

## Receivership

### Quarterly Report *and* Continuation Plan (2016-17)

*3<sup>rd</sup> Quarter - January 18, 2016 to April 15, 2016*

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
03M860: Frederick Douglass Academy II Secondary School	310300011860	NYC GEOG DIST # 3 - MANHATTAN	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	Osei Owusu Afriyie	Ilene Altschul, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08,09,10,11,12	387

#### 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 Frederick Douglass Academy II Secondary 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.

Key strategies this quarter continue to include providing students additional academic support in math and English language arts, such as Saturday Academy for academic intervention, CUNY Transitions to College Algebra program to support high school students taking the Algebra Regents, expanded AP course offerings (Environment, US History, English Composition, and Literature) a summer program targeting the school's rising 6th, 9th, and 12th graders; and the offering of instructional supports through the Expanded Learning Time, 200 hours of additional instruction, 4 times per week in core subject areas (ELA, Math, Science, Social Studies). To strengthen the delivery of instruction, FDA Academy has also provided teachers with weekly professional development and in-classroom coaching. Professional development topics include



Essentials of Shared Inquiry; Questioning & Discussion and content specific professional development that integrate questioning as strategy to increase learning such as Algebra through Inquiry and New Visions History. Teachers also received in-classroom coaching on methods of checking for understanding. 100% participation in teacher teams to design and implement coherent lesson plans that incorporate high-quality question prompts and effective discussion techniques.

Through a partnership with Teachers College, FDA II has hired a Community School Director to assist the school with increasing attendance and reducing chronic absenteeism. Towards that end, the CSD has been working with the school to improve services and communication with families. To strengthen its outreach to families, FDA II and Teachers College have also organized dental, vision, and parent health screenings and workshops about student performance.

To date, FDA remains on track to meet its College Readiness Index, and is making progress towards its benchmark rate for graduation. The majority of students have made progress on school assessments and State Measures of Student Learning. Lastly, the school has been de-listed from its State Priority status.

**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
College Readiness Index	Yellow	8.5%	9.5%	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 noticing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.	N/A



				<p>During the third quarter, we continued to implement the strategies identified in the second Quarterly report. After the January Regents, we have increased the number of scholars reaching the college ready metric in ELA to 27%. In addition, 5% have met the benchmark for Math (Algebra) and 27% have scores between 70 -79 and will be retaking the Algebra Regents in June 2016.</p>	
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	21%	22%	<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 noticing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>During the third quarter, the school continues to implement the strategies identified in the second Quarterly report. These include providing students with more targeted instruction in hands-on labs. The school has also provided teacher professional development in science through Urban Advantage, which has included the provision of class vouchers for hands-on experiential learning at such locales as the New York Hall of Science and the Museum of Natural History. On the third quarter Performance Task, 60%</p>	N/A



				of 6th and 8 <sup>th</sup> grade Scholars earned a score of 80 or higher.	
Make Priority School Progress	Yellow	N/A	Meet progress criteria	<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 taking steps in order to make every effort to meet our target. Data to evaluate this indicator will be available pending the release of information from the New York State Education Department (SED).</p> <p>On February 26, 2016, the school was removed from the Priority School list. As of July 1, 2016, the new State designation will be “In Good Standing.”</p>	N/A
Math Regents Percent Pass By Year 2	Green	32%	33%	<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 observing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>Third quarter analysis of student credit accumulation</p>	N/A



				<p>and Regents completion indicates that 70% of students remain on track to graduate in June 2016. Moreover, the most recent math Measure of Student Learning (MOSL) Performance Series assessment indicates that 48% of students have made progress from the equivalent of level 1 to 2 and 10% of students have made progress from the equivalent of level 2 to 3. In addition, 18% of students are approaching or have met grade level proficiency.</p> <p>In conclusion, the projected 'pass by year 2' rate in June 2016 remains at 40%, based on a consistent analysis of school math assessment data.</p>	
School Survey - Safety	Yellow	2.20	2.24	<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 evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> <li>School leaders have facilitated several parent workshops, one each quarter, in order to build the capacity of families in monitoring academic achievement data to support their child in raising their academic achievement, leading to improved student behavior, and a decrease in school suspensions. An analysis of Online Occurrence Reporting System</li> </ul>	N/A



				<p>(OORs) data from the third quarter reveals a 29% reduction in suspensions in a year over year comparison from this quarter versus the same time period during the previous school year.</p> <ul style="list-style-type: none"><li>• To better ensure the safety and socio-emotional growth of students, Frederick Douglas (FDA) Academy II continues to implement Restorative Justice strategies, Advisory 5 times per week for 45 minutes, and a mentorship program for 280 students. These supports ensure high levels of satisfaction relevant to school safety.</li></ul>	
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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	2.17	2.18	<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 observing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>During the third quarter, the English Language Arts (ELA) MOSL Performance Series led to 48% of students overall who have made progress from the equivalent of level 1 to 2 and 10% of students who have made progress from the equivalent of level 2 to 3. According to our analysis, 18% of students are approaching or have met grade level proficiency.</p> <p>School ELA Interim Assessment:</p> <ul style="list-style-type: none"> <li>61% of students have scored 65 or above on their midterm exams and 85%</li> </ul>	N/A



				<p>have passed their ELA courses for the second marking period.</p> <ul style="list-style-type: none"> <li>• 89% of scholars passed their ELA course.</li> <li>• In addition 50% of targeted scholars attended at least six of eight Saturday Academy sessions focused on preparation for the state assessment.</li> <li>• Lastly, Humanities teachers implemented a unit of study utilizing the shared inquiry methodology learned through the Great Books Foundation professional development provided by the district via the Socioeconomic Integration Grant. We are confident that we are noticing positive trends towards meeting the target.</li> </ul>	
Framework: Collaborative Teachers	Yellow	3.72	3.76	<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 evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> <li>• Teachers have collaborated regularly in</li> </ul>	N/A



				<p>order to improve their levels of effectiveness in the Danielson Framework for Teaching, particularly in Component 3d, Using Assessment in Instruction. This has been evidenced by a comparison of their first observations and their second observations and/or walkthroughs.</p> <ul style="list-style-type: none"> <li>Teachers collaborated in teacher teams in order to improve by one level in Component 1E in the Danielson Framework for Teaching by designing coherent lesson plans that challenge students with higher order tasks aligned with instructional aims, and results in increased student engagement and performance.</li> </ul> <p>During the third quarter, teacher teams implemented a data action model to drive their work. Instructional Coaches worked with 22 teachers. The three teachers participating in the Teacher Leadership Program (TLP) will complete the program in May. The evidence above highlights a trajectory of this work.</p>	
Framework: Effective School Leadership	Green	2.60	2.64	The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this	N/A



				<p>demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>During the third quarter, Administration has completed three iterations of the FDA II observation cycle. Common cohort-based target groups were established to connect the work of our instructional teams and the Scholar Support Teams. The goal is to increase the course pass rate of the target group within each cohort.</p>	
Framework: Supportive Environment	Yellow	2.96	3.00	<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 evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> <li>• A portion of the most-at-risk scholars identified on the June 2015 Success Highway Academic Resiliency Report has demonstrated a positive profile gain index in at least two of the six Academic</li> </ul>	N/A



				<p>Resiliency Skills.</p> <ul style="list-style-type: none"> <li>School leaders have facilitated several workshops, one each quarter, in order to build the capacity of families in monitoring math academic achievement data to support their child in raising their academic achievement.</li> </ul>	
Performance Index on State ELA Exam	Yellow	61	63	<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 noticing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>During the third quarter, 89% of Scholars passed their ELA course. In addition, 50% of targeted scholars attended at least six of eight Saturday Academy sessions focused on preparation for the state assessment. Lastly, Humanities teachers implemented a unit of study utilizing the shared inquiry methodology learned through the Great Books Foundation</p>	N/A



				professional development provided by the district via the Socioeconomic Integration Grant.	
Performance Index on State Math Exam	Yellow	49	51	<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 noticing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>Scholars attended at least six of eight Saturday Academy sessions focused on preparation for the math state assessment. Math teachers received positive ratings on the latest Success for All walkthrough conducted in March for effective implementation of the Powerteaching Instructional Framework.</p> <p>As a result, 28% of students have made progress from the equivalent of level 1 to 2 as measured on the math MOSL/Performance Series. In addition, 9% of students have made progress from the equivalent of level 2 to 3. According to</p>	N/A



				the school’s analysis, 14% of students are approaching or have met grade level proficiency. We are confident that we are observing positive trends towards meeting the target.	
Progress Toward Graduation-Years 2 and 3	Green	30.4%	31.4%	<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 noticing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>A third quarter analysis of student credit accumulation and Regents completion after this fall term indicates that 41% of students are on track to graduate with their Year 2 cohort and that 49% of students are on track to graduate with their Year 3 cohort.</p>	N/A
Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	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	N/A



				<p>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"> <li>• Through observations during ELT (expanded learning time) and the implementation of the Danielson Framework for Teaching, school leaders have helped teachers improve in Danielson Competency 3d, Using Assessment in Instruction. This has been evidenced by a comparison between their first and second observations and/or walkthroughs.</li> <li>• School leaders have facilitated several workshops, one each quarter, in order to build the capacity of families by communicating extended learning time supports that serve to raise academic achievement.</li> <li>• During the third quarter the school launched an academic resiliency group entitled GRIT, which meets 100 minutes a week and serves 15 scholars.</li> </ul>	
Regents Completion	Yellow	27.6%	28.6%	The school engages in a process of evaluating its	N/A



Rate				<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 identifying positive trends towards meeting the target.</p> <p>Data to evaluate this indicator will be available September 30, 2016.</p> <p>During the third quarter, the school administered Mock Regents in March and the results revealed a 10% increase in passing rates for first time test takers. The Regents completion rate is currently 31%, and the school is on track to meet the target.</p>	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

**Part II – Key Strategies**

Key Strategies  
 As applicable, identify any key strategies being implemented during the current reporting period that are not described above, but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to



goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.

List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
<p>1. <b>Rigorous Instruction</b></p> <p><b>Goals:</b> By June 2016, 80% of teachers will improve the quality of the feedback Scholars receive by utilizing effective checks for understanding strategies that are aligned to the lesson's aim, as measured by a comparison of fall and spring Educator observation data.</p> <p><b>Key Strategies:</b> Teachers will make use of effective checks for understanding strategies that are aligned to a lesson's aim, as measured by a comparison of Fall and Spring Educator observation data.</p>	<p>Yellow</p>	<p>In the framework area of Rigorous instruction, the school has focused on the following work throughout School Year (SY) 2015-2016.</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"> <li>• Teachers have improved in Component 3d, Using Assessment in Instruction, in the Danielson Framework for Teaching. This has been evidenced by a comparison between their first and second observations and/or walkthroughs.</li> <li>• Teachers have improved one level in Component 1E in the Danielson Framework, as evidenced by designing coherent lesson plans that challenge students with higher order tasks aligned with instructional aims, and results in increased student engagement and performance.</li> </ul>	<p>N/A</p>



<p>2.</p>	<p><b>Supportive Environment</b>  <b>Goals:</b>                  By June 2016, at least 50% of the most-st-risk scholars identified on the June 2015 Success Highway Academic Resiliency Report will have demonstrated a positive profile gain index in at least two of the six Academic Resiliency Skills by implementing the school’s universal and mandatory Community Class Curriculum.</p> <p><b>Key Strategies:</b>                  Implementation of the school’s universal and mandatory Community Class Curriculum</p>	<p>Yellow</p>	<p>In the framework area of Supportive Environment, the school has focused on the following work throughout SY 2015-2016. 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"> <li>● A portion of the most-at-risk scholars identified on the June 2015 Success Highway Academic Resiliency Report have demonstrated a positive profile gain index in at least two of the six Academic Resiliency Skills.</li> <li>● School leaders have facilitated several workshops, one each quarter, in order to build the capacity of families in monitoring math academic achievement data to support their child in raising their academic achievement.</li> </ul>	<p>N/A</p>
<p>3.</p>	<p><b>Collaborative Teachers</b>  <b>Goals:</b>                  By June 2016, 65% of teachers will work in their teacher teams to improve one level in Component 3b</p>	<p>Yellow</p>	<p>In the framework area of Collaborative Teachers, the school has focused on the following work throughout SY 2015-2016.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks</p>	<p>N/A</p>



	<p>in the Danielson Framework for Teaching by designing and implementing coherent lesson plans that incorporate tiered high-quality question prompts and effective discussion techniques, resulting in deeper student understanding of content and increased scholar in-class engagement.</p> <p><b>Key Strategies:</b> Teacher teams will collaborate to improve one level in Component 3b in the Danielson Framework for Teaching by designing and implementing coherent lesson plans that incorporate tiered high-quality question prompts and effective discussion techniques.</p>		<p>as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>• Teachers have improved one level in Component 1e in the Danielson Framework for Teaching.</li> <li>• Teachers have been designing coherent lesson plans that reflect gradual release of scholars to higher order tasks aligned with the instructional aims, resulting in increased scholar engagement and performance.</li> </ul>	
4.	<p><b>Effective School Leadership</b></p> <p><b>Goals:</b> By June 2016, administration will complete 4 iterations of the FDA II observation cycle resulting in 80% of Educators meeting their 2015-16</p>	Yellow	<p>In the framework area of Effective School Leadership, the school has focused on the following work throughout SY 2015-2016.</p> <p>During the February progress monitoring period, schools were expected to have met its benchmarks as articulated in the School Comprehensive Educational</p>	N/A



	<p>PD Goals set in November 2015.</p> <p><b>Key Strategies:</b> Design coherent lesson plans that reflect gradual release of Scholars to higher order tasks aligned with the instructional aims, resulting in increased Scholar engagement and performance as evidenced improvements in Component 1e in the Danielson Framework for Teaching.</p>		<p>Plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>Administration completed tow iterations of the FDA II observation cycle.</li> <li>This has resulted in educators meeting their 2015-16 PD goals set in November 2015.</li> </ul>	
5.	<p><b>Strong Family-Community Ties</b></p> <p><b>Goals:</b> By June 2016, we will facilitate four workshops, one in each quarter, in order to build the capacity of families in using attendance and/or academic achievement data to support their child in raising their achievement, resulting in a 10% improvement in attending families results on pre- and post workshop</p>	Green	<p>In the framework area of Strong Family-Community Ties, the school has focused on the following work throughout SY 2015-2016, and the school is expected to achieve its goal, but has revised its key strategy for family and community engagement to be revised in the CEP.</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 statement below is evidence of this</p>	N/A



	<p>surveys.</p> <p><b>Key Strategies:</b> Set professional development goals with educators rooted in the Danielson Framework for Teaching.</p>		<p>work:</p> <ul style="list-style-type: none"> <li>• The school facilitated two workshops, one each quarter, in order to build the capacity of families in using attendance and/or academic achievement data.</li> <li>• One workshop targeted parents whose children exhibit anger or frustration during school hours, as this circumstance impacts students’ academic achievement.</li> <li>• This has allowed parents to effectively support their children in raising their achievement.</li> </ul>	
<p><b>Green</b></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 <u>with impact</u>.</p>	<p><b>Yellow</b></p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p><b>Red</b></p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



**Part III – Community Engagement Team and Receivership Powers**

<b>Community Engagement Team (CET)</b> 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> <ul style="list-style-type: none"> <li>• The school has started to convene a Scholar Support Team as a community engagement subcommittee that meets weekly for an hour to review progress toward school-wide goals within specific focus areas: instructional goals, addressing absenteeism; engaging families, and structures needed on socio-emotional support. Members of the team include the instructional cabinet and Community School Director, who coordinates health and wellness campaigns for students and families.</li> <li>• Per Superintendent-approved CET recommendations, the</li> </ul>	<p>During the first week of the 2016-2017 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 New York City Department of Education (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</p>



	<p>school hired instructional coaches to support teachers in improving their practice; the school has increased the amount of Algebra instructional time for students through its partnership with CUNY; the school has expanded Advanced Placement (AP) course offerings such as: Environment, United States History, English Composition, and Literature, and increased its focus on increasing student attendance through the hiring of the full-time Community School Director.</p> <p><b>Goals/Outcome of CET meetings:</b> During third quarter meetings, the CET made recommendations to increase the number of scholars who are passing all of their classes. These recommendations would become part of a new initiative led by the grade teams in collaboration with the Scholar Support Team. The goal would be targeting for interventions within each cohort, 15-17 students, who failed 1 or more classes and have an 80% attendance rate. These identified students would be mentored and monitored by guidance staff to ensure increased scholarship rates.</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</p>	<p>information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CETs utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as School Improvement Grant and School Innovation Fund (SIG/SIF) plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings.</p>
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	are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school.	
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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	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 Chief Executive Officer (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.	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.

<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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**Part IV – Title I Schoolwide Program (SWP) Plan Required Components (As applicable)**

<i>2016-17 School Year Plan</i>			
<i>As applicable, 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 each required component.</i>			
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)**

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



3.		
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**Part VI – Fiscal**

**Budget Analysis/Narrative and Budget Documents** – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below. 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 (Print): \_\_\_\_\_

Signature of Receiver: \_\_\_\_\_

Date: \_\_\_\_\_



**2016-17  
School Improvement Grant 1003(g)  
School Innovation Fund Grant  
Persistently Struggling Schools Grant**

**Continuation Plan Cover Page**

<b>District Name</b>	
<b>School Name</b>	
<b>Contact Person</b>	<b>Telephone (    )</b>
<b>E-Mail Address</b>	
<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 <b>(in blue ink)</b>	Title of Chief School/Administrative Officer
Typed Name:	Date:

Receivership Quarterly Report – 3<sup>rd</sup> Quarter AND Continuation Plan (2016-17)

January 18, 2016 to April 15, 2016

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

