

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 |
|---------------------------------|------------------|--|---------------------|---|
| 11X370: School of Diplomacy | 321100010370 | NYC GEOG DIST #11 - BRONX | Yellow | 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 | Sean Licata | Aimee Horowitz, Executive Superintendent for Renewal Schools Meisha Ross Porter, Superintendent Sharon Rencher, Senior Advisor to the Chancellor | 06,07,08 | 232 |

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 School of Diplomacy 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.

The School of Diplomacy (SOD) 11x370 is currently on track in implementing key strategies and action steps outlined within their 2015-2016 Renewal School Comprehensive Education Plan (RSCEP). The school is engaging the community and meeting their State and Renewal progress monitoring benchmarks for the 2015-2016 school year. Improvements in school leadership, student learning products, teacher practice, culture/environment, and collaborative teacher inquiry are evident across the school as determined from on-site visits from the D11 Superintendent, Principal Lead Facilitator (PLF), and Director of School Renewal (DSR).

The Director of School Renewal (DSR) will support the school directly in meeting the goals articulated in the Renewal School Comprehensive Education Plan (RSCEP). When reached, improvement will be demonstrated in each element of the Framework for Great Schools; school leadership, family and community ties, student outcomes, overall school culture and environment, collaboration among teachers, and rigorous instruction. Specific and measurable improvements in these areas will ultimately lead to improvement in overall student achievement. Short-range goals are written by the DSR and are used to monitor progress towards the long-range goals and ensure movement towards the meeting of these goals by the end of the school year. At the end of this school year ELA and math teachers will have engaged in their second cycle of teacher inquiry work and presentations that will demonstrate progress towards identifying best instructional practices, student attendance will have increased by at least 1% since the last reporting period, teachers will have aligned rigorous units with scaffolds included for English as a New Language learners (ENL) (formerly known as English as a Second Language-ESL) and Students with Disabilities (SWDs), and teachers will be showing growth on the Danielson Rubric in components 1e (Designing Coherent Curriculum); 3b (Questioning and Discussion Techniques); 3c (Student Engagement); and 3d (Assessment). Teachers will also work with their students to



update their student promotional portfolios, and school leaders will conduct their quarterly checks to monitor student portfolio progress. The school will also have made progress toward increasing parental engagement in collaboration with their parent coordinator and community- based organization (CBO).

There is currently a proposed consolidation of SOD with The Globe School (11x272) pending for the 2016-2017 school year. The proposal is up for approval/voting by the Panel for Educational Policy (PEP) on March 23, 2016. The Superintendent of District 11, the Director of School Renewal (DSR), and the Office of School Design and Charter Partnerships (OSDCP) will continue to provide support and guidance to Principal Licata and his staff throughout the process. The Educational Impact Statement (EIS) will be posted by Friday, February 5.

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 | 48.6 | 49.6 | <p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>Degrees of Reading Power (DRP) data, rigor of student work tasks, improvements in teachers’ instructional practices, and student learning products indicate progress towards realizing demonstrable improvement.</p> | N/A |



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| | | | | <p>Modifications and enhancements to the ELA and math curriculum maps for grades 6-8 show evidence of the following: emphasis on Common Core focus standards for ELA and math; scaffolds included for ELLs, and SWDs; integration of Teachers College writing units; embedded strategic independent reading time; and Depth of Knowledge (DOK) level 3-4 end of unit performance tasks.</p> <p>90% of all students have completed ELA student portfolios that include DOK level 3 and 4 student work products.</p> | |
| | | | | | N/A |
| Yellow | 48.6 | 49.6 | 29% | <p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>Rigor of student work tasks, improvements in teachers’ instructional practices, and student learning products indicate progress towards realizing demonstrable improvement.</p> | N/A |
| Make Priority School Progress | Green | N/A | Meet progress criteria | The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is | N/A |



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| | | | | <p>articulated within each framework area of the Renewal school comprehensive educational plan (RSCEP). Data is not yet available for this indicator. We are taking steps in order to make every effort to meet our target. Data to evaluate this indicator will be available pending SED release of information.</p> <p>School is on track towards meeting both state and Renewal benchmarks on level 1 and 2 indicators in ELA and math.</p> | |
| School Survey - Safety | Green | 1.32 | 1.36 | <p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal school comprehensive educational plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>School leaders, parent coordinator, and the CBO director have collaborated to increase parent involvement for the 2015-2016 school year. The school leaders and CBO have documented their parent outreach and engagement through June 2016. School has made significant improvements to school culture, staff morale, and school environment. Positive behavioral interventions and support systems are in place (PBIS). Student suspensions are down 25%, as compared to the 2014-2015 school year. Suspensions are down almost 60% from three years ago.</p> | N/A |
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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)



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| LEVEL 2 Indicators | | | | | |
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| 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 |
| Framework: Collaborative Teachers | Green | 2.76 | 2.80 | <p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal school comprehensive educational plan (RSCEP). The statements below show a trajectory of this work and progress towards meeting this indicator prior to summative data sources being readily available.</p> <p>The Receivership quarterly report 2 evidenced the following work within this demonstrable improvement area. Teachers, this year, are collaborating within teacher teams to complete a minimum of two inquiry team cycles, aligned to one or more of the school’s Danielson <i>Framework for Teaching</i> focus components (1e, 3b, 3c, or 3d). Teacher teams have completed their first cycle.</p> <p>All instructional teachers participated in teacher teams inquiry cycles this year. Teams collaborated on their inquiry team presentations and shared their findings and impact on student learning. There is embedded time within the master schedule for teachers to meet once a week to participate in team inquiry work.</p> <p>Teachers have completed their 3rd and last cycle of inquiry work this year. Teacher teams are currently scheduled to present their last inquiry cycles in May.</p> | N/A |



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| | | | <p>Teachers have one period a week allotted to working on Atlas Rubicon to make modifications to their curriculum maps.</p> <p>Teachers collaborate within their department level meetings (once a week) and in common planning meetings (once a week).</p> <p>Teacher inquiry cycle presentations, meeting notes, and agendas from collaborative teacher work this year are available upon request.</p> | |
| Implement Community School Model | Green | N/A | <p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal school comprehensive educational plan (RSCEP). The statements below show a trajectory of this work and progress towards meeting this indicator prior to summative data sources being readily available.</p> <p>The school's current average student attendance rate is at 91.2%, showing that it is on track to meeting its Renewal benchmark attendance target.</p> <p>The CBO director and school leaders use the New Visions-Student Sorter to monitor student attendance data for each identified chronically absent and at-risk student; interventions are tracked and monitored by the school leaders and CBO support staff. Adjustments to interventions are made by the school leaders in collaboration with the CBO support staff, as needed. Each at-risk student has also been assigned a Success Mentor from either the school staff or from the CBO.</p> | N/A |



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| | | | | <p>Modifications and enhancements to the ELA and math curriculum maps for grades 6-8 show evidence of all of the following: emphasis on Common Core focus standards for ELA and math; scaffolds included for ELLs and SWDs; integration of Teachers College writing units; and rigorous performance tasks aligned to Depth of Knowledge (DOK) levels 3 and 4.</p> <p>Partnerships with the Phipps Neighborhoods CBO and the Astor Services for Children and Families CBO are in place and all staff members have been hired for the 2015-2016 school year.</p> | |
| Performance Index on State ELA Exam | Yellow | 54 | 56 | <p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>Degrees of Reading Power (DRP) data, rigor of student work tasks, improvements in teachers’ instructional practices, and student learning products indicate progress towards realizing demonstrable improvement.</p> | N/A |
| Performance Index on State Math Exam | Yellow | 52 | 54 | <p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not</p> | N/A |



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| | | | <p>yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>DRP data, rigor of student work tasks, improvements in teachers’ instructional practices, and student learning products indicate progress towards realizing demonstrable improvement.</p> <p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>90% of all students have completed ELA student portfolios that include DOK level 3 and 4 student work products.</p> | |
| Provide 200 Hours of Extended Learning Time | Green | N/A | <p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The statements below show a trajectory of this work and progress towards meeting this indicator prior to summative data sources being readily available.</p> | N/A |



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| | | | | School’s schedule has the required Expanded Learning Time (ELT) hours embedded within their school’s schedule. All students have been scheduled to meet the mandates. Modifications and enhancements to the math curriculum maps for grades 6-8 show evidence of all of the following: Common Core focus standards for math; scaffolds included for ELLs and SWDs; integration of Teachers College writing units; and DOK level 3/4 end of unit performance tasks. | |
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| Green | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> . | Yellow | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. | Red | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |

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: During the 2015-2016 school year, school leaders and teachers will collaborate to enhance the existing CommonCore-aligned curricula for | Yellow | In the framework area of Rigorous instruction, the school has focused on the following work throughout SY 15-16. Modifications and enhancements to the ELA and math curriculum maps for grades 6-8 show evidence of the following: emphasis on Common Core focus standards for ELA and math; scaffolds | N/A | |



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| | <p>all scholars, to support meeting our metric target in increasing the average student proficiency rates to 2.15 for ELA and 2.14 for math, as evidenced by data from the NYS ELA and math exams .</p> <p>Key Strategies:</p> <p>Renewal School Priority Areas: Professional Development: Educating All Students</p> | | <p>included for ELLs and SWDs; integration of Teachers College writing units; embedded strategic independent reading time; and Depth of Knowledge (DOK) level 3-4 end of unit performance tasks.</p> <p>During the April progress monitoring period schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • Modifications and enhancements to the ELA and math curriculum maps for grades 6-8 show evidence of all of the following: emphasis on Common Core focus standards for ELA and math; scaffolds included for ELLs and SWDs; integration of Teachers College writing units; and rigorous end of unit performance tasks aligned to Depth of Knowledge (DOK) level 3 and 4. | |
| 2. | <p>Supportive Environment</p> <p>Goals: During the 2015-2016 school year, our PBIS team, in collaboration with our community-based organization (CBO) will continue to develop our positive behavioral interventions and supports initiatives to target our chronically absent students, and other identified students with poor</p> | Green | <p>In the framework area, Supportive Environment, the school has focused on the following work throughout SY 15-16. The School of Diplomacy (SOD) has an attendance team that meets weekly. The team uses the New Visions Student Sorter Attendance Heat Map to monitor students. The attendance team also has CBO staff members assigned to help track and serve as Success Mentors for designated students.</p> <p>During the February progress monitoring period, schools were expected to have met their</p> | N/A |



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| | <p>attendance, resulting in our school's movement from a 86.4% student attendance rate to a 90.7% attendance rate.</p> <p>Key Strategies:</p> <p>Attendance Systems and Structures Community Schools</p> | | <p>benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> School has an average student attendance rate of 91.2%, as of May 2016. The CBO director and school leaders use the New Visions-Student Sorter to monitor student attendance data for each identified chronically absent and at-risk student. Each identified at-risk student has been assigned a Success Mentor to help monitor the student's attendance and behavior. Monthly incentives for 100% attendance and improved attendance have been established by each school in collaboration with the CBO. | |
| 3. | <p>Collaborative Teachers</p> <p>Goals:</p> <p>During the 2015-2016 school year, all teachers will collaborate within teacher teams to complete a minimum of two inquiry team cycles aligned to one of the school's Danielson <i>Framework for Teaching</i> focus components (1e, 3b, 3c, or 3d).</p> <p>Key Strategies:</p> <p>Renewal School Priority Areas:</p> | Yellow | <p>In the framework area, Collaborative Teachers, the school has focused on the following work throughout SY 15-16. Teachers, this year, are collaborating within teacher teams to complete a minimum of two inquiry team cycles, aligned to one or more of the school's Danielson <i>Framework for Teaching</i> focus components (1e, 3b, 3c, or 3d). Teacher teams have completed their first cycle.</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"> Two inquiry team cycles were completed by each teacher team this year, as evidenced through presentations developed and | N/A |



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| | Inquiry | | shared by each teacher team on their inquiry work and findings. | |
| 4. | <p>Effective School Leadership</p> <p>Goals:</p> <p>Throughout the 2015-2016 school year, school leaders collaborate with teachers in the development and integration of school-wide student promotional portfolios that will include Depth of Knowledge (DOK) level 3/4 student learning products, supporting our school's movement towards meeting our benchmark performance index metric target of 58 for ELA and 55 for math.</p> <p>Key Strategies:</p> | Green | <p>In the framework area, Effective School Leadership the school has focused on the following work throughout SY 15-16. Quarterly reviews of student promotional portfolios are being conducted by the principal and Instructional Cabinet this year. Feedback is given to teachers regarding their portfolio progress. Sample ELA and math portfolios from each grade will be shared and reviewed for evidence of rigor during progress monitoring checks, conducted by the principal, instructional cabinet, assistant principals, and the Director of School Renewal (DSR).</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"> Review of student promotional portfolios were conducted by the school's instructional cabinet, assistant principals, and Director of School Renewal during the 2015-2016 school year. School leaders included feedback to teachers regarding their student portfolio progress within their observation feedback. Feedback was given to teachers regarding their portfolio progress. Sample ELA and math portfolios were collected and reviewed by the school leaders and DSR during the February progress monitoring period. | N/A |



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| | | | <ul style="list-style-type: none"> Assistant principals are monitoring the updating and completion of student portfolios, in preparation for promotional decisions. Assistant principals will be working with teachers on fine tuning and clarifying portfolio expectations for the 2016-2017 school year. Expectations are due to the DSR by June 15, 2016. | |
| 5. | <p>Strong Family-Community Ties</p> <p>Goals:</p> <p>Throughout the 2015-2016 school year, school leaders, in collaboration with the school's community- based organization (CBO), will use multiple means of communication to inform parents and families of their child's progress, school events, programs, and services available to them in or near the school, resulting in a 10% increase of parents responding positively on the Strong Family and Community Ties section of the NYC School Survey.</p> <p>Key Strategies:</p> | Green | <p>In the framework area, Strong Family-Community Ties, the school has focused on the following work throughout SY 15-16. School leaders, parent coordinator, and the CBO collaborate on multiple means to increase parent involvement this school year (School Messenger, Skedula, School Of Diplomacy App, Facebook page, interest surveys, parent workshops, CBO services, school events, Family Nights and other informationals).</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the Renewal school comprehensive educational plan (RSCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> School attendance records show that at least three of the parent events had a minimum of 25 parents in attendance. This is a major increase from previous years. The school leaders, parent coordinator, and the CBO support staff have worked to increase parent involvement for the 2015-2016 school year. 2016 NYC School Survey findings will be used to determine progress for this indicator. | N/A |



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| | | | <ul style="list-style-type: none"> SLT and Parent coordinators from both schools, 11x272 and 11x370, will be meeting in May and June 2016 to begin collaborating on merger and family engagements planning for the 2016-2017 school year. | | |
| Green | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> . | Yellow | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. | Red | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |



Part III – Community Engagement Team and Receivership Powers

| Community Engagement Team (CET) Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET. | | |
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| 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: Review and finalize RSCEP ‘Rigorous Instruction’ goal. Review and finalize RSCEP ‘Supportive Environment’ goal. Review and finalize RSCEP ‘Collaborative Teachers’ goal.</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>CET team meets with the principal to monitor progress towards meeting RSCEP, Renewal School, and the state receivership benchmarks.</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</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.</p> |



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| | <p>weekday evenings. 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. Listed below are any other efforts to utilize the powers of the School Receiver:</p> <ul style="list-style-type: none"> • Middle School Quality Initiative (MSQI) partnership • Learning Partners partnership starting 2016-2017 school year • Principal Sean Licata is currently a member of the Superintendent’s Principal Advisory team for District 11 | <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> <ul style="list-style-type: none"> • Collaborative Teacher Inquiry work aligned to Data Wise • Peer Collaborative and Model Teachers support from Teacher Leadership Program • Teachers College Writing Units curriculum |

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 <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 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. | Teacher Team Inquiry Cycles | Teacher Team Inquiry work and presentations are supporting teachers with the sharing of best practices and strategies that are impacting student learning within classrooms. |
| 2. | Partnership with Community Based Organization- Phipps Neighborhoods and Astor Services | The school leaders and CBO support staff have a very positive and collaborative partnership that continues to improve over time. The CBO has helped with additional support staff assigned to target the socio-emotional needs and development of identified at risk students. |
| 3. | Positive collaboration and planning for school consolidation with the Globe School 11x272. | Principal Sean Licata is working on a comprehensive plan for the consolidation of the Globe School and School of Diplomacy that will help support a smoother transition for the merging schools. |



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 |

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 (Print): _____

Signature of Receiver: _____

Date: _____



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

2016-17

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

Continuation Plan Cover Page

| | |
|--|--|
| District Name | |
| School Name | |
| Contact Person | Telephone () |
| E-Mail Address | |
| <p>I hereby certify that I am the applicant’s chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p> | |
| Authorized Signature (in blue ink) | Title of Chief School/Administrative Officer |
| Typed Name: | Date: |

DRAFT

