:**

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

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

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

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



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

2016-17

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

Continuation Plan Cover Page

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

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

January 18, 2016 to April 15, 2016

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