

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
23K165: P.S. 165 Ida Posner	332300010165	NYC GEOG DIST #23 - BROOKLYN	Yellow	SIF 3
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	ALPHONSO BONDS	Aimee Horowitz, Executive Superintendent for Renewal Schools Mauriciere Degovia, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	PK,0K,01,02,03,04,05,06,07,08	412

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 Ida Posner 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. P.S. /I.S. 165 – The Ida Posner School, 23K165, is currently embedding all action plans detailed in the Renewal School Comprehensive Educational Plan (RSCEP). The school community is working diligently to continuously review data and act upon it. The school has adopted a motto, "ready to inform, expose, and prepare for the future" in order to drive all the work that is done at the school in service of improving teaching and learning. The school has fully implemented the Community Schools Model and an Expanded Learning Time program for all students. In addition, teacher and principal Practice has shown some improvement, however, ongoing professional development and coaching is being provided to ensure that best practices are implemented with fidelity and tasks in curriculum are engaging and appropriately challenging for all students. The school has faced some challenges this school year to increase student attendance. As a result, action plans are in place to support student attendance and the development of teacher pedagogy.

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Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators					
Please list the school’s Level 1 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.					
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
3-8 Math Growth Percentile	Yellow	40.6	41.6	<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 school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>Our results on the Ready NY CCLS Math Test 2 indicated slight growth in average student proficiency. For example, in comparing Test 1 results to Test 2, the average proficiency in Grade 5 increased from 1.66 (Test 1) to 1.72 (Test 2). In teacher teams, with the support of professional development, teachers have regrouped students based on their performance, strengths, and areas of growth in order to successfully reteach certain skills. Student work is analyzed in teacher teams to identify small groups that require more targeted instruction in certain units of study.</p>	N/A
3-8 Math Percent Level 2 & Above	Yellow	32%	33%	<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</p>	N/A

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				<p>articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>Our results on the Ready NY CCLS Math Test 2 indicated a slight increase in average student proficiency. For example, in comparing Test 1 results and Test 2, the average proficiency in Grade 6 increased from 1.72 (Test 1) to 1.80 (Test 2). In teacher teams and in inquiry groups, with the help of targeted Professional Development and the support of a staff developer from Teachers College Center for the Professional Education of Teachers (TC-CPET), teachers have prioritized students that require small group instruction and have identified the skills and strategies for reteaching.</p>	
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	41%	42%	<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 school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>The Science teachers are part of the Urban Advantage professional development series in which, teachers are provided support in specific science pedagogical practices. As a result, teachers design appropriately challenging tasks and provide students with multiple opportunities to apply content specific vocabulary. Currently the teachers are supporting students with</p>	N/A

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				preparing for the school science fair.	
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 school comprehensive educational plan (SCEP). 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>We expect to make demonstrable Priority School Progress based on the following:</p> <p>Our results on the Ready NY CCLS Math Test 2 indicated a slight increase in average student proficiency. For example, in comparing Test 1 results and Test 2, the average proficiency in Grade 6 increased from 1.72 (Test 1) to 1.80 (Test 2). In teacher teams and in inquiry groups, with the help of targeted Professional Development and the support of a staff developer from Teachers College Center for the Professional Education of Teachers (TC-CPET), teachers have prioritized students that require small group instruction and have identified the skills and strategies for reteaching.</p>	N/A
School Survey - Safety	Yellow	2.76	2.80	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 school comprehensive educational plan (SCEP). The	N/A

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				<p>evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>Through Partnership with Children, students are given more opportunities to receive peer mediation and individual and/or group counseling, in order to strengthen the emotional, social and academic skills of the students who need this kind of targeted support. The school has a partnership with “Project Blue,” where every Thursday police officers from One Police Plaza come to the school and support students with peer mediation. Students have shared that they appreciate being able to talk to the officers and share what they really feel about being in school and growing up in their neighborhood. Every morning the school is engaged in a community circle where students, staff, and faculty, take part in setting the day for all students. Chants, announcements, and well wishes for the day are communicated here.</p>	
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<u>LEVEL 2 Indicators</u>					
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
Average ELA Proficiency Rating	Yellow	2.14	2.15	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 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	N/A

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				<p>available August 31, 2016</p> <p>Our results on the Ready NY CCLS ELA Test 2 indicated slight growth in average student proficiency. For example, in grade 4 the average proficiency for test 1 was 1.96 and for test 2, 1.98. In digging deeper into the data, we noticed that for one class the increase was higher. One class was 1.82 for test 1 and test 2, 2.49. Through the use of the literacy prototype, teachers have been making decisions on what and how to teach based on their student data.</p>	
Framework: Rigorous Instruction	Yellow	2.76	2.80	<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 school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>The school uses practice tests, unit assessments, and performance assessments that mirror the state exam. These assessments are analyzed to determine progress of students towards meeting the established benchmarks. The results of all assessments are tracked by the classroom teacher, grade teachers (supported by Instructional Leads), PS/IS 165's Data Team, and the Administrative team. Students are continuously monitored to determine whether they are on track to meet the annual goal. MOSL assessments have been administered for all core subjects.</p> <p>The assessments show the growth students have made and have provided indicators of what material still needs to be focused on in order to drive instruction. At the end of the year, a third MOSL will</p>	N/A

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				indicate the progress students have made. 75% of students have shown improvement from pre-unit assessments to post-unit assessments on identified literacy and math skills.	
Implement Community School Model	Yellow	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 school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>The school uses sign-in sheets to monitor attendance for each event. This provides information on comparisons, increases or decreases, in attendance of these events as well as which particular families are attending consistently and which families don't usually participate. Knowing this helps the school to develop an action plan to better incorporate families that do not usually participate in such school events. Interim school surveys are used to provide the school with data about how parents feel towards the school and also informs the school of the number of respondents that have completed the survey. Since the goal is to increase the number of parents who respond, as well as the number of parents who respond positively, it's important that the school focuses on those responses and targets their action plan to that specific goal.</p> <p>The school has experienced a student attendance increase of 1.59%, from 2014-15 to 2015-16, from 86.09% to 89.7%.</p>	N/A
Performance Index on State ELA Exam	Yellow	58	60	The school engages in a process of evaluating their formative and summative data sources throughout	N/A

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				<p>the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>During weekly teacher team inquiry meetings emphasis is placed on students with disabilities (SWD), as well as English Language Learners (ELL). For example, grade 5 teachers are using Data Wise protocols in order to strengthen their inquiry practice for subgroups.</p> <p>Student sub-group work samples across various grades indicated that the implementation of TC Writing has supported students in specific sub groups. Rubrics and student checklists show evidence that students are able to organize their writing, increase the volume that they were writing previously, and students are also able to support one another through peer-assessments.</p>	
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 school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>Student attendance, Running Records, TC Writing samples, MOSL assessments, and Inquiry are all part of the Teacher Team work that enhances the collaborative initiatives being implemented to foster effective instruction. During these Teacher Team</p>	N/A

			meetings, agendas are created and adhered to, and previous meeting minutes are revisited. All Teacher Teams have similar protocols, student work and assessments are discussed and action plans are devised where appropriate. Teachers are able to track the progress of any student based on their Teachers College Writing samples and speak to the improvement, or lack thereof, of their students. Based on the TC writing rubrics, teachers and students are able to monitor their performance from the beginning of the year to the mid-point, and any additional times thereafter. Progress monitoring also takes place through the school’s newly-established Assessment Plan. The new plan incorporates 5 assessment cycles. Each assessment cycle is followed by a data review meeting. This ensures that teachers provide students with data driven instruction, and that instruction is revisited and revised to meet the students’ current needs. The mid-point assessment cycle was Period 3. Data review meetings for this mid-point benchmark have taken place and the school was able to measure progress towards meeting their Annual Goal in a quantifiable manner.		
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

As applicable, identify any key strategies being implemented during the current reporting period that are *not described above*, 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.

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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, we will improve the rigor of mathematics instruction for all students, as measured by a .15 increase (2.02 to 2.17) in average student proficiency on the New York State Math Exam.</p> <p>Key Strategies: Support teachers to make strong connections between Science, Technology, Engineering and Math through the implementation of experiential project based learning in science as well as seizing opportunities to develop the Math Practices like modeling, and critical thinking.</p> <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Expanded Learning Time Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</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>Practice tests, unit assessments, performance assessments, which mirror the state exam, were used and analyzed to determine progress towards meeting the established benchmarks. The results of all assessments are tracked by the classroom teacher, grade teachers (supported by Instructional Leads), PS/IS 165’s Data Team, and the Administrative team. Students are monitored to determine if they are on track to meet their annual goals. MOSL assessments have been administered for all core subjects. These assessments show the growth students have made and have provided indicators of what material still needs to be focused on in order to drive instruction. At the end of the year, a third MOSL will indicate the progress students have made. 75% of students have shown improvement from pre-unit assessments to post-unit assessments on identified literacy and math skills.</p>	<p>N/A</p>

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<p>2.</p>	<p>Supportive Environment Goals: By June 2016, there will be a 4.4 percentage point increase in whole school attendance rate, as measured by the school’s Annual Attendance report.</p> <p>Key Strategies: The following programs were used to establish a safe, enriching school culture and to improve student performance:</p> <ol style="list-style-type: none"> 1. Saturday Academy 2. Extended Day 3. Response to Intervention for students in Kindergarten 4. Wilson Program 5. Title III Grant Afterschool Program 6. Aligning the Arts Curriculum <p>These programs have been instrumental in fostering a supportive culture at our school as evidenced by teacher attendance figures reaching their target. In fact our teacher attendance is 96.63 % thereby exceeding the 96% benchmark.</p> <p>Attendance Systems & Structures</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 following plan has been implemented to improve student support and attendance rates:</p> <p>The use of the New Visions Student Sorter and Attendance Heat Map provides targets based on individualized and groups of student attendance. Interventions are assigned to students and are tracked at weekly meetings. On the first day of absence, the student’s home is called and is followed up each consecutive day of absence. Home visits are made on day 2 of absences if contact has not been made. We have implemented a reward system for 100% attendance and most improved attendance through school wide celebrations for perfect and improved attendance.</p> <p>Based on the school’s weekly attendance reports and monthly OORS reports to track patterns and trends, it is evident that there is a growth in attendance rate since February 2016. The school shows attendance growth of 1.59%, from the 2014-2015 school year rate of 86.09% to the 2015-2016 school year rate of 89.7%.</p>	<p>N/A</p>
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<p>3.</p>	<p>Collaborative Teachers Goals: By June 2016, Teacher Teams will work collaboratively to implement more effective Common Core Learning Standards aligned literacy strategies as measured by a .05 increase in students’ average proficiency on the New York State English Language Arts Exam.</p> <p>Key Strategies: On-site coaching for teachers and school leaders – Highly qualified TC CPET Professional Development Coaches will provide consistent on-site coaching including classroom visits, co-planning, critical reflection, curriculum development and modeling of instructional strategies when appropriate. School leaders will have direct access to all TC CPET coaches, in addition to having a coach who will be focused on the development and support of school leaders (administrator and teacher leaders) to ensure that the school’s systems, structures, and leadership are highly effective.</p> <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry</p>	<p>Green</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>Student attendance, Running Records, TC Writing samples, MOSL assessments, and Inquiry are all part of the Teacher Team work that enhances the collaborative initiatives being implemented to foster effective instruction. During these Teacher Team meetings, agendas are created and adhered to, and previous meeting minutes are revisited. All Teacher Teams have similar protocols, student work and assessments are discussed and action plans are devised where appropriate. Teachers are able to track the progress of any student based on their Teachers College Writing samples and speak to the improvement, or lack thereof, of their students. Based on the TC writing rubrics, teachers and students are able to monitor their performance from the beginning of the year to the mid-point, and any additional times thereafter. Progress monitoring also takes place through the school’s newly established Assessment Plan. The new plan incorporates 5 assessment cycles. Each assessment cycle is followed by a data review meeting. This ensures that teachers provide students with data driven instruction, and that instruction is revisited and revised to meet the students’ current needs. The mid-point assessment cycle was Period 3. Data review meetings for this mid-point benchmark have taken place and the school was able to measure progress towards meeting their Annual Goal in a quantifiable manner.</p>	<p>N/A</p>
<p>4.</p>	<p>Effective School Leadership</p>	<p>Yellow</p>	<p>During the February progress monitoring period,</p>	<p>N/A</p>

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	<p>Goals: By June 2016, school leaders will provide professional development and feedback to teachers on more effective questioning techniques resulting in a 10% increase in the aggregate teacher score for Danielson Component 3B, which will be measured by using Advance data.</p> <p>Key Strategies: Informal and formal observations were used to measure teacher growth as noted on the Danielson Framework for Teaching. Teacher surveys were also used to measure the impact of the training. The observation data provided through Advance shows that improved instructional practices are being used effectively as teacher AAPR ratings have increased.</p>		<p>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>During the month of February, teachers completed a survey on how effective the questioning techniques they've learned have been with their students during classroom instruction. The opportunity to realize where more work needs to be done has been well received. A majority of teachers self-rated that the questioning techniques they've acquired have been very effective or effective in improving their practice. This data is measurable through Advance. Teachers have been able to review what their Advance ratings have been up to this point, read the supporting evidence and determine what they can do to improve their practice. They also determined what techniques they have employed so far that have led to improvement in their student outcomes and their professional growth and development.</p>	
5.	<p>Strong Family-Community Ties Goals: By June 2016, the school will increase family engagement and communication as measured by a 5 percentage point increase in parents who respond positively (agree or strongly agree) on the New York City School Survey to questions in the school culture section.</p>	Green	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <p>The school uses sign-in sheets to monitor attendance for each event that takes place. This also provides information on comparisons, increases or decreases, in attendance of these events as well as which particular families are consistently attending and which families don't usually participate. Knowing this, helps the school develop an action plan to better</p>	N/A

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	<p>Key Strategies: The continuation of our Book Club, which has already shown success in engaging students and parents.</p> <p>TC CPET will also develop and implement structures for increasing regular contact between teachers and parents through class newsletters and parent outreach.</p>		<p>incorporate families that do not usually participate in such school events.</p> <p>Surveys distributed by community school director (CSD) and parent coordinator indicated that parents would like to see more afterschool activities, a more welcoming environment, and an increase teacher motivation of students in class. As a result, the main lobby has undergone a facelift by adding multiple depictions of events and of teaching and learning that takes place at the school. As a “Turnaround Arts” school, the school will put on a few plays that are currently on Broadway to support with increasing family participation and to integrate the arts across content areas and the school building.</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 <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 III – Community Engagement Team and Receivership Powers

<p>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.</p>		
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: Effective School Leadership;</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>

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	<p>Councilwoman Baron recommended clear communication about whether or not the school is meeting its benchmarks. Councilwoman Baron would like better use of resources to, among other improvements, create Science and Co Strong Family-Community Ties;</p> <p>The principal recommended every member of the community be involved in the call to action to improve education for the students in 165. The CEC president stressed the need for parents to be better involved.</p> <p>General/Other Comments; The principal would like to utilize volunteers to build community capacity. A community member would like better clarity on how to interpret scores and benchmarks</p> <p>Goals/Outcome of CET meetings: The CET meets monthly to review school progress and Renewal Plan implementation. The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school.</p>	<p>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>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</p>	<p>The NYCDOE will continue to engage in regular consultation with the leadership of its collective bargaining units regarding the construct</p>

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	<p>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>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>	
<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 IV – Title I Schoolwide Program (SWP) Plan Required Components (As applicable)

<p>2016-17 School Year Plan</p>			
<p><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.</p>			
	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

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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

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: