

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
19K328: P.S. 328 Phyllis Wheatley	331900010328	NYC GEOG DIST #19 - BROOKLYN	Green	Cohort 5
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Barbra Gedacht	Aimee Horowitz, Executive Superintendent for Renewal Schools Joyce Stallings-Harte, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	PK,0K,01,02,03,04,05	295

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 Phyllis Wheatley 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. We ensure staff members engage in weekly professional learning opportunities to improve teaching and learning. With support from the School District, CBO, PTA and Parent Coordinator we also ensure families are engaged in workshops and activities to further improve the academic progress and social and emotional behavior of students.

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
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<p>3-8 ELA Percent Level 2 & Above</p>	<p>Yellow</p>	<p>34%</p>	<p>35%</p>	<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 data below indicates the number of students who are level 3 based on the most recent administration of interim assessments. Results indicate that an additional 25% of students will score in the level 2 range. Education Software data is available from Achieve 3000, Imagine Learning, IXL, MyOn.</p> <p>The school is confident they will exceed this target based on the following formative Interim Assessment Data:</p> <p>In Grade 3 – 37% of students scored 3+ on the writing assessment</p> <p>In Grade 4 – 29% of students scored 3+ on the writing assessment</p> <p>In Grade 5 – 44% of students scored 3+ on the writing assessment</p> <p>In Grade 3-13% of students are reading on or above grade level</p> <p>In Grade 4- 22% of students are reading on or above Grade level</p> <p>In Grade 5- 20% of students are reading on or above</p>	<p>N/A</p>
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				Grade level.	
3-8 Math Growth Percentile	Green	49.0	50.0	<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>As a result of coaching from Metamorphosis and through Renewal, teachers are implementing more rigorous models of math instruction. Students have shown improvement on Scantron assessments as coomputed to less than 20% performed at grade level previously. The most recent administration of interim assessments has evidenced the following:</p> <p>In K-2 26% of the students are performing on or above grade level in Math.</p> <p>In K-2 32 % are reading on or above grade level.</p> <p>In Grade 3, 34% of the students are performing on or above grade level based on the SCANTRON.</p> <p>In Grade 4, 46% of the students are performing on or above grade level based on the SCANTRON.</p> <p>In Grade 5, 24% of the students are performing on or above grade level based on the SCANTRON.</p>	N/A
3-8 Math Percent Level 2 & Above	Green	31%	32%	The school engages in a process of evaluating their	N/A

			<p>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>Students have shown improvement on Scantron assessments as less than 20% performed at grade level previously. The most recent administration of interim assessments has evidenced the following:</p> <p>In K-2, 26% of the students are performing on or above grade level in math.</p> <p>In K-2, 32 % are reading on or above grade level.</p> <p>In Grade 3, 34% of the students are performing on or above grade level based on the SCANTRON.</p> <p>In Grade 4, 46% of the students are performing on or above grade level based on the SCANTRON.</p> <p>In Grade 5, 24% of the students are performing on or above grade level based on the SCANTRON.</p> <p>Results indicate that an additional 35% of students will score in the level 2 range.</p>	
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<p>Grade 4 and 8 Science Percent Level 3 & Above</p>	<p>Yellow</p>	<p>37%</p>	<p>38%</p>	<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 school uses reading and writing assessment data to predict how students will perform on the science assessment: In Grade 4 – 29% of students scored 3+ on the writing assessment and 22% of students are reading on or above Grade level. The school has provided rigorous science instruction 3x per week during ELT.</p>	<p>N/A</p>
<p>Make Priority School Progress</p>	<p>Green</p>	<p>N/A</p>	<p>Meet progress criteria</p>	<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>The school has met this benchmark as they are no longer on the Priority or Focus School list as of March, 2016.</p>	<p>N/A</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
Average ELA Proficiency Rating	Green	2.00	2.01	<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 data below indicates the number of students who are level 3. Results indicate that an additional 25% of students will score in the level 2 range. Education Software data is available from Achieve 3000, Imagine Learning, IXL, MyOn.</p> <p>The school is confident they will exceed this target based on the following formative Interim Assessment Data:</p> <p>In Grade 3 – 37% of students scored 3+ on the writing assessment In Grade 4 – 29% of students scored 3+ on the writing assessment In Grade 5 – 44% of students scored 3+ on the writing assessment Grade 3- 13% of students are reading on or above grade level Grade 4- 22% of students are reading on or above Grade level Grade 5- 20% of students are reading on or above</p>	N/A

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				Grade level.	
Framework: Supportive Environment	Green	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 school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>As the school has seen a significant reduction in safety incidents, it has focused its attention on supporting students through individualized academic supports. 19K328 conducts periodic assessments to track all students' math performance in Grades K-5. Based upon data from these assessments, and data from NYS math assessments, and Item Skill Analysis, students who are performing below grade level are assigned to a grade specific Level II or III RTI/AIS provider for additional academic support. Students receiving Level II or III RTI/AIS attend After School for an additional 3 hours on Tuesdays, Wednesdays and Thursdays from 3:35-4:35. In addition, to support the attendance of students, the school currently has an Attendance Team to battle absenteeism. 19K328 has seen an Attendance growth over last year. This year's is 91.8%</p>	N/A
Implement Community School Model	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</p>	N/A

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				<p>comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>19K328 leadership team, in collaboration with the CBO, Counseling In Schools, provides family engagement activities to the families of the school community. Such activities have included but are not limited to parent workshops, PTA meetings, assemblies, classroom family engagement opportunities and District family engagement offerings. Students at risk are seen by Counseling In Schools staff. This has been effective, as the number of students seen has dropped from 22 to 14.</p> <p>Since the implementation of Tuesdays: Teacher/Family Engagement Time and other invitations provided by 19K328, there has been a 10% increase in family attendance as evidenced by attendance sheets collected. In addition to combat absenteeism, the school's Attendance Team is in direct contact with families when a student is absent. Since this system/structure has been implemented within the school there has been a growth in attendance to 91.8%.</p>	
Performance Index on State ELA Exam	Green	38	40	<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>	N/A

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				<p>The data below indicates the number of students who are level 3. Results indicate that an additional 25% of students will score in the level 2 range. Education Software data is available from Achieve 3000, Imagine Learning, IXL, MyOn.</p> <p>The school is confident they will exceed this target based on the following formative Interim Assessment Data:</p> <p>In Grade 3 – 37% of students scored 3+ on the writing assessment In Grade 4 – 29% of students scored 3+ on the writing assessment In Grade 5 – 44% of students scored 3+ on the writing assessment Grade 3- 13% of students are reading on or above grade level Grade 4- 22% of students are reading on or above Grade level Grade 5- 20% of students are reading on or above Grade level.</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>To support students’ academic growth, all students, except Pre-K students, are mandated to attend an additional 5 hours of instructional time each week. The school day is increased by 1 hour 15 minutes on Tuesday-Fridays. The instructional focus of Expanded Learning Time is Writing in the Content Area (Social Studies/Science). Working with the coaches and literacy support personnel, the curriculum maps for Social Studies and Science instruction were</p>	N/A

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				developed and aligned to the NYC K-8 Social Studies and Science Scope and Sequence to provide full implementation of a content-based curriculum. Teachers receive professional development in literacy/writing from instructional coaches at Teachers College Reading & Writing Project and from Literacy Support Systems (LSS). As a result, the school has seen improvement in students' short and extended responses when completing literacy tasks.	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – Key Strategies

Key Strategies				
<i>As applicable, 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.</i>				
List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan	
1. Rigorous Instruction Goals: By June, 2016, there will be an increase in rigor in ELA instruction as measured by an .09 increase in Average ELA Proficiency Rating on the Renewal School Student Achievement Benchmarks	Green	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. All students in Grades K-5 were assessed in literacy using SRI in October and again in January/February. The data demonstrates that at least 50% of the students have evidenced progress in literacy as evidence by increased performance levels/Lexile scores. The data from these assessment was used to determine which students needed additional support, RTI/AIS.	N/A	

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	<p>Key Strategies: All instruction was shifted from whole class instruction to the workshop model which structures instructional time into mini-lesson/modeling, practice/group work and independent practice.</p> <p>Guided Reading strategies were implemented so that teachers could provide specific support to struggling readers.</p> <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Professional Development: Academics</p>		<p>Additionally, data from the Gates McGinitie assessment, Fountas and Pinnell, and the Reading Rescue program for students in Grades 1 and 2 was also used to identify students in need of academic support RTI/AIS services. Students will be assessed in May/June to determine additional progress and the data will be used, along with NYS Assessment data (when available) for planning for the 2016-17 school year.</p> <p>Students in Grades K-2 were assessed in math using the GOMath Unit Tests, NYC Performance Tasks (MOSL) and a Critical Thinking Performance Task to determine student progress in math. Students in Grades 3-5 were assessed in October and January using the SCANTRON math assessment online. Students will be assessed again in May/June to determine final progress and the data will be used, along with the NYS Assessment data (when available) for planning for the 2016-17 school year.</p>	
2.	<p>Supportive Environment Goals: By June 2016, PS 328, in collaborative partnership with Counseling in Schools (CBO), will increase parent engagement and involvement at PS 328 as measured by a 10% increase in parental positive responses to questions related to School Culture on DOE School Survey.</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>19K328 is currently maintaining the improvement of their school-wide attendance performance. The goal is to improve attendance via daily communication and partnership with families on the importance of student attendance. The school has a standard attendance and lateness protocol that is implemented on a daily basis. To ensure consistency with attendance protocols, the school has establish an</p>	N/A

	<p>Key Strategies: Increased useage and availability of technology in all classrooms directly decreased behavioral issues and supported the entire student population academically. Dean was able to provide AIS support for students in grades 3 and 4, social/emotional support for SWD students and additional social/emotional student support during breakfast, lunch and dismissal.</p> <p>Attendance Systems & Structures</p>	<p>Attendance Team that is comprised of the principal, assistant principal, guidance counselors, teachers, attendance teacher, parent coordinator, family worker and the CBO. The team attends weekly attendance meetings to review and discuss action plans for continued improvement of student attendance. The school uses the following data tools to inform decisions being made: Automate The Schools (ATS) Reports, New Visions Attendance Heat Maps and Daily Attendance Reports provided by the School District. To further promote attendance improvements, the school provides incentives such as but not limited to weekly, trips, school logo T-Shirt giveaways. Since this system/structure is being implemented within the school there has been growth in attendance.</p> <p>As the school has seen a significant reduction in safety incidents, it has focused its attention on supporting students through individualized academic supports. 19K328 conducts periodic assessments to track all students' ELA and math performance in Grades K-5. For ELA the school currently uses the following programs to assess students' performance: Scholastic Reading Inventory (SRI), Fountas & Pinnell Testing, CARS Item Skill Analysis and ELA State Exam results. For math the school currently uses Scantron, GoMath Unit Tests, Math Performance Tasks and Math State Exam results. Based upon data from these assessments, and data from NYS math assessments, and Item Skill Analysis, students who are performing below grade level are assigned to a grade specific Level II or III RTI/AIS provider for additional academic support. Students receiving Level II or III RTI/AIS attend After School for an additional 3 hours on Tuesdays, Wednesdays and Thursdays from 3:35-4:35.</p>	
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3.	<p>Collaborative Teachers</p> <p>Goals:</p> <p>By June, 2016, teachers in all grades will collaboratively develop CCLS aligned units of study including multiple entry points, differentiated and scaffolded materials, assessments and TC directed writing tasks to improve rigorous instruction as measured by 4 units of study in ELA, Math, Social Studies and Science. Student achievement will be measured by student performance on writing tasks utilizing the TC Writing Rubric.</p> <p>Key Strategies:</p> <p>Teachers collaborate with each other in planning as a grade and with the instructional specialists from the partnership organizations. Teachers are completing maps based on ReadyGen curriculum and modifying it to differentiated levels of student support.</p> <p>Renewal School Priority Areas:</p> <p>Danielson Framework</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>With continued professional learning opportunities which are currently being provided to teachers, 19K328’s goal is to continually move all teachers towards consistently demonstrating “Effective” instructional practices in their planning and preparation. CCLS aligned units of study and lessons include multiple points of entry, differentiated and scaffolded materials, assessments and DOK performance tasks.</p> <p>The school is currently implementing the following curriculum: GoMath, ReadyGen, TC Writing and NYC K-8 Science and Social Studies Scope and Sequence. Teachers are provided time to enhance and make modifications to units of studies.</p> <p>To ensure the monitoring of teaching and learning is evident throughout all classrooms, school leaders have created an observation and feedback schedule to assess instructional practices and student learning outcomes. They also use MOTP and MOSL data to inform differentiated professional development offerings to teachers.</p> <p>Literacy Support Services has provided professional development in literacy development through Guided Reading and how to use Looking at Student Work</p>	N/A

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	<p>Implementation - Observation Cycle Inquiry</p>		<p>protocols and Data Driven Instruction methods to support student grouping.</p> <p>As a result of targeted professional development (PD), teachers are engaging in more coherent planning with targeted skill instruction and differentiated supports. Most teachers have transitioned to the workshop model in ELA/math and the use of technology in the class has made lessons more engaging. Teachers are now using data to drive instructional decisions, class groupings for guided instruction and to determine which students need additional support through AIS and/or ELT.</p> <p>Teacher planning and pedagogy is improving as evidenced by qualitative observations and Advance ratings using Danielson’s Framework for Teaching. In addition, student skill levels have improved as evidenced by Scantron/SRI results and performance on monthly writing assessments. In addition, there is observational evidence of increased student writing/reading stamina, and the increased use of assessment strategies by teachers.</p>	
<p>4.</p>	<p>Effective School Leadership <i>Goals:</i></p> <p>By June 2016, school leaders will create and implement a Professional Development Plan that builds teacher capacity resulting in a 5% increase in the performance level of teachers in Component 3B</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>19K328 continues to provide weekly professional learning opportunities to all teachers that focuses on rigorous instruction, including DOK questioning and discussion strategies tied to the curriculum maps, data</p>	<p>N/A</p>

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	<p>in the Danielson Framework model in the ADVANCE platform .</p> <p>Key Strategies: Professional Development implementation was regularly evaluated through the Advance system. Teachers were formally observed no fewer than 4 times throughout the year and were informally observed on a weekly basis by coaches and/or administration.</p>		<p>driven instructional adaptations and multiple points of entry.</p> <p>To meet the school’s June 2016 benchmark of an increase in teachers rating within 3B Using Questioning and Discussion Techniques by 5%, the school uses its’ Advance MOTP data to create a differentiated professional learning plan to ensure all teachers are moving towards implementing “Effective” instructional practices within their classrooms to improve student learning outcomes.</p>	
<p>5.</p>	<p>Strong Family-Community Ties Goals:</p> <p>By June 2016 PS 328 and Counseling in Schools (CBO) will develop a collaborative partnership with families as measured by a 5% increase as evidenced in parent’s positive responses in the school culture section of the NYC school survey.</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>19K328 School Leadership Team and Community School Team, in collaboration with the PTA, Parent Coordinator and the School District Family Support Liaison, provide family engagement activities to the families of the school community. Such activities have included, but are not limited to parent workshops, PTA meetings, assemblies, family engagement opportunities in the classroom and District family engagement offerings.</p>	<p>N/A</p>

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	<p>Key Strategies: The Principal has encouraged parent/family involvement through parent workshops, newsletters, notices and parent engagement periods on Tuesdays.</p>		<p>Since the implementation of Tuesdays: Teacher/Family Engagement Time, and other invitations provided by 19K328, there has been a 10% increase in family attendance as evidence by attendance sheets collected.</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>

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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: Adding engaging activities Include parents during activities</p> <p>Parent/child activities such as Zumba on Saturday; Support for parents on homework help</p> <p>Expand ELT opportunities</p> <p>This school has to think innovatively about "Supportive Environment" domain of Great 'Schools Framework.</p> <p>Goals/Outcome of CET meetings:</p> <p>The CET is meeting once a month, prior to the SLT meeting. The Community School Director and CBO staff meets with the SLT to discuss upcoming events and for planning of future activities. The CET shares parent concerns that have been brought to them.</p>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conduct a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET's utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>

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	<p>Information regarding the school status and NYC and NYS designations, SIG funds and other allocations are discussed and decisions are made and reviewed.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school.</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</p>	<p>The NYCDOE will continue to engage in regular consultation with the leadership of its collective bargaining units regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.</p>

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	<p>determine what changes may need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver:</p> <p>PS 328 has been designated as a Renewal School by the Chancellor of the NYC DOE based on the NYS Designation of Persistently Struggling School, Prior and Focus School. Under the Renewal Initiative, 5 additional hours of instruction (ELT) were mandated for all students in Grades K-5 and are optional for Pre-K students. Funding for ELT was provided by the NYC DOE as per the UFT/CSA contracts for teachers and supervisors. Additionally, funds were utilized to purchase professional development for teachers to attend Teacher’s College Writing Institute, and provide in-house professional development in math provided by Metamorphosis Math and Math Solutions. Funding for classroom libraries and additional technology was also supplied. The support of a District Renewal School Liaison was also provided through the Chancellor’s Office and the District Superintendent.</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>



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

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

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: