

Receivership

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

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

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
08X530: Banana Kelly High School	320800011530	NYC GEOG DIST # 8 – 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	Asya Johnson	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcott, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	229

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.

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	42%	43%	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	



				<p>target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>Through April 2016, students completed 50% of their CCLS-aligned summative performance-based assessment tasks in four core subject areas.</p> <p>Through April 2016, 2016, our median rating on Danielson rubric 1e (Designing Coherent Instruction) is Effective or higher, with a standard deviation of < .4.</p> <p>The most recent scholarship data for Grade 10 is showing positive results. There is a 77.3% scholarship rate across content areas.</p> <p>1/English/ESL - 82.98% 2/Social Studies - 78.85% 3/Mathematics - 66.67% 4/Science - 75.51% 5/LOTE - 62.50% 9/Technology - 71.43% 10/Visual Arts - 88.89% 13/Theater - 100.00% 14/PE and Health - 80.00% 16/Functional Codes - 71.43%</p>	
College Readiness Index	Yellow	4.6%	5.6%	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>yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>The most recent scholarship data for Grade 10 is showing positive results. There is a 77.3% scholarship rate across content areas.</p> <p>1/English/ESL - 82.98% 2/Social Studies - 78.85% 3/Mathematics - 66.67% 4/Science - 75.51% 5/LOTE - 62.50% 9/Technology - 71.43% 10/Visual Arts - 88.89% 13/Theater - 100.00% 14/PE and Health - 80.00% 16/Functional Codes - 71.43%</p>	
English Regents Percent Pass By Year 3	Yellow	27%	28%	<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 September 30, 2016.</p> <p>Through April 2016, students completed 50% of their CCLS-aligned summative performance-based assessment tasks in four core subject areas.</p> <p>Through April 2016, 2016, our median rating on Danielson rubric 1e (Designing Coherent Instruction) is</p>	



				<p>Effective or higher,with a standard deviation of < .4.we are currently reviewing Regents data, individual student credit accumulation and scholarship reports to ensure that progress is being made towards our June 2016 goal for student progress/performance and graduation rate.</p>	
<p>Make Priority School Progress</p>	<p>Yellow</p>	<p>N/A</p>	<p>Meet progress criteria</p>	<p>The school engages in a process of evaluating itsformative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>ThroughApril 2016, students completed 50% of their CCLS-aligned summative performance-based assessment tasks in four core subject areas.</p> <p>Through April 2016, 2016, our median rating on Danielson rubric 1e (Designing Coherent Instruction) is Effective or higher,with a standard deviation of < .4.</p> <p>We are currently reviewing Regents data, individual student credit accumulation and scholarship reports to ensure that progress is being made towards our June 2016 goal for student progress/performance and graduation rate.</p>	



				<p>The most recent scholarship data for Grade 10 is showing positive results. There is a 77.3% scholarship rate across content areas.</p> <p>1/English/ESL - 82.98% 2/Social Studies - 78.85% 3/Mathematics - 66.67% 4/Science - 75.51% 5/LOTE - 62.50% 9/Technology - 71.43% 10/Visual Arts - 88.89% 13/Theater - 100.00% 14/PE and Health - 80.00% 16/Functional Codes - 71.43%</p>	
Math Regents Percent Pass By Year 2	Yellow	34%	35%	<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 September 30, 2016.</p> <p>Through April 2016, students completed 50% of their CCLS-aligned summative performance-based assessment tasks in four core subject areas.</p> <p>Through April 2016, 2016, our median rating on Danielson rubric 1e (Designing Coherent Instruction) is Effective or higher, with a standard deviation of < .4.</p>	



			<p>We are currently reviewing Regents data, individual student credit accumulation and scholarship reports to ensure that progress is being made towards our June 2016 goal for student progress/performance and graduation rate.</p> <p>The most recent scholarship data for Grade 12 is showing positive results. There is a 70.5% passing scholarship rate in Mathematics</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
College and Career Preparatory Course Index	Yellow	5.6%	6.6%	<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 articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>Through April 2016, students completed 50% of their CCLS-aligned summative performance-based assessment tasks in four core subject areas.</p> <p>Through April 2016, 2016, our median rating on Danielson rubric 1e (Designing Coherent Instruction) is Effective or higher, with a standard deviation of < .4.</p> <p>We are currently reviewing Regents data, individual student credit accumulation and scholarship reports to ensure that progress is being made towards our June 2016 goal for student progress/performance and graduation rate.</p> <p>The most recent scholarship data for Grade 10 is showing positive results. There is a 77.3% scholarship rate across content areas.</p>	



				<p>1/English/ESL - 82.98%</p> <p>2/Social Studies - 78.85%</p> <p>3/Mathematics - 66.67%</p> <p>4/Science - 75.51%</p> <p>5/LOTE - 62.50%</p> <p>9/Technology - 71.43%</p> <p>10/Visual Arts - 88.89%</p> <p>13/Theater - 100.00%</p> <p>14/PE and Health - 80.00%</p> <p>16/Functional Codes - 71.43%</p> <p>The most recent scholarship data for Grade 11 is showing positive results. There is a 74.9% scholarship rate across content areas.</p> <p>1/English/ESL - 68.49%</p> <p>2/Social Studies - 66.67%</p> <p>3/Mathematics - 75.00%</p> <p>4/Science - 74.67%</p> <p>5/LOTE - 100.00%</p> <p>9/Technology - 85.71%</p> <p>10/Visual Arts - 89.29%</p> <p>13/Theater - 100.00%</p> <p>14/PE and Health - 84.44%</p> <p>15/Guidance - 66.67%</p> <p>16/Functional Codes - 85.71%</p>	
Framework: Collaborative Teachers	Yellow	1.80	1.84	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>yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>We are currently reviewing Regents data, individual student credit accumulation and scholarship reports to ensure that progress is being made towards our June 2016 goal for student progress/performance and graduation rate.</p> <p>The school has developed a comprehensive summative assessment calendar, that includes initial diagnostic assessments, New York City Measures of Student Learning assessments, and mock Regents exams (recently administered again in April). Additionally, teachers give common assessments within the departments. The school captures summative assessment data on a “go green” chart that is used to classify student performance and progress. The department teams review the data and conduct item-analyses to determine patterns, trends, and action plans.</p>	
Framework: Rigorous Instruction	Yellow	2.84	2.88	<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</p>	



				<p>target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>Through April 2016, students completed 50% of their CCLS-aligned summative performance-based assessment tasks in four core subject areas.</p> <p>Through April 2016, 2016, our median rating on Danielson rubric 1e (Designing Coherent Instruction) is Effective or higher, with a standard deviation of < .4.</p> <p>We are currently reviewing Regents data, individual student credit accumulation and scholarship reports to ensure that progress is being made towards our June 2016 goal for student progress/performance and graduation rate.</p> <p>The school has developed a comprehensive summative assessment calendar, that includes initial diagnostic assessments, New York City Measures of Student Learning assessments, and mock Regents exams (recently administered again in April). Additionally, teachers give common assessments within the departments. The school captures summative assessment data on a “go green” chart that is used to classify student performance and progress. The department teams review the data and conduct item-analyses to determine patterns, trends, and action plans.</p>	
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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 September 30, 2016.</p> <p>Our students’ median score using a teacher-generated, school-wide writing rubric has improved by 15 percentage points.</p> <p>Teachers’ <i>Seven Habits of Highly Effective Teachers</i> survey median score has increased by 15 percentage points.</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 September 30, 2016.</p> <p>The school is fully implementing the mandated Extended Learning Time hours.</p>	



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

Part II – Key Strategies

Key Strategies				
<i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.				
List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan	
1. Rigorous Instruction Goals: The school community focusing on grades 9 and/or 10 will engage in a systematic and comprehensive use of data to identify and guide lesson planning. Curricula and units of study aligned with Common Core Learning Standards will be revised,	Yellow	In the framework area of Rigorous instruction, the school has focused on the following work throughout SY 15-16. During the April progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.		



<p>based on teacher feedback and student assessment results, as evidenced by:</p> <p>By June 2016, teachers will plan and implement Common Core-aligned curricula using <i>EngageNY</i> modules for ELA, math, and writing strategies in grades 9 and 10 to strategically assess student work to customize and differentiate tasks and instruction for diverse learners and provide feedback to promote student learning, as evidenced by:</p> <ul style="list-style-type: none"> ● a baseline for 50% of teachers earning a rating of effective or higher on Danielson competency 1e: Using Assessment in Instruction ● a baseline for 50% of teachers earning a rating of effective or higher on Danielson competency 3c: Engaging Students in Learning ● 80% of students will complete 4 CCLS-aligned performance-based assessments in ELA and math and 2 CCLS-aligned tasks in social studies and science <p>The impact on student achievement will be:</p>	<p>Through April 2016, students completed 50% of their CCLS-aligned summative performance-based assessment tasks in four core subject areas.</p> <p>Through April 2016, 2016, our median rating on Danielson rubric 1e (Designing Coherent Instruction) is Effective or higher, with a standard deviation of < .4.</p> <p>We are currently reviewing Regents data, individual student credit accumulation and scholarship reports to ensure that progress is being made towards our June 2016 goal for student progress/performance and graduation rate.</p> <p>Teachers are in the initial stages of using assessment data to modify instruction so that all students can be successful. Teacher teams, through their work with WITSi, are regularly looking at student work, for the purpose of identifying student skill gaps, and planning the appropriate instructional shifts for all students, including ELLs and SWD's.</p> <p>The school has developed a comprehensive summative assessment calendar, that includes initial diagnostic assessments, New York City Measures of Student Learning assessments, and mock Regents exams (recently administered again in April). Additionally, teachers give common assessments within the departments. The school captures summative assessment data on a "go green" chart that is used to classify student performance and progress. The department teams review the data and conduct item-analyses to determine patterns, trends, and action plans.</p>	
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<ul style="list-style-type: none"> ● By June 2016, the Regents completion rate will meet or exceed 27.3%. ● By June 2016, the college and career preparatory index will meet or exceed 11.7% <p>By June 2016, the 4-Year graduation rate will meet or exceed 48.5 %.</p> <p>Key Strategies: Model classrooms will be developed to support teacher growth and will act as labs where colleagues can come to watch pedagogical, content planning and behavior management best practices. These classrooms will be taught by both peer collaborative and model teachers, who will receive compensation in the form of either an annual salary boost and/or an extra planning period. These roles will also provide additional opportunities for teachers to assume leadership roles to grow professionally, and share their instructional practices with peers, while remaining in the classroom.</p>			
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<p>Model teachers use their classrooms to serve as a laboratory and resource to support the professional growth of colleagues. Working closely with other teacher leaders, the Model teacher is a resource to other teachers by demonstrating effective teaching strategies. This position will also be responsible for serving on the professional development committee.</p> <p>Peer collaborative teachers support their colleagues through coaching and intervisitations to improve instructional and student learning, aligned to the Danielson <i>Framework for Teaching</i>. The teachers in this position will also be responsible for serving on the professional development committee.</p> <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</p>			
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2.	<p>Supportive Environment Goals: The school and its CBO partners will continue to sustain and nurture a school culture where students feel safe, supported and challenged by the school’s administration, their teachers and peers in class and through their extra-curricular programs and activities; parents feel the school administration and staff welcomes them and is responsive to their feedback; and teachers feel recognized by school leaders.</p> <p>This goal will be achieved by the activities and programs below, but not limited to them and further detailed in the action plan:</p> <ul style="list-style-type: none"> ● Establishing a school-wide committee to review and utilize learning environment survey data for improvement. ● Collaborating with CBOs to implement programs and services that support academic and social-emotional supports for individual students and their families. 	Yellow	<p>Through April of 2016, our students’ median score using a teacher-generated, school-wide writing rubric has improved by 15 percentage points.</p> <ul style="list-style-type: none"> ● Through April 2016, our teachers’ <i>Seven Habits of Highly Effective Teachers</i> survey median score has increased by 15 percentage points. ● Our YTD attendance rate is 76.1% 	



<p>● Analyzing and improving CBO and guidance department services for every grade level.</p> <p>As a result of an improving school culture and a more supportive environment, the following measurable benchmarks will be achieved by June 2016:</p> <p>Student attendance benchmark:</p> <ul style="list-style-type: none"> ● Student attendance will be at least 79.9%. ● College and career preparatory course index will be 11.7% (or choose another one of the benchmarks). ● 4 Year graduation rate will be 48.5%. (or choose another one of the benchmarks). ● A survey will be administered at the beginning of the school year, November 2015, and mid-year, March 2016 to progress monitor improvements in providing a more supportive environment for students, parents, and staff, using the following benchmarks: -measurable benchmarks will be established, based on the baseline results of the 2014-2015 NYC school 			
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<p>survey report. The following questions will be used in the survey:</p> <p>Student survey questions:</p> <p>1- Most of the teaching staff at my school give me extra help when I need it.</p> <p>2- My school... offers a wide variety of programs, classes and activities to keep me interested in school.</p> <p>3- At my school... there is a person or program that helps students resolve conflicts.</p> <p>Parent survey questions:</p> <p>1- How satisfied are you with the response that you get when contact your child's school?</p> <p>2- My child's school... Makes me feel welcome. is responsive to parent feedback.</p> <p>3- At my school..... My child is safe.</p> <p>Teacher survey questions:</p> <p>1- I have sufficient materials, equipment and assistive technology</p>			
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<p>in good condition to teach my classes.</p> <p>2- At my school</p> <p>There is a person or a program that helps students resolve conflicts.</p> <p>3- School leaders...</p> <p>Provide time for collaboration among teachers.</p> <p>4- Teachers in my school...</p> <p>Work together on teams to improve their instructional practice.</p> <ul style="list-style-type: none"> ● By June 2016, staff will offer ongoing and detailed feedback and guidance/advisement supports that provide college and career readiness to students. ● Staff/CBOs will establish a culture of learning that consistently communicates high expectations for all students, as evidenced by increased promotion/graduation rate. <p>Key Strategies: Revise, implement, and progress monitor school attendance plan and referral system for academic</p>			
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	<p>support and social-emotional needs through a subcommittee that reports to the assistant principal and the school environment committee.</p> <p>Attendance Systems and Structures</p>			
<p>3.</p>	<p>Collaborative Teachers Goals: By June of 2016, all teachers in the 9th and 10th grades will have evidence of a cycle of inquiry work showing the use of <i>Strategic Inquiry protocols</i> and <i>Writing is Thinking</i> strategies to improve student learning through the planning of units and lessons that are adaptive to student learning needs, as evidenced by:</p> <ul style="list-style-type: none"> ● 80% of the 9th and 10th grade teachers will use the <i>Strategic Inquiry</i> protocols for engaging looking at student work cycles throughout the course of the 2015-2016 school year. ● A proficient in Quality Review Indicator 4.2 	<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 the April progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <p>Through April 2016, inquiry targeted students have been introduced to a minimum of 2 <i>Writing is Thinking</i> strategies.</p> <p>Through April 2016, regents-aligned final exams were used to monitor progress towards June 2016 Regents passing rate.</p> <p>Through April of 2016, our students’ median score using a teacher-generated, school-wide writing rubric has improved by 15 percentage points.</p> <p>Through April 2016, our teachers’ <i>Seven Habits of Highly Effective Teachers</i> survey median score has</p>	



<p>The impact on student achievement will be:</p> <ul style="list-style-type: none"> • By June 2016, 80% of target students will show mastery in at least 3 <i>Writing is Thinking</i> S=strategies <p>By June 2016, the Regents completion rate will meet or exceed 27.3%.</p> <p>Key Strategies: Strategic Inquiry teams in grade 9 and 10, comprised of a teacher lead, a school administrator, and 3 or more content area teachers at the grade level, will focus on analyzing student work and ensuring that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address student goals and needs.</p> <p>Bi-monthly Strategic Inquiry Train-the-Trainer professional development for the returning teacher lead.</p>	<p>increased by 15 percentage points.</p> <p>The school has developed a comprehensive summative assessment calendar, that includes initial diagnostic assessments, New York City Measures of Student Learning assessments, and mock Regents exams (recently administered again in April). Additionally, teachers give common assessments within the departments. The school captures summative assessment data on a “go green” chart that is used to classify student performance and progress. The department teams review the data and conduct item-analyses to determine patterns, trends, and action plans.</p>	
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	<p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry</p>			
<p>4.</p>	<p>Effective School Leadership Goals: School leaders will promote a supportive and collaborative environment of high expectations and professional growth, resulting in high achievement outcomes for all students.</p> <p>The principal’s leadership team (inclusive of the HSRI coaches and DSR) and CBO partners will organize and progress monitor the implementation of all aspects of the implementation of the RSCEP. This will be accomplished by January 2016 and June 2016.</p> <p>The principal of Banana Kelly, in partnership with the school’s renewal committee and CBO will create and support the communication of the school’s vision and mission during the 2015-2016 school year which will highlight the diverse needs of the student body and promote a data-driven culture that focuses the work</p>	<p>Yellow</p>	<p>In the framework area, Effective School Leadership, the school has focused on the following work throughout SY 15-16.</p> <p>During the April progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <p>In April of 2016, our students’ median score using a teacher-generated, school-wide writing rubric has improved by 15 percentage points.</p> <p>Through April 2016, our teachers’ <i>Seven Habits of Highly Effective Teachers</i> survey median score has increased by 15 percentage points.</p> <p>The school has developed a comprehensive summative assessment calendar, that includes initial diagnostic assessments, New York City Measures of Student Learning assessments, and mock Regents exams (recently administered again in April). Additionally, teachers give common assessments within the departments. The school captures summative assessment data on a “go green” chart that is used to classify student performance and progress. The department teams review the data and conduct item-analyses to determine patterns, trends, and action plans.</p>	



<p>of stakeholders on continuous school improvement.</p> <ul style="list-style-type: none">● Beginning in the 2015-16 school year, the principal will create and implement a continuous school improvement committee that meets quarterly inclusive of CBOs, parents, and student leaders.● Beginning in 2015-16 and in each subsequent school year, through the principal’s leadership, a committee inclusive of the principal, will create a professional development planning and implementation process to ensure continuous improvement of the staff.● Beginning in the 2015-16 school year, every teacher will receive written formative or evaluative feedback within 72 hours of teacher observations, inclusive of next steps, as requested by the supervisory staff. <p>As a result of the listed effective leadership practices and shared accountability, the following student benchmarks will be achieved:</p>			
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	<p>2015-16 and 2016-17</p> <ul style="list-style-type: none"> ● 6-year graduation rate: 63.7% 68.0 % ● Regents completion rate: 27.3% 33.7 % <p>4-year college readiness index 5.7% 6.8%</p> <p>Key Strategies: Revise, implement, and progress monitor annual observation schedule of all informal and formal observations of all administrators.</p> <p>Organize, implement, and progress monitor sub-committees to ensure the fidelity of implementation of the RSCEP.</p> <p>Organize, implement, and progress monitor lead CBO Replications Banana Kelly AM Academy goals and benchmarks.</p>			
5.	<p>Strong Family-Community Ties Goals: The school and its CBO partners will continue to create and support a culture of partnership, where families and community members</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>During the April progress monitoring period, schools were expected to have met their benchmarks, as</p>	



<p>share in the responsibility for student academic progress and social-emotional growth and well-being.</p> <p>This goal will be achieved by the implementation of activities and programs listed below, but not limited to them and further detailed in the RSCEP action plan:</p> <ul style="list-style-type: none"> · Implement and assess the <i>Replications Essential Features of Schools</i> (EFS) planning system, a customized blend of strategic planning workshops to help develop systems that leverage and maximize resources; · Establish a school-wide committee to review and utilize learning environment survey data for improvement; · Collaborate with CBOs to implement programs and services that support academic and social-emotional supports for individual students and their families; <p>As a result of further developing strong family and community ties, following measurable benchmarks will be achieved by June 2016:</p>	<p>articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <p>Through April 2016, we have observed:</p> <ul style="list-style-type: none"> ● An average of 100 + parents attending at least three events, ● An average of 20 parents per week attending adult education classes. ● A rating of proficient or higher on a mock QR review, using rubric 3.4: Establishing a Culture for Learning. 	
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<p>Student attendance benchmark:</p> <ul style="list-style-type: none"> · Student attendance will be at least 79.9%. · A survey will be administered at in September, November 2015 and March 2016 to progress monitor improvements in providing a more supportive environment for students, parents and staff, using the following benchmarks -measurable benchmarks will be established, based on the baseline results of the 2014-2015 NYC school survey report. The following questions will be used in the survey): <p>Student survey questions:</p> <p>1- Most of the teaching staff at my school give me extra help when I need it.</p> <p>2- My school... offers a wide variety of programs, classes and activities to keep me interested in school.</p> <p>3- At my school... there is a person or program that helps students resolve conflicts.</p>			
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<p>Parent survey questions:</p> <p>1- How satisfied are you with the response that you get when contact your child's school?</p> <p>2- My child's school...</p> <p>Makes me feel welcome.</p> <p>is responsive to parent feedback.</p> <p>3- At my school.....</p> <p>My child is safe.</p> <p>Teacher survey questions:</p> <p>1- I have sufficient materials, equipment and assistive technology in good condition to teach my classes.</p> <p>2- At my school</p> <p>There is a person or a program that helps students resolve conflicts.</p> <p>3- School leaders...</p> <p>Provide time for collaboration among teachers.</p> <p>4- Teachers in my school...</p> <p>Work together on teams to improve their instructional practice.</p> <p>· By June 2016 staff will offer ongoing and detailed feedback and</p>			
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	<p>guidance/advisement supports that provide college and career Readiness to students.</p> <ul style="list-style-type: none"> · Staff/CBOs will establish a culture of learning that consistently communicates high expectations for all students, as evidenced by increased promotion/graduation rate. <p>Key Strategies: Create a Student Support Team, led by the Community School Coordinator, that leverages and coordinates the school’s extra-classroom resources (including CBOs and the other schools in the building) to provide more targeted learning, peer mentoring, extended time on task, parent outreach, and social supports.</p>			
<p>Green</p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p>	<p>Yellow</p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)		
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p>Superintendent-Approved CET Recommendations: Connect Students skills to curriculum Supports for teachers who teach istudents with Autism.</p> <p>Goals/Outcome of CET meetings: CET reviews Quarterly Reports and with SLT reviews data and discusses strategies to address student academic and socio-emotional progress.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are</p>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET’s utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>



	<p>held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school</p>	
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Powers of the Receiver
 Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

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

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	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.		



Part VI – Fiscal

<p>Budget Analysis/Narrative and Budget Documents – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below. <u>Please note</u>, separate budget narratives and FS-10’s must be submitted for a SIG, SIF and/or Persistently Struggling Schools (PSS) grant.</p>		
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
<p>Additionally, <u>under separate attachment</u>, the LEA/school must provide a Budget Narrative and an FS-10 for the upcoming 2016-17 implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the 2016-17 Continuation Plan and/or Persistently Struggling Schools (PSS) grant. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of its intervention plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need. Schools no longer receiving SIG or SIF funds need not submit budget narratives and FS-10’s.</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

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:

DRAFT

