

## 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
10X440: DeWitt Clinton High School	321000011440	NYC GEOG DIST #10 - BRONX	Yellow	Cohort 4
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	Santiago Taveras	Aimee Horowitz, Executive Superintendent for Renewal Schools Elaine Lindsey, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	1687

#### 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 De Witt Clinton High 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. De Witt Clinton High School (DWCHS) has effectively implemented strategies to create and sustain a supportive environment. The CBO, Good Shepherd Services (GSS), provides a wide range of services, including providing a social worker for each one of the school's Small Learning Communities. In addition, the social workers all oversee one intern from local colleges, doubling the efforts to provide social-emotional supports that result in a safe and inclusive environment. As a result, the number of principal's suspensions in the school has decreased from 76 during the first term of last year to 24 in the first term of the current school year.

DWCHS has established an effective Community School Team (CST) that consists of school-based staff and representatives from local community agencies that meets on a monthly basis. The CST focuses on attendance improvement, dropout prevention and parental involvement. During weekly meetings, students' data is analyzed and action plans are created for struggling students and students with chronic attendance issues. As a result of this work, 497 students who had attendance of 95% or higher during the academic year of 2014-2015 have been able to sustain this level of attendance. The current year to date overall attendance is 81.98%. The school is very close to meeting its benchmark which is 82.2%. In the last 6 weeks, the school has been working closely with the DSR and New Visions Data Specialist to target students who have YTD attendance of 70-85% as a moveable group. The goal was to get these students to an average attendance of 80% for the last twenty days. Four of the five SLCs, have seen an average attendance increase of 5%, based on this initiative.



Parent engagement continues to be an area of focus for the school. The school’s goal, in which 40% of its parents will utilize an online grading system to monitor their children’s academic progress, has not been reached. To date, 15% of parents are registered to use the online grading system. Additionally, the plan aimed at having dedicated time in teachers’ programs to conduct parental outreach. Due to scheduling issues, however, dedicated time was not provided for this work. Parent engagement will continue to be conducted by GSS, which provides, crisis intervention, support groups and workshops, on an as needed basis.

The superintendent enacted receivership at the outset of the school year. First, the superintendent met with the principal and members of the Community Engagement Team (CET) to give stakeholders an overview of the receivership process and review the benchmarks. Second, the superintendent, principal, and Office of School Renewal held a joint public hearing to inform the greater community of the receivership process and gather feedback for improving the process to ensure that the school meets its benchmarks. Third, after the joint public hearing, the CET reconvened and gathered more feedback to present to the superintendent. Fourth, the superintendent gave her feedback as to which recommendations should be included in the revised Renewal School Comprehensive Educational Plan (RSCEP).

At this time, the assessment of the school’s ability to meet its benchmarks noted in the level 1 and level 2 indicators below is that some barriers exist in the schools’ ability to make mid-year adjustments due to a lack of systematically using data to track for progress on a regular basis. If the school improves its systems and structures for tracking toward benchmarks, it will be able to achieve desired results.

## **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
5-Year Graduation Rate	Yellow	60%	61%	The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not	N/A



				<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 September 30, 2016</p> <ul style="list-style-type: none"> <li>There are currently an additional 12 Cohort Q students that are on track to graduate in June or August of 2016. All of these students have graduation plans detailed in the New Visions Sorter and are being closely tracked and supported by guidance staff.</li> </ul>	
English Regents Percent Pass By Year 3	Green	43%	44%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016</p> <ul style="list-style-type: none"> <li>There are 230 active students in Cohort S. Of these students, 59.6% have passed the ELA Regents exam to date. Furthermore, 40.4% passed the exam with a 75 or higher, meeting the college readiness benchmark. The school has exceeded the benchmark determined by the state in this indicator.</li> </ul>	N/A
Make Priority School Progress	Yellow	N/A	Meet progress criteria	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school</p>	N/A



				<p>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 pending SED release of information.</p> <p>The school is confident they will make Priority School Progress based on the following:</p> <ul style="list-style-type: none"> <li>• Progress towards graduation measured by student progress in accumulating credits towards graduation shows 75% of Cohort R students on track to gain 12 or more credits this year.</li> <li>• SLCs show improved student scholarship reports.</li> <li>• Teachers in SLC submitted holistic, as well as academic support plans, for students in danger of not achieving at a credit-bearing level.</li> </ul>	
Math Regents Percent Pass By Year 2	Yellow	41%	42%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>For the 2018 cohort (T), the data is as follows from the New Visions Sorter:</p> <ul style="list-style-type: none"> <li>• 64.8% of students have passed the Integrated Algebra Regents exam</li> </ul>	N/A



				<ul style="list-style-type: none"> <li>• 17.8% of students have passed the Common Core Algebra exam</li> <li>• 33.5% of students have passed the Geometry exam</li> <li>• 7.8% of students have passed the Trigonometry exam</li> </ul>	
School Survey - Safety	Yellow	2.16	2.20	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> <li>• The school’s annual calendar of events shows the number of trainings, events, etc. which were implemented this year have increased over last year in both frequency and attendance.</li> <li>• Monthly attendance, long term absentee data and other attendance indicators have shown improvement over last year and show we are moving closer to meeting our attendance benchmarks for this year. Current YTD attendance is 1.2% above last year.</li> <li>• Each Small Learning Community (SLC) targets 10 students for intensive attendance outreach. In addition, they monitor scholarship after every marking period to ensure that students are making progress</li> </ul>	N/A



				<p>toward earning the necessary credits to be promoted from one grade to the next.</p> <ul style="list-style-type: none"> <li>Occurrences have decreased 18% from last year while suspensions have decreased 47% from last year.</li> </ul> <table border="1"> <thead> <tr> <th></th> <th>2013-2014 Through April 2014</th> <th>2014-2015 Through April 2015</th> <th>2015-2016 Through April 2016</th> </tr> </thead> <tbody> <tr> <td>Level 3-5 Occurrences</td> <td>170</td> <td>122</td> <td>100</td> </tr> <tr> <td>Total Suspensions*</td> <td>147</td> <td>120</td> <td>64</td> </tr> </tbody> </table> <p>*Principals + Superintendents (Out of School) Suspensions</p>		2013-2014 Through April 2014	2014-2015 Through April 2015	2015-2016 Through April 2016	Level 3-5 Occurrences	170	122	100	Total Suspensions*	147	120	64	
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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
5-Year Graduation Rate for Limited English Proficient Students Subgroup	Yellow	44%	45%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016</p> <p>There are 143 English Language Learner (ELL) students in the 2015 cohort (Q).</p> <ul style="list-style-type: none"> <li>• 19 of these students graduated in 4 years.</li> <li>• 42 of these students are currently active.</li> <li>• 6 of these students are on track to graduate this year (have passed at least 2 regents exams and have earned 42 credits)</li> <li>• This data reveals that the anticipated graduation rate for this subgroup is 17.5%.</li> <li>• Students currently enrolled in other DOE programs such as Young Adult Borough Centers (YABC) are not yet captured in the New Visions Data Sorter so we expect this number to grow higher.</li> </ul>	N/A



College and Career Preparatory Course Index	Yellow	21.0%	22.0%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016</p> <p>Percentage of students in respective cohorts that have met college readiness metrics on ELA, math and for both exams.</p> <p>Cohort 2016 (R):</p> <ul style="list-style-type: none"> <li>• 41.0% - ELA</li> <li>• 22.3% - math</li> <li>• 18.2% - ELA and math</li> </ul> <p>Cohort 2017 (S):</p> <ul style="list-style-type: none"> <li>• 40.4% - ELA</li> <li>• 28.3% - math</li> <li>• 24.3% - ELA and math</li> </ul> <p>This suggests an increase in the percentage of students who are meeting the college readiness benchmarks in ELA and math from Cohort R to S.</p>	N/A
Framework: Collaborative Teachers	Red	2.32	2.36	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school</p>	N/A



				<p>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>• Progress towards graduation measured by student progress in accumulating credits towards graduation shows 75% of Cohort R students on track to gain 12 or more credits this year.</li> <li>• SLCs show improved student scholarship reports.</li> <li>• Teachers in SLC submitted holistic, as well as academic support plans, for students in danger of not achieving at a credit-bearing level.</li> </ul>	
Framework: Rigorous Instruction	Yellow	2.16	2.20	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> <li>• The school's first data dive examining cohort data showed students are enrolled in appropriate classes and attendance is improving over last year.</li> <li>• The second data dive at the SLC level showed improved student scholarship reports.</li> </ul>	N/A



				<ul style="list-style-type: none"> <li>Based on this second data dive, teachers submitted support plans for students in danger of not achieving at a credit-bearing level. These interventions are holistic, as well as academic.</li> <li>The school received an increase its Quality Review rating in 1.1, Curriculum, from developing to proficient</li> <li>The school received an increase its Quality Review rating in 3.4, High Expectations, from developing to proficient</li> </ul>	
Implement Community School Model	Yellow	N/A	Implement	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> <li>The school’s annual calendar of events shows the number of trainings, events, etc. which were implemented this year shows an increase over last year in both frequency and attendance.</li> <li>Monthly attendance, Long Term Absence data and other attendance indicators have shown improvement over last year and show we are moving closer to meeting our attendance benchmarks for this year.</li> </ul>	N/A



				<ul style="list-style-type: none"> <li>Each SLC targets 10 students for intensive attendance outreach. In addition, they monitor scholarship after every marking period to ensure that students are making progress toward earning the necessary credits to be promoted from one grade to the next.</li> <li>Occurrences have decreased 18% from last year while suspensions have decreased 47% from last year.</li> </ul> <table border="1"> <thead> <tr> <th></th> <th>2013-2014 Through April 2014</th> <th>2014-2015 Through April 2015</th> <th>2015-2016 Through April 2016</th> </tr> </thead> <tbody> <tr> <td>Level 3-5 Occurrences</td> <td>170</td> <td>122</td> <td>100</td> </tr> <tr> <td>Total Suspensions*</td> <td>147</td> <td>120</td> <td>64</td> </tr> </tbody> </table> <p>*Principals + Superintendents (Out of School) Suspensions</p>		2013-2014 Through April 2014	2014-2015 Through April 2015	2015-2016 Through April 2016	Level 3-5 Occurrences	170	122	100	Total Suspensions*	147	120	64	
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Level 3-5 Occurrences	170	122	100														
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Provide 200 Hours of Extended Learning Time	Yellow	N/A	Implement	The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is 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.	N/A												



				<ul style="list-style-type: none"> <li>The school's first data dive examining cohort data showed students are enrolled in appropriate classes and attendance is improving over last year.</li> <li>The second data dive at the SLC level showed improved student scholarship reports.</li> <li>Based on this second data dive, teachers submitted support plans for students in danger of not achieving at a credit-bearing level. These interventions are holistic as well as academic.</li> </ul>	
<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.

## Part II – Key Strategies

<b>Key Strategies</b>				
<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. <b>Rigorous Instruction</b> <b>Goals:</b>  "By June 2016, teachers will implement data driven instructional strategies to develop common core	Yellow	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.	N/A	



<p>aligned curriculum that is engaging and connects the content to real world experiences, which will result in the school meeting at least the Renewal School Benchmark of 51.3% as highlighted in the Leading Indicator “ Progress Toward Graduation- year 2 and 3”. (These are students earning 10 plus credits in their second and third year)</p> <p><b>Key Strategies:</b> Scholastic will provide Professional Development on effective planning for units of instruction using backwards design. Emphasis will be on developing performance tasks that incorporate the common core shifts in literacy and form the foundation for the units/lessons that will engage all learners including SWD's and ELL's.</p> <p><b>Renewal School Priority Areas:</b> Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</p>	<ul style="list-style-type: none"> <li>• The school’s first data dive examining cohort data showed students are enrolled in appropriate classes and attendance is improving over last year.</li> <li>• The second data dive at the SLC level shows improved student scholarship reports.</li> <li>• Based on this second data dive, teachers submitted support plans for students in danger of not achieving at a credit-bearing level. These interventions are holistic as well as academic.</li> <li>• The school received an increase its Quality Review rating in 1.1, Curriculum, from developing to proficient</li> <li>• The school received an increase its Quality Review rating in 3.4, High Expectations, from developing to proficient</li> </ul> <p>Percentage of students in respective cohorts that have met college readiness metrics on ELA and math.</p> <p>Cohort 2016 (R):</p> <ul style="list-style-type: none"> <li>• 41.0% - ELA</li> <li>• 22.3% - math</li> <li>• 18.2% - ELA and math</li> </ul> <p>Cohort 2017 (S):</p> <ul style="list-style-type: none"> <li>• 40.4% - ELA</li> <li>• 28.3% - math</li> <li>• 24.3% - ELA and math</li> </ul>	
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			This shows a continued increase in the percentage of students who are meeting college readiness benchmarks in ELA and math from Cohort R to S.	
2.	<p><b>Supportive Environment</b></p> <p><b>Goals:</b></p> <p>By June 2016 the school will create a culture that encourages students to support one another, Good Shepherds Services to provide for their social and emotional growth, and for parents to feel welcomed and invited as evidenced by a 5% increase in the supportive environment category of the NYCDOE School Survey as compared by the results from 2014-15.</p> <p><b>Key Strategies:</b></p> <p>The school's Small Learning Communities (SLCs) are staffed with one Social Worker for exclusive work with the students of that SLC for issues that impact individual student success. Each SLC holds monthly meetings attended by the Guidance counselor, Assistant Principal, Coordinator, Social Worker, and Attendance teacher to track and evaluate individual student progress against</p>	Green	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>• The school’s annual calendar of events shows the number of trainings, events, etc. which were implemented this year shows an increase over last year in both frequency and attendance.</li> <li>• Monthly attendance, LTA data and other attendance indicators have shown improvement over last year and show we are moving closer to meeting our attendance benchmarks for this year.</li> <li>• Each SLC targets 10 students for intensive attendance outreach. In addition, they monitor scholarship after every marking period to ensure that students are making progress toward earning the necessary credits to be promoted from one grade to the next.</li> <li>• Good Shepherd Services (GSS), provides a social worker for each one of the school’s Small Learning Communities.</li> <li>• Each social worker also oversees one intern from a local college, doubling the efforts to</li> </ul>	N/A



	benchmarks and discuss needed supports and interventions.		provide social-emotional support to students and families.	
3.	<p><b>Collaborative Teachers</b></p> <p><b>Goals:</b></p> <p>By June 2016, teachers will engage in inquiry based collaborations during SLC professional learning sessions centered around analyzing student data and will develop CCLS aligned units that contained multiple entry points for all learners in department meetings that will result in instructional coherence and higher student achievement for all learners as evidenced by an increase of at least 5.2% in regents completion rate as indicated by the Renewal School Benchmark and at least 1 CCLS aligned unit per core course.</p> <p><b>Key Strategies:</b></p> <p>The school will move from multi-session to single session in order to increase teacher meeting time intervals, giving them an opportunity for deeper, more rigorous work around inquiry, CCLS aligned unit planning and</p>	Red	<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>• Progress towards graduation measured by student progress in accumulating credits towards graduation shows 75% of Cohort R students on track to gain 12 or more credits this year.</li> <li>• SLCs show improved student scholarship reports.</li> <li>• Teachers in SLC submitted holistic, as well as academic support plans, for students in danger of not achieving at a credit-bearing level.</li> </ul>	N/A



	<p>curriculum development.</p> <p><b>Renewal School Priority Areas:</b> Danielson Framework Implementation - Observation Cycle Inquiry</p>			
4.	<p><b>Effective School Leadership</b></p> <p><b>Goals:</b> By June 2016 the school leader will implement the WITSI writing program, across the grades and content areas which in turn will increase the percentage of students passing the ELA regents by 5%.</p> <p><b>Key Strategies:</b> Scholastic will provide job-embedded support to the Assistant Principals to improve their ability to coach teachers around effective unit design, including performance tasks.</p>	Yellow	<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>• The school received an increase its Quality Review rating in 1.1, Curriculum, from developing to proficient</li> <li>• The school received an increase its Quality Review rating in 3.4, High Expectations, from developing to proficient and was proficient in all other categories.</li> <li>• The school saw an increase of 5% (55.87%) in the January 2016 ELA Regents exam passing rates.</li> <li>• Interim assessments indicate June 2016 Regents exam results will increase by similar margins.</li> <li>• Administration met all of the district’s benchmarks this year for completing Advance observations. Currently, the school is at 87% completion and anticipated to meet the 90%</li> </ul>	N/A



			benchmark scheduled for May 9 <sup>th</sup> . This is an increase from this time last year.	
5.	<p><b>Strong Family-Community Ties</b>  <b>Goals:</b>                  By June 2016, 40% of parents will use Skedula at least 4 times a year to review their child’s gradebook, stay abreast of anecdotes, and be knowledgeable of their student’s progress as evidenced by a 7% increase ( from 63% to 70%) in the Strong Family Community ties category of the NYC School Survey as compared to the results from 2015.</p> <p><b>Key Strategies:</b>                  DWCHS will hold Community School Events to honor members of the community who help and support the school. These events include activities for young siblings, sports activities, workshops for parents, food and information tables with representation from colleges, health providers, our own SLCs and other community based organizations to provide critical</p>	Yellow	<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’ use of Skedula has been increasing each month.</li> <li>• Scholarship results each marking period show progress towards meeting our goals.</li> <li>• 15% of parents are registered to use the school’s online grading system.</li> <li>• Good Shepherd Services (GSS), provides a social worker for each one of the school’s Small Learning Communities.</li> <li>• Each social worker also oversees one intern from a local college, doubling the efforts to provide social-emotional support to students and families.</li> </ul>	N/A



	information to parents, students, and the broader school community.			
<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 <u>with impact</u> .	<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.



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

Community Engagement Team (CET)		
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p><b>Superintendent-Approved CET Recommendations:</b>                      Create a PM school for students who are not faring well in the daytime because of work of family issues.                      Find a way to look at the quiet ones that are slipping away because they're the ones that sometimes have lost hope.                      WITSI                      SAGA</p> <p>This school has to think innovatively about "Supportive Environment" domain of Great 'Schools Framework.</p> <p><b>Goals/Outcome of CET meetings:</b>                      The agenda for the CST meetings has included attendance, student graduation and other school achievement data. DWCHS has shared the Renewal school benchmarks and have worked with the team to plan the Unity in our Community Day for this upcoming June 4<sup>th</sup>. This a major school event that had over 800 people attend last year.                      There will be a forum held that will provide various stakeholders to</p>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET's utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>



	<p>provide information on six critical areas to the school’s development. Members of the CST include administrators, teachers, CBOs (Good Shepherd, Sports and Arts, Monroe College, and Montefiore Clinic) custodian, students, Parent Association, parents and the ROTC program. DWCHS averages 25 people every meeting.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school.</p>	
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**Powers of the Receiver**  
 Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is</p>	<p>The NYCDOE will continue to engage in regular consultation with the leadership of its collective bargaining units regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.</p>



	<p>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> <p>In support of our four Renewal Schools, our district designed a targeted support program for this school leaders. This program was a tiered program that provided three levels of support with using the observation and feedback cycle to leverage changes in instruction and environment aligned to the initiatives of the Office of School Renewal. Principals participated in observation walks and calibrations during co-visits with the TDEC and the DSR. The assistant principals participated in a full day clinic and a series of small group professional learning to share best practices and create a network of support across these four schools. DWCHS had 3 of its 5 instructional APs participate in this clinic.</p>		
<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 <i>with impact</i>.</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 IV – Title I Schoolwide Program (SWP) Plan Required Components (As applicable)**

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



**Part V – Best Practices (Optional)**

**Best Practices**

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

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



**Part VI – Fiscal**

**Budget Analysis/Narrative and Budget Documents** – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below. Please note, separate budget narratives and FS-10’s must be submitted for a SIG, SIF and/or Persistently Struggling Schools (PSS) grant.

Design Element	Status (R/Y/G)	Analysis of 2015-16 School Year
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.</u>		N/A

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

<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:

DRAFT

DRAFT