

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
12X286: Fannie Lou Hamer Middle School	321200010286	NYC GEOG DIST #12 - BRONX	Yellow	SCEP
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	LORRAINE CHANON	Aimee Horowitz, Executive Superintendent for Renewal Schools Rafaela Espinal Pacheco, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08,SE	268

Executive Summary

Please provide a *plain-language summary* of the current reporting quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

The new State Receivership law requires that “Persistently Struggling Schools” be given an initial one-year period to improve student performance, and “Struggling Schools” be given an initial two-year period to improve student performance. The State Education Department designated 62 New York City schools as Struggling or Persistently Struggling, which requires them to be placed in receivership under the Chancellor’s direction.

As part of this Administration’s commitment to ensure that all of our students receive a high-quality education, Mayor Bill de Blasio and Chancellor Carmen Fariña launched the Renewal School program, which included a \$150 million commitment to provide unprecedented resources to turnaround 94 of our most challenged schools. Fifty of the 62 state-designated Struggling and Persistently Struggling Schools are in the City’s Renewal Program. The remaining 12 are receiving similar resources and all 62 benefit from State-mandated supports.

Renewal Schools are implementing significant interventions to accelerate student performance and help close achievement gaps. Those interventions include an additional five hours of expanded learning time; working with partner community-based organizations to provide rich after-school programming; and, increased professional development for school leaders, teachers and other school-based staff through coaches and partnerships with institutions such as Teachers College at Columbia University. Additionally, each Renewal School is now a Community School, offering wraparound services



to our students and their families.

The education reforms in the Renewal School Program have a strong record of driving improvement. First, strong, effective leadership is critical in initiating and sustaining turnaround efforts in struggling schools. Since the launch of the Renewal School Program, we have dispatched teams of experienced principals and assistant principals to strengthen leadership and to provide expertise these schools need to help change direction. Where it is needed, we have and will continue to replace school leadership to help transform a school and boost student achievement.

Second, increased high-quality professional development provides teachers and principals targeted support to develop their craft and improve classroom instruction practices. We are investing in deepening teachers' skills through professional development at every grade.

Third, expanded learning time extends the school day by one hour each day and enables struggling schools to create more time for core subject instruction, tailored academic support for students' unique needs, and enrichment activities provided in collaboration with community partners. Schools now have a more seamless school day that reinforces core subject material while providing students with helpful strategies and services that support active learning.

Finally, the Community School model, which incorporates academic and social services into the school environment, provides services to students and communities beyond the classroom needs, with the goal of helping students focus and stay on task during the school day.

To oversee these efforts we established the Office of Community Schools and the Office of Renewal Schools. We also hired a team of district-based Directors of School Renewal (DSR) to support Renewal schools. DSRs participate in monthly professional development sessions. These professional development sessions focus on building capacity and facility in the areas of continuous school improvement processes, instructional and leadership coaching, data driven progress monitoring, and establishing systems and structures for sharing best practices within and across their schools.

All Community Schools in the City have been matched with a lead community-based organization and have hired a community school director - a new leader in the school whose primary responsibility is to coordinate partnerships and interventions.

Through these partnerships, we are able to provide more time for learning, academic support, enrichment activities, health services and more. For example, some schools might have a food pantry so that hunger does not distract from learning. Others schools might have a physician's office on site to keep kids healthy so they do not miss school. Still others might offer English classes for families so parents can help kids with their homework. We are confident that these interventions and new programs will make this school year and those to come successful experiences, which will drive student achievement in our struggling schools.

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



a productive member of society.

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

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

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

Fannie Lou Hamer Middle School or FLHMS (12X286) is implementing all key strategies to improve instruction, student supports and parent involvement to drive school improvement efforts and meet the Receivership requirements for 2015-16. The school is using a process of examining student work and student assessment data on teacher teams and from this analysis teachers adjust their lessons and units to reflect specific student needs based on the data. The school leaders continuously monitor progress with support and direct guidance of the Superintendent. Thus far, Fannie Lou Hamer Middle School has fully implemented the Community Schools Model and an Expanded Learning Time (ELT) program for all students. In addition, the school has used data to track attendance and has clearly made progress in increasing daily attendance and decreasing chronic absenteeism. Administration has tied observation feedback to specific actions so teachers can improve their instruction in targeted areas. In terms of student performance, the school has used CCLS-aligned curriculum and is on track for meeting benchmark targets on reading comprehension for the school as a whole and for English Language Learners (ELLs). The school still needs to work on improving performance of Students with Disabilities (SWDs). The school has made progress in math in the Common Core Standards taught to meet the State benchmarks in those areas. However, since the math curriculum is cumulative, we will have more data in March to better determine how we are progressing in this area. One goal to re-align is parent involvement, while there has been much activity in this area, the data used to track its success is not aligned. An area in need of improvement is the level of safety at the school. This has been the first year in the history of the school that suspension data has gone up. The number of incidents has doubled due to an increase in drug-related incidents. While we are addressing the social-emotional needs of these at-risk students, it is a major concern that other environmental factors beyond the school may be affecting the school climate and culture.



Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators					
Please list the school’s Level 1 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.					
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
3-8 ELA Growth Percentile	Yellow	48.5	49.5	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the 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 the 3rd quarter, the school provided an interim assessment aligned to key CCLS ELA standards (ELAP) and one to show overall progress in reading comprehension and determine reading level (DRP). Most recent ELAP assessments indicate that 34 students are needed to ensure that 12% of the students at FLHMS are Level 3 or 4. 31 students reached Level 3 or 4 meaning that the school is on track for meeting the goal that 11.6% of the students are at grade level for reading on the State ELA.</p> <p>On the January DRP reading assessment, the number of students who are at grade level across the school is an average of 25%. This data also supports that the school is on track for increasing the number of Level 3’s and 4’s and demonstrating growth.</p>	N/A
Average Math	Yellow	2.20	2.21	The school engages in a process of evaluating their	N/A



Proficiency Rating				<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>Most recent MAP assessments indicate that 38 students are needed to ensure that 14% of the students at FLHMS are Level 3 or 4 which would also impact the average math proficiency rating. However, the math standards are cumulative for the year so the most recent assessment can only show growth for the standards taught in the fall. Based on the standards taught in the fall to our target population, standards mastery increased in the 8th grade an average of 20%, in the 7th grade an average of 24%, and there were no increases in the 6th grade. Thus, the school is on track in the standards assessed. Spring assessment results were not ready during the writing of this report.</p>	
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	22%	23%	<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>Science report card grades have remained consistent as compared to the same students' performance last year. Student progress in the 3rd quarter is</p>	N/A



				continuously measured in CCLS- based portfolio projects, focusing on topics such as the development and importance of the brain in the body, physical properties of matter, and in genetics to describe inheritance within a family. Currently, students average a mastery level of 2.8 across the entire grade in State science test concepts and standards and a 2.4 in performance on CCLS writing standards and 2.4 in performance on CCLS reading standards, indicating that more than 25% of students are at proficiency for these standards.	
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>As of February 26, 2016 the school has moved from Priority to Focus status. During the 3rd quarter, the January DRP reading assessment shows that the number of students who are at grade level across the school is an average of 25%. This data also supports that the school is on track for increasing the number of Level 3's and 4's.</p> <p>Math MAP assessments indicate that 38 students are needed to ensure that 14% of the students at FLHMS are Level 3 or 4 which would also impact the average math proficiency rating as well as student growth in math.</p>	N/A
School Survey - Safety	Yellow	2.20	2.24	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). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> • In order to address attendance across the school and reduce chronic absenteeism, the school has used the New Visions Heat Map to monitor for attendance, test scores and other interventions. • Attendance Teams have developed attendance initiatives and shared these initiatives with Grade Teams and the advisers. The “Make Your Presence Known” campaign continues to reward students to encourage attendance, work habits and participation across the school. Grade Teams continue to track interventions for at-risk students. • The Community School Director organized a “Progress Report Conference Day” where other CBO staff sat with each student during advisory to go over their Progress Report grades and attendance as well as set goals for the next semester. The result of these conferences has been tracked in a Google Doc. The Global Focus team and the School Leadership Team reviewed the data from the conferences to determine next steps for CBO work, for Parent Involvement and for Advisory Curriculum. • The Attendance Team has worked with Advisers and Grade Teams conferencing with students and parents around Chronic Absenteeism. As a result, the Attendance Team has created “Champions” for each student below 90% attendance. The results 	
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				<p>were an increase in student attendance for 80% of the students involved.</p> <ul style="list-style-type: none"> • A Promotion in Doubt (PID) workshop for all PID families was conducted to provide parents with resources to support with Academics and Attendance. Parents of children below 95% were asked to come to the school for Family Conferences to discuss supports that the Guidance Team can help them with. Parent Conference for Progress Reports will be held on May 11th and the school has already sent out flyers specific to the Promotion In Doubt families to ensure their attendance. • Currently the Year to Date (YTD) attendance is 94.4% and increase of .51% since February where our YTD was 93.89%. <p>The 3rd quarterly report shows a slight reduction in overall suspensions going from 8 per quarter to 6 in the 3rd quarter. The drug-related issues have been alleviated. The 6 conflicts reflect student-to-student and student-to-staff conflicts in the 3rd quarter. While the school has many supports in place (school social worker, mandated counselor, guidance counselor, and two social work interns). Currently the school has engaged the services of Partnership for Children to support with Tier 1 PBIS interventions such as a School Store, Lunch/Recess Student Activities, Peer Leadership and Peer Intervention. Our CBO partner is also organizing a weekend workshop to review Restorative Practices, Impact of Trauma on Title 1 Students and Calming Strategies for Students and Staff.</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	Yellow	2.21	2.22	<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>On the January DRP reading assessment, the number of students who are at grade level across the school is an average of 25%. This data also supports that the school is on track for increasing the number of Level 3’s and 4’s. The school continues to make incremental gains toward grade level reading. In order to increase student performance, teachers are participating in continuous professional development on using data from formative assessments to develop targeted intervention strategies and then monitoring student data to continually adjust instruction. In addition, teachers are being provided with one-on-one and team coaching by literacy specialists for ELA, science and social studies.</p>	N/A
Implement Community School Model	Yellow	N/A	Implement	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	N/A



			<p>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> <ul style="list-style-type: none"> • In order to address attendance across the school and reduce chronic absenteeism, the school has used the New Visions Heat Map to monitor for attendance, test scores and other interventions. • Attendance Teams have developed attendance initiatives and shared these initiatives with Grade Teams and the advisers. The “Make Your Presence Known” campaign continues to reward students to encourage attendance, work habits and participation across the school. Grade Teams continue to track interventions for at-risk students. • The Community School Director organized a “Progress Report Conference Day” where other CBO staff sat each student during advisory to go over their Progress Report grades and attendance as well as set goals for the next semester. The result of these conferences has been tracked in a Google Doc. The Global Focus team and the School Leadership Team reviewed the data from the conferences to determine next steps for CBO work, for Parent Involvement and for Advisory Curriculum. • The Attendance Team has worked with Advisers and Grade Teams conferencing with students and parents around Chronic Absenteeism. As a result, the Attendance Team has created “Champions” for each student below 90% attendance. The results were an increase in student attendance for 80% of the students involved. 	
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				<ul style="list-style-type: none"> • A Promotion in Doubt(PID) workshop for all PID families was conducted to provide parents with resources to support with Academics and Attendance. Parents of children below 95% were asked to come to the school for Family Conferences to discuss supports that the Guidance Team can help them with. Parent Conference for Progress Reports will be held on May 11th and the school has already sent out flyers specific to the Promotion In Doubt families to ensure their attendance. • Currently the Year to Date (YTD) attendance is 94.4% and increase of .51% since February where our YTD was 93.89%. 	
Performance Index on State ELA Exam	Yellow	64	66	<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>On the January DRP reading assessment the number of students who are at grade level across the school is an average of 25%. This data also supports that the school is on track for increasing the number of Level 3's and 4's. Once again, the school needs to disaggregate the % gain for students who are Level 1 and 2 to see if they are also "on track" and have made incremental gains toward grade level reading. In order to increase student performance, teachers are participating in continuous professional development on using data from formative</p>	N/A



				assessments to develop targeted intervention strategies and then monitoring student data to continually adjust instruction. In addition, teachers are being provided with one-on-one and team coaching by literacy specialists for ELA, science and social studies.	
Performance Index on State Math Exam	Yellow	58	60	<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>During the 3rd quarter, standards mastery increased in the 8th grade an average of 20%, in the 7th grade an average of 24%, and there were not increases in the 6th grade. Thus, the school is on track in the Standards assessed. However, students who were not in the target group had mixed performances throughout the school. As a result, the progress in math may be on track only for students at or approaching grade level at this time. In order to increase student performance, teachers are participating in continuous professional development on using data from formative assessments to develop targeted intervention strategies and then monitoring student data to continually adjust instruction. In addition, teachers are being provided with one-on-one and team coaching by math specialist who supports them with content-area instruction.</p>	N/A
Provide 200 Hours of Extended Learning	Green	N/A	Implement	The school engages in a process of evaluating their formative and summative data sources throughout	N/A



Time			<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). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> • Grade Teams have evaluated the progress of all students in each grade determining if a student is on track or Promotion in Doubt. The teams are currently using these lists to make family contact, to develop interventions with outside tutoring programs during ELT and to monitor student progress during the school day. • Teachers have flagged students who were not making progress in reading and took the time daily to coach, monitor and call on these students to engage them in reading, writing and thinking. The school piloted a literacy intervention program called STARI to support students at the lowest reading levels. • Using student and teacher data, Study Groups have continued to meet to support the individualized professional development needs of the teaching staff and continue to be led by Coaches, Mentors, and Model Teachers for the purpose of developing Instructional Practices. The outcome of the Study Groups has been documented in a Google Classroom Document filled out by each teacher after the Study Group meetings. The Study Group model earned the school a Well-Developed for Teacher Teams on the recent Quality Review. <p>All students are receiving 5 hours of additional academic instruction during the school's Extended</p>	
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				Learning Time Program Monday through Friday. During this time students are grouped strategically to receive either intervention or enrichment support in literacy or math. Some students are provided targeted counseling. Classes include ESL for newcomers, Book Clubs, Math Clubs, Literacy Circles, Girls Who Code, Citizen Science, Current Events and Technology and Rosetta Stone (to name a few). In addition, all students will be invited to attend a 7 week Saturday Academic Enrichment Program which began in March.	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – Key Strategies

Key Strategies				
<i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.				
List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan	
1. Rigorous Instruction Goals: Rigorous Instruction - By June 2016, the school and CBO partner will use a common Instructional Focus to leverage the resources of the school as measured by the increase of grade-level performances in ELA	Yellow	In the framework area of Rigorous instruction, the school has focused on the following work throughout SY 15-16. 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	N/A	



<p>from 8.7% of students at Level 3 or 4 in 2014 to 11.6% of students at Level 3 or 4 in 2016 on State ELA exam.</p> <p>Key Strategies: School leaders and CBO will develop a shared instructional focus between CBO and school.</p> <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Comprehensive Academic Assessment Plan Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students Professional Development: Academics Professional Development: Educating All Students RTI/AIS</p>	<p>below evidence this work.</p> <ul style="list-style-type: none"> • The teachers organized a Study Group to develop effective teaching practices for Unit 3 across the school. The school is working with a data coach to organize the Standards for Unit 4 into a data-tracking system and pilot its use with targeted teacher teams. • Grade Teams have evaluated the progress of all students in each grade determining if a student is on track or Promotion in Doubt. The teams are currently using these lists to make family contact, to develop interventions with outside tutoring programs during ELT and to monitor student progress during the school day. • Teachers have used DRP assessment data, course grades, and attendance data to determine PID status. Teachers continue to update their gradebooks to determine if students have improved and adjust the lists accordingly. • Teachers have used data and analyzed student work to assess success and next steps of common Instructional Practices. • Teachers have used a targeted Literacy Strategy across the grade team to support literacy at student independent reading level. • Teachers have flagged students who were not making progress in reading and took the time daily to coach, monitor and call on these students to engage them in reading, writing and thinking. The school piloted a literacy intervention program called STARI to support students at the lowest reading levels. <p>Using student and teacher data, Study Groups have continued to meet to support the individualized</p>	
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			<p>professional development needs of the teaching staff and continue to be led by Coaches, Mentors, and Model Teachers for the purpose of developing Instructional Practices. The outcome of the Study Groups has been documented in a Google Classroom Document filled out by each teacher after the Study Group meetings. The Study Group model earned the school a Well-Developed for Teacher Teams on the recent QR.</p>	
2.	<p>Supportive Environment Goals: By June 2016, the school with the support of CBO partner will develop and use Early Warning Indicator system to track and support the academic progress of students who have been Chronically Absent and reduce the % of Chronically Absent students from 37% in 2014 to 30% in 2016.</p> <p>Key Strategies: The school will develop an Early Warning Indicator system to track and support the academic progress of chronically absent students.</p> <p>Attendance Systems & Structures</p>	Yellow	<p>In the framework area of Supportive Environment, the school has focused on the following work throughout SY 15-16.</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> <ul style="list-style-type: none"> • In order to address attendance across the school and reduce chronic absenteeism, the school has used the New Visions Heat Map to monitor for attendance, test scores and other interventions. • Attendance Teams have developed attendance initiatives and shared these initiatives with Grade Teams and the advisers. The “Make Your Presence Known” campaign continues to reward students to encourage attendance, work habits and participation across the school. Grade Teams continue to track interventions for at-risk students. • The Community School Director organized a “Progress Report Conference Day” where 	N/A



	Community Schools		<p>other CBO staff sat each student during advisory to go over their Progress Report grades and attendance as well as set goals for the next semester. The result of these conferences has been tracked in a Google Doc. The Global Focus team and the School Leadership Team reviewed the data from the conferences to determine next steps for CBO work, for Parent Involvement and for Advisory Curriculum.</p> <ul style="list-style-type: none"> • The Attendance Team has worked with Advisers and Grade Teams conferencing with students and parents around Chronic Absenteeism. As a result, the Attendance Team has created “Champions” for each student below 90% attendance. The results were an increase in student attendance for 80% of the students involved. • A Promotion in Doubt workshop for all PID families was conducted to provide parents with resources to support with Academics and Attendance. Parents of children below 95% were asked to come to the school for Family Conferences to discuss supports that the Guidance Team can help them with. Parent Conference for Progress Reports will be held on May 11th and the school has already sent out flyers specific to the Promotion In Doubt families to ensure their attendance. • Currently the Year to Date attendance is 94.4% and increase of .51% since February where our YTD was 93.89%. 	
3.	<p>Collaborative Teachers Goals: Collaborative Teachers - By June</p>	Yellow	In the framework area of Collaborative Teachers, the school has focused on the following work throughout SY 15-16.	N/A



<p>2016, the teacher teams in the school will work collaboratively with the support of CBO partner to improve the grade-level proficiency of SWD and ENL students as measured by SWD students reaching grade-level proficiency from 4.3% to 10% on State ELA and move ENL students from 0% reaching proficiency to 10% on the ELA State Exams.</p> <p>Key Strategies: Teachers will use professional development time to collect and analyze student data to provide interventions for SWDs and ENLs</p> <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry Job-embedded Instructional Coaching</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> <ul style="list-style-type: none"> • The teachers organized a Study Group to develop effective teaching practices for Unit 3 across the school. The Study Group worked specifically to develop practices to support ELL’s and SWD students with this unit. • The school is working with a data coach to organize the Standards for Unit 4 into a data-tracking system and pilot its use with targeted teacher teams. • Grade Team have evaluated the progress of all students in each grade determining if a student is on track or Promotion in Doubt. Teachers have used DRP assessment data, course grades, and attendance data to determine PID status. Each tracker specifically notes ELL and SWD students and their progress. • Teachers have flagged students not making progress in reading and across the grade have taken the time daily to coach, monitor and call on these students to engage them in reading, writing and thinking. All students are programmed into ELT to get support in smaller groups. • Grade Teams have identified students needing further interventions based on PID data. Grade Teams and Vertical Teams have collaborated to examine ELL and SE practices related to the data. • Coaches have reviewed the progress of teams utilizing Differentiated Instruction, Strategic 	
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			<p>Groupings and other interventions. QR feedback recommended more attention to Differentiated Instruction and Strategic Groupings.</p> <ul style="list-style-type: none"> • ESL and SWD teachers continue to meet with Content Area teachers to differentiate lesson plans. Administration is working with ESL and SWD teachers in need to support their practice of differentiation and grouping in their classrooms. • School plans to use upcoming PD days to examine the Bilingual Common Core standards and how to incorporate into curriculum plans. • Study Groups has been documented in a Google Classroom Document filled out by each teacher after the Study Group meetings. The Study Group model earned the school a Well-Developed for Teacher Teams on the recent QR. 	
4.	<p>Effective School Leadership Goals: Effective School Leadership: By June 2016, the school leadership will provide clear, strategic and actionable feedback in observations that will increase the effectiveness of teachers with developing or ineffective ratings based on the Danielson Rubric on “Using Questioning and Discussion” as measured by an increase by one rubric level (Ineffective to Developing or Developing to</p>	Yellow	<p>In the framework area of Effective School Leadership, the school has focused on the following work throughout SY 15-16.</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> <ul style="list-style-type: none"> • Administration completed ¾’s of the observations of teachers. • Administration met with Coaches and Mentors to specifically target any teachers struggling to meet their goal. • Administration is doing one-on-one 	<p>N/A</p> <ul style="list-style-type: none"> • Using student and teacher data, Study Groups have continued to meet to support the individualized professional development needs of the teaching staff and continue to be led by Coaches, Mentors, and Model Teachers for the purpose of developing Instructional Practices. The outcome of the



	<p>Effective) for 90% of the teaching staff between September 2015 and June 2016.</p> <p>Key Strategies: School leaders will provide clear, strategic, and actionable feedback in observations that will increase the effectiveness of teachers with developing or ineffective ratings based on the Danielson Rubric, component 3c, "Using Questioning and Discussion Techniques."</p> <p>Renewal School Priority Areas: Leadership Coaching</p>		<p>meetings with teachers to share personalized and precise feedback about teacher practice.</p> <ul style="list-style-type: none"> School leaders have a District Wide Walkthrough planned for May related to Formative Assessment practices. 	
5.	<p>Strong Family-Community Ties Goals: By June 2016, the school with the support of CBO partner will have a 18% increase in parent involvement in all areas (academic, social and emotional developmental health) provided by the school in partnership with our community based organizations to support student success as measured by parent participation in the school Learning Environment survey from</p>	Yellow	<p>In the framework area of Strong Family-Community Ties, the school has focused on the following work throughout SY 15-16.</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> <ul style="list-style-type: none"> The Community School Director, an Americorps Intern, and the Parent Involvement Coordinator from Children’s Aid Society continue to plan initiatives with the Parent Coordinator to increase parent involvement in the school. 	N/A



	<p>42% to 60%.</p> <p>Key Strategies: The school and CBO partner Talent Unlimited will increase parent involvement in all areas including academic, social and emotional developmental health.</p>	<ul style="list-style-type: none"> • During Family Conferences 55% of the parents attended. • 112 surveys were returned out of 268 families. • The Parent Coordinator organized a Growth Mindset Workshop for families with the help of Talent Development Coaches. The TD coaches will also support teachers with organizing a math and literacy workshop for families in May and June. • Children’s Aid continues their series of Saturday Academy Classes. The Guidance Counselor and the PE Teacher have taught two exercise classes, one for women and one for men. • The Community School Director continues to hold "One on one" sessions, personalized meetings with parents, to increase the development of genuine relationships between parents and the school. • The CSD continues to work with Parent Leaders to do their own “one on one” sessions with parents. Already identified parent leaders call families to encourage participation at school events such as March Family Conferences. • The School used Family Conferences to administer the Learning Environment Survey, and data collection of Family Involvement continues to be tracked. • In April, all families received a February Progress Report as well as Promotion In Doubt notice and an invitation to the May Conferences if students were at risk. • The Community School Director continues to work with parent leadership to support parent participation in PA, CET, and SLT. 	
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Receivership Quarterly Report – 3rd Quarter AND Continuation Plan (2016-17)

January 18, 2016 to April 15, 2016

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



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.
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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:</p> <ul style="list-style-type: none"> • More hands-on work in classes to increase student engagement. Students should be given more opportunities to explain their answers and have more hands-on learning opportunities. <p>Goals/Outcome of CET meetings: In the 3rd Quarter, the SLT meeting focused on determining the school’s progress on the SCEP goals and translating that progress into a School Self-Evaluation for the Quality Review. At the April SLT meeting, the SLT met to discuss the data resulting from the Student Progress Report meetings. The result was a collection of next steps for the school regarding study skills in Advisory, Parent Workshops on supporting work at home and aligning homework assignments across grade teams. The May SLT focused on determining clear criteria for new teaching candidates based on the indicators on the Danielson rubric. This rubric will be used as part of the May and June Interview process.</p>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conduct a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET’s utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>



	<p>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>	
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Powers of the Receiver
 Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.</p> <p>The powers of the School Receiver enable the school to get direct</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> <p>The Receivership Process enabled the school to make strategic and measurable goals with clear action plans to implement these goals. In addition, the regular reporting allowed the school to review the progress made and set new goals for next steps. The school community has become better aligned to clearly defined goals enabling all stakeholders to participate in the increasing student</p>



	<p>support from the State, City and District to implement goals that were constructed and edited by State, City and District reviewers. The intense scrutiny of these specific SCEP goals as well as the targeted Benchmarks, clarified the areas that needed immediate attention by all stakeholders and allowed the school to construct a targeted action plan for each goal and benchmark.</p>	<p>outcomes. The results of the latest Quality Review where the school received Proficient and Well-Developed ratings indicates that the Receivership Process has helped the school to become better aligned to the best practices outlined in the Quality Review rubric.</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)

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



Part V – Best Practices (Optional)

Best Practices

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

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



Part VI – Fiscal

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. Please note, 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 on instructional practices/key strategies/student engagement.</u>	N/A	N/A

Additionally, under separate attachment, 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.



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: _____

Signature of Receiver: _____

Date: _____



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

2016-17

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

Continuation Plan Cover Page

District Name	
School Name Fannie Lou Hamer Middle School	
Contact Person Lorraine Chanon	Telephone (718)860-2707
E-Mail Address lchanon@schools.nyc.gov	
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.	
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer
Typed Name: Lorraine Chanon	Date: 5/5/16

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