

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
25Q460: Flushing High School	342500011460	NYC GEOG DIST #25 - QUEENS	Green	SIG Cohort 6
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	Tyee Chin	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcoff, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	1799

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.

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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.

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We are closely tracking indicators that schools are moving in the right direction. Across Districts 1-32, attendance has increased from 91.5 percent in the 2013-14 school year to 92.1 percent in the 2014-15 school year and is at an all-time high. Citywide, we also saw a modest test score improvement over the past year, and while we are proud of this, we have much more work to do to ensure every child is reading on grade level and every student is graduating as a productive member of society.

Ensuring families are actively engaged in this work is critical. Last summer we knocked on the doors of 35,000 families of Renewal School students to tell them what it meant for their school to be a Community School. We held family nights in all Community Schools in September to welcome families back to school, and get suggestions and feedback, and we're offering a 3-day training on Dr. Karen Mapp's Dual Capacity framework for all community schools. The training will be offered to teams from each school that are comprised of administration, parents, teachers and CBO staff.

The State-mandated receivership hearings have played a critical part in our larger goal of involving families in their children's education. The DOE held public meetings at all 62 Struggling and Persistently Struggling schools to discuss receivership and its requirements, and the Renewal Schools Program. We were pleased to hear directly from parents, students, and community members about what their schools need to improve to be successful. We recognize that families are key partners in achieving academic excellence for their children, and family engagement will continue to be a key element in these efforts.

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

Flushing High School is a vibrant, international community of students, educators, families, and community leaders working together to develop active independent learners and productive global citizens. The mission of FHS is to prepare students to graduate with essential and critical skills required for post-secondary and career success, and a well-developed concept of individual and civic responsibility.

The mission reflects the diversity of our unique profile as a community with languages found on all continents. The history of the building reflects the school mission statement that has prevailed for the last five years with the belief that if we embed critical skills within a scaffold of rigorous instruction, then our students will acquire the critical skills needed for college and career success. Currently Flushing High School offers six career programs: Business Entrepreneurship, Business Marketing, Digital Media, Pharmaceutical Technician, Law, and Law Enforcement both academically and professionally by giving them the college and career skills to succeed after graduation. These programs offer college credit with our partners at LaGuardia College, Baruch University, Monroe College, John Jay College, and the Borough of Manhattan Community College. In addition, Flushing High School is a designated

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Microsoft Certification Testing Center, affording our business students the ability to obtain professional credentials in Word, Excel, PowerPoint, and Publisher. Next school year we will expand our certification offerings to include Adobe Design Software.

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				
6-Year Graduation Rate	Green	68.5%	69.5%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal School Comprehensive Education Plan (RSCEP). 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 3rd quarterly report evidenced the following work within this demonstrable improvement indicator: The original number of students who should have graduated with Class of 2014 is 766. Percentage of students who have graduated thus far: 64.75% The chart below shows the breakout of potential graduates:</p> <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Group</th> <th style="width: 30%;">Total</th> </tr> </thead> <tbody> <tr> <td>Current FHS Students “on track or</td> <td>15</td> </tr> </tbody> </table>	Group	Total	Current FHS Students “on track or	15	N/A
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Current FHS Students “on track or	15								

				<table border="1"> <tr> <td>potentially eligible”</td> <td></td> </tr> <tr> <td>January Graduates from Discharge and YABC (Data will continue to be gathered)</td> <td>4</td> </tr> <tr> <td>Enrolled in other transfer schools and YABC programs</td> <td>50</td> </tr> <tr> <td>Total</td> <td>69</td> </tr> <tr> <td colspan="2">On Track, January Grads, and potential YABC graduates : 73%</td> </tr> </table> <p>Activities and or Strategies that have impacted this data: Tracking of progress toward graduation scholarship data for teachers, departments, and school, Professional Learning sessions for school leadership, guidance and programming staff on New Vision Student Sorter used to gather data, and Guidance staff tracking NYCDOE STARS data. NYCDOE Office of Renewal School Progress Monitoring has indicated that credit accumulation amongst students, and especially students that have been over-age and under-credited has increased so far in SY 2015-2016.</p>	potentially eligible”		January Graduates from Discharge and YABC (Data will continue to be gathered)	4	Enrolled in other transfer schools and YABC programs	50	Total	69	On Track, January Grads, and potential YABC graduates : 73%		
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College Readiness Index	Green	23.8%	24.8%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal School Comprehensive Education Plan (RSCEP). 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 3rd quarterly report evidenced the following work within this demonstrable improvement indicator: The number of students in the Class of 2016 is 543</p>	N/A										

June Projections for Graduation

Diploma Type	Total	Percentage of Cohort
Local (not part of cohort)	13	2.4%
Regents	330	60.8%
Advanced Regents	31	5.7%
Total on Track for Cohort	361	66.5%
Total on Track including local diplomas	374	68.9%

August Projections

Diploma Type	Total	Percentage of Cohort
Local	2	.4%
Regents	25	4.6%
Advanced Regents	1	.2%
Total on track- ALL	26	4.7%
Total on track for (JUNE 68.9 % AND AUGUST 4.7%)	387	73.6 %

Flushing offers 14 Advanced Placement Courses and 6 Honors courses in order to address the need for College and Readiness status.
 282 Students Enrolled in at least 1 honors or AP course
 Out of a total School Population 1815
 Total Percentage of All Students in AP or Honors Class:

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				15.54%									
Make Priority School Progress	Yellow	N/A	Meet progress criteria	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal School Comprehensive Education Plan (RSCEP). Data is not yet available for this indicator. We are taking steps in order to make every effort to meet our target. Data to evaluate this indicator will be available pending SED release of information.</p> <p>The school expects to make Priority School Progress for the 2015-2016 school year based on predicted graduation rate and credit accumulation in grades 9-11.</p>	N/A								
Progress Toward Graduation-Years 2 and 3	Green	44.3%	45.3%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal School Comprehensive Education Plan (RSCEP). 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 3rd quarterly report evidenced the following work within this demonstrable improvement indicator:</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>Total</th> <th>Number of students At Mid-Year projected for Credit Accumulation</th> <th>Percentage of Class on Track</th> </tr> </thead> <tbody> <tr> <td>S (class</td> <td>441</td> <td>270</td> <td>61.2%</td> </tr> </tbody> </table>	Cohort	Total	Number of students At Mid-Year projected for Credit Accumulation	Percentage of Class on Track	S (class	441	270	61.2%	N/A
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School Survey - Safety	Yellow	2.12	2.16	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal School Comprehensive Education Plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>The 3rd quarterly report evidenced the following work within this demonstrable improvement indicator: Safety at Flushing HS continues to be improved. Compared to previous year's incidents, principal's suspensions are slightly down 54 (2015-16) to 56 (2014-2015) and student removals are considerably down by 54 incidents over last year's data.</p>	N/A												

			<p>Activities and or Strategies that have impacted this data: NYCDOE Office of Renewal School Progress Monitoring; Incident data on suspensions and high level disciplinary actions at Flushing High School have dropped in so far in SY2015-2016.</p> <p>80% of teachers have been assigned to an SLC. SLC team members review data to identify the area of concerns around attendance, academics and SED for the different cohorts. Teachers submit weekly logs in Skedula to increase communication between the school and families. AP guidance, AP security, counselors and attendance team members follow up with the students and the guardians to monitor progress and provide additional support. The AP guidance and AP security meet bi-weekly to discuss strategies to improve attendance. Daily attendance is expected to increase 3% by the completion of the 2015 - 2016 school year.</p> <ul style="list-style-type: none">• Attendance growth: 3.52% SY '14-'15: 83.02% SY '15-'16: 86.54 % <p>As of February 2016, parents have been provided with the opportunity to participate in four workshops hosted by the CSS and the parent coordinator.</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																		
4-Year Graduation Rate for Students with Disabilities Subgroup	Green	31%	32%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal School Comprehensive Education Plan (RSCEP). 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>Activities and or Strategies that have impacted this data: Continued tracking of students with disabilities progress toward graduation scholarship data for teachers, departments, and school, New Vision Student Sorter used to gather data; NYCDOE STARS data; NYCDOE Office of Renewal School Progress Monitoring has indicated that credit accumulation amongst students, and especially students in all grade levels including students with disabilities has increased so far in SY 2015-2016 and Professional Learning for teachers working with SWD on effective modes of collaboration in the ICT Model.</p> <table border="1"> <thead> <tr> <th>Diploma</th> <th>June</th> <th>August</th> </tr> </thead> <tbody> <tr> <td>Local</td> <td>13</td> <td>2</td> </tr> <tr> <td>Regents</td> <td>26</td> <td>0</td> </tr> <tr> <td>Total On Track</td> <td>39</td> <td>2</td> </tr> <tr> <td>Percentage of SWD population</td> <td>50.6% (39/77)</td> <td>2.6% (2/77)</td> </tr> <tr> <td>Total On Track for On-Time Graduation</td> <td colspan="2">53.2%</td> </tr> </tbody> </table>	Diploma	June	August	Local	13	2	Regents	26	0	Total On Track	39	2	Percentage of SWD population	50.6% (39/77)	2.6% (2/77)	Total On Track for On-Time Graduation	53.2%		N/A
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Framework: Collaborative Teachers	Green	3.04	3.08	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p>	N/A																		

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				<p>The 3rd quarterly report evidenced the following work within this demonstrable improvement indicator: Teachers are collaborating in Small Learning Community Teams 5 days a week (3 days student progress and monitoring, 2 days parent outreach), 81% of teachers assigned to an SLC. Data that have impacted this data: Agenda and Minutes from inquiry teams, Inquiry work teacher artifacts. NYCDOE Office of Renewal School Progress Monitoring surfaced that teacher teams are engaged in collaborative inquiry work in all grade levels and across small learning community academies at Flushing High School.</p> <p>The school reviews scholarship reports each marking period using multiple sources including New Visions Student Sorter. There is a 3% increase in the number of students who will meet regents' completion benchmarks. Each department supervisor is expected to show a 5% increase in number of students gaining credits in each content area. School leadership monitor school's progress using the New Vision data tracker, professional development survey, strategic inquiry (SI) data tool, and the assessment of SLC. implementation</p>	
Framework: Supportive Environment	Green	2.24	2.28	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal School Comprehensive Education Plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <p>The 3rd quarterly report evidenced the following work within this demonstrable improvement indicator: Year to date attendance rate has reached 86.3%. This represents a significant increase over last year's rate. 80% of teachers have been assigned to an SLC. SLC team members review data to identify the area of concerns around attendance, academics and SED for the different cohorts. Teachers submit weekly logs in Skedula to increase communication between the school and families. AP guidance, AP security, counselors and attendance team members follow up with the students and the guardians to monitor progress and provide additional support.</p> <p>The AP guidance and AP security meet bi-weekly to discuss strategies to improve attendance. Daily attendance is expected to increase 3% by the completion of the 2015 - 2016 school year. As of February 2016, parents have been provided with the opportunity to participate in four workshops hosted by the CSS and the parent coordinator.</p> <ul style="list-style-type: none"> Attendance growth: 3.52% SY '14-'15: 83.02% SY '15-'16: 86.54 % 	N/A
Implement Community School	Green	N/A	Implement	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal School Comprehensive Education Plan (RSCEP).</p>	N/A

<p>Model</p>			<p>The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>The 3rd quarterly report evidenced the following work within this demonstrable improvement indicator: Peer Group Connection is a peer leadership program designed to Build a caring, safe, learning communities where diversity is respected and celebrated Motivate students to get involved in school activities, improve academic performance, and make a life-long commitment to learning. It seeks to develop leadership skills that can help students make positive changes in their school environment. 18 juniors and seniors are programmed for credit-bearing class. Approximately 85 freshmen, since the start of the year, have participated in weekly outreach sessions facilitated by peer mentors.</p> <p>In addition, Achievement Mentoring provides students who are at risk of dropping out of school due to academic or behavior problems with a school-based, caring adult who will support encourage, and advocate for their success. Mentoring occurs weekly. The program is designed to: reawaken the mentee’s passion about life success – now and in the future, form a connection to school, learning, and achieving, eliminate 1-2 of the student’s risk factors for dropping out of school and teach effective problem-solving skills. The program’s focus is on sophomores who struggled freshmen year (nominated by guidance counselor) Report Card Conferencing is an opportunity for students to have an adult in school building sit down and have a genuine conversation with them about their grades. Conferences are conducted at the end of a marking term. Seniors who failed at least one class in MP2 were identified by AP-PPS. CSD had Sports and Arts in Schools Foundation (SASF) and Asian Americans for Equality (AAFE) conduct report card conferencing with these students after MP2. Approximately 25 students participated.</p> <p>In addition, 80% of teachers have been assigned to an SLC. SLC team members review data to identify the area of concerns around attendance, academics and SED for the different cohorts. Teachers submit weekly logs in Skedula to increase communication between the school and families. AP guidance, AP security, counselors and attendance team members follow up with the students and the guardians to monitor progress and provide additional support. The AP guidance and AP security meet bi-weekly to discuss strategies to improve attendance. Daily attendance is expected to increase 3% by the completion of the 2015 - 2016 school year. As of February 2016, parents have been provided with the opportunity to participate in four workshops hosted by the CSS and the parent coordinator. The parent coordinator works with the CBO to host parent workshop with a focus common core and SED.</p> <p>All Small Learning Communities also share the responsibility of informing parents of progress and academic trends. All SLCs have students information entered in Skedula so that parents can monitor their progress. The Parent coordinator actively monitors systems to ensure that training, workshops and parent participation increases, impacting student attendance and performance.</p> <p>Attendance growth: 3.52% SY '14-'15: 83.02% SY '15-'16: 86.54 %</p>	
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Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal School Comprehensive Education Plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>NYCDOE STARS data; NYCDOE Office of Renewal School Progress Monitoring has indicated that Flushing High School is providing credit bearing and non-credit bearing enrichment courses during expanded learning time five days a week. In addition, expanded learning time has allowed the school to increase its course offerings to students in SY2015-2016.</p> <p>There has been a 3% increase in students listed to be on track for graduation in June 2016. ELA and math departments have incorporated the EngageNY common core curriculum in all Integrated Algebra class and ELA classes. There was a 5% increase in students earning 5+ credits in the 10th and 11th grade in the fall. FHS has created an academic task force that monitors the progress in diverse areas such as: Inquiry teams, vertical teams, professional development and attendance teams.</p>	N/A																							
Regents Completion Rate	Yellow	36.7%	37.7%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal School Comprehensive Education Plan (RSCEP). 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 3rd quarterly report evidenced the following work within this demonstrable improvement indicator: Regents Completion Data (Completion rates include SWD that met safety net requirement)</p> <table border="1" data-bbox="634 938 1753 1393"> <thead> <tr> <th>Class</th> <th>Total Cohort</th> <th>English</th> <th>Global</th> <th>US</th> <th>Math</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>Class of 2019- hasn't taken Regents</td> <td>515</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>TEST JUNE 2016</td> <td>TEST JUNE 2016</td> </tr> <tr> <td rowspan="2">Class of 2018</td> <td rowspan="2">Number: 404</td> <td rowspan="2">NA</td> <td rowspan="2">TEST JUNE 2016</td> <td rowspan="2">NA</td> <td>131/404</td> <td>172/404</td> </tr> <tr> <td>32.4% Have completed Regents</td> <td>42.6% Have completed Regents</td> </tr> </tbody> </table>	Class	Total Cohort	English	Global	US	Math	Science	Class of 2019- hasn't taken Regents	515	NA	NA	NA	TEST JUNE 2016	TEST JUNE 2016	Class of 2018	Number: 404	NA	TEST JUNE 2016	NA	131/404	172/404	32.4% Have completed Regents	42.6% Have completed Regents	N/A
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Class of 2017	441	86/441 <i>Only Honors Tested</i>	NA	175/441			TEST JUNE 2016	291/441	241/441										
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Class of 2016	543	354/543		311/543			332/543	412/543	351/543										
		65.1% Have completed Regents		57.3% Have completed Regents	61.1% Have completed Regents	75.8% Have completed Regents	64.6% Have completed Regents												
Green	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> .	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
<p>1. Rigorous Instruction</p> <p>Goals: (By June 2016, Flushing High School will implement vertical and horizontal aligned common core curricula (Engage NY in ELA and Math). This will result in a 7% increase in students in students graduating in 4 years.</p> <p>Key Strategies: Revision and alignment of curriculum to CCLS in all courses using the Understanding by Design Model with an emphasis on creating scaffolds and supports for Ells, SWD and students not meeting standards.</p> <p>Renewal School Priority Areas:</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the Renewal School Comprehensive Education Plan (RSCEP). The benchmark statements below evidence this work.</p> <p>There has been a 3% increase in students listed to be on track for graduation in June 2016. ELA and math departments have incorporated the EngageNY common core curriculum in all Integrated Algebra class and ELA classes. There was a 5% increase in students earning 5+ credits in the 10th and 11th grade in the fall.</p>	N/A

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	<p>Professional Development: Academics</p>			
<p>2.</p>	<p>Supportive Environment Goals: By October 2015, the school will develop Small Learning Communities (SLC) to provide teachers with support for dealing with diverse students population. Each SLC will meet five times per week to discuss students' academic and SED. This will result in a 1.6% increase in students' daily attendance rate, a decrease of 60% chronic absenteeism and an increase of 2% of students attending 4 year colleges.</p> <p>Key Strategies: The Creation of Small Learning Communities to individualize academic and social-emotional support through partnership with our Community Based Organization-</p>	<p>Green</p>	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the Renewal School Comprehensive Education Plan (RSCEP). The benchmark statements below evidence this work.</p> <p>80% of teachers have been assigned to an SLC. SLC team members review data to identify the area of concerns around attendance, academics and SED for the different cohorts. Teachers submit weekly logs in Skedula to increase communication between the school and families. AP guidance, AP security, counselors and attendance team members follow up with the students and the guardians to monitor progress and provide additional support. The AP guidance and AP security meet bi-weekly to discuss strategies to improve attendance. Daily attendance is expected to increase 3% by the completion of the 2015 - 2016 school year. Attendance growth: 3.52% SY '14-'15: 83.02% SY '15-'16: 86.54 % As of February 2016, parents have been provided with the opportunity to participate in four workshops hosted by the CSS and the parent coordinator.</p>	<p>N/A</p>

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	<p>Center for Supportive Schools</p> <p>Attendance Systems & Structures</p>			
<p>3.</p>	<p>Collaborative Teachers</p> <p>Goals: By June 2016, FHS will create a Flushing Academic Taskforce to play an active role in the implementation of the Renewal Plan by creating: SLC inquiry teams, Vertical Teams, Professional Development Team, Attendance Team. This will result in deeper professional collaboration, revised curricula and alignment of CCLS. The evidence of success will be a 6% increase in overall regents in completion rates.</p> <p>Key Strategies: FHS will create a data-driven culture that implements the DDI model through: SLC inquiry teams, Vertical Teams, a Professional Development Team, and an Academic Taskforce.</p> <p>Renewal School Priority Areas: Danielson Framework</p>	<p>Yellow</p>	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <p>The school reviews scholarship reports each marking period. There is a 3% increase in the number of students who will meet regents' completion benchmarks. Each department supervisor is expected to show a 5% increase in number of students gaining credits in each content area.</p>	<p>N/A</p>

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	Implementation - Observation Cycle Inquiry			
4.	<p>Effective School Leadership</p> <p>Goals: By June 2016 administrative cabinet will work collaboratively to develop a schedule of targeted informal and formal observations. The main focus of all observation will be in Domain 3 (Instruction). All observation report will include actionable feedback to staff. This will result in a 10% increase in the HEDI rating from developing or ineffective to effective on the Measures of Teacher Performance (MOTP) scale in NYCDOE Advance in domain 3 as compared to the previous year's rating.</p> <p>Key Strategies: The administrative cabinet will work collaboratively to norm characteristics of effective pedagogy and engage in targeted informal and formal observations. The main focus of all observation will be in Domain 3 (Instruction). All</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the Renewal School Comprehensive Education Plan (RSCEP). The benchmark statements below evidence this work.</p> <p>There has been a small increase in teachers receiving an effective rating in Domain 3.</p> <p>60% of informal observations have been completed. 20% of formal observations have been completed. All teachers with a TIP have completed a minimum of two informal observations. All TIP teacher have completed their mid-year progress monitoring with their direct supervisor. All observations completed have actionable feedback and next steps.</p>	N/A

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	<p>observation report will include actionable feedback to staff as a way of improving instruction in all content areas.</p>			
<p>5.</p>	<p>Strong Family-Community Ties Goals: By June 2016 the new CBO will assist in developing systems to promote parent engagement, student peer mentoring and teacher training in SKEDULA to increase the use of technology as a tool to foster parent engagement and promote 21 st Century skills. As a result, there will be an increase in 10% teacher-parent communication, a 10% parent participation in workshops and a 20% student’s login into Skedula.</p> <p>Key Strategies: The new CBO will assist in developing systems to promote parent engagement, student peer mentoring and teacher training in SKEDULA to increase the use of</p>	<p>Green</p>	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the Renewal School Comprehensive Education Plan (RSCEP). The benchmark statements below evidence this work.</p> <p>The school has provided a minimum of two academic workshops to parents to improve the gap of academic knowledge between parents and their children. The parent coordinator works with the CBO to host parent workshops with a focus on common core and SED. All Small Learning Communities also share the responsibility of informing parents of progress and academic trends. All SLCs have students information entered in Skedula so that parents can monitor their progress. The Parent coordinator actively monitors systems to ensure that training, workshops and parent participation increases, impacting student attendance and performance.</p>	<p>N/A</p>

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	technology as a tool to foster parent engagement and promote 21 st Century skills.			
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 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: More Technology in schools as well as better training for student Workforce</p> <p>Goals/Outcome of CET meetings: The CET team meets monthly to discuss Renewal Plan implementation status and progress towards meeting our demonstrable indicators. 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</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 Education 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</p>

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	<p>information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school.</p>	<p>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>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.</p>		
<p>Status (R/Y/G)</p>	<p>Analysis / Report Out</p>	<p>2016-17 School Year Plan</p>
<p>Green</p>	<p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver: -Hiring Decisions Supervision -Curricular Input -Inquiry Structure Supervision</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. -Hiring Decisions Supervision -Curricular Input -Inquiry Structure Supervision</p>

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

Part V – Best Practices (Optional)

Best Practices

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

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

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Part VI – Fiscal

Budget Analysis/Narrative and Budget Documents – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below. <u>Please note</u> , separate budget narratives and FS-10’s must be submitted for a SIG, SIF and/or Persistently Struggling Schools (PSS) grant.		
Design Element	Status (R/Y/G)	Analysis of 2015-16 School Year
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact</u> on instructional practices/key strategies/student engagement.		N/A
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.		

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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: _____

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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: