

Receivership

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

3rd Quarter - January 18, 2016 to April 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
10X080: J.H.S. 080 The Mosholu Parkway	321000010080	NYC GEOG DIST #10 - BRONX	Yellow	SCEP
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Emmanuel Polanco	Aimee Horowitz, Executive Superintendent for Renewal Schools Melodie Mashel, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	640

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 Middle School 80 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.

Middle School 80, the Mosholu Parkway School, is in the process of rebranding itself as a School of Technology, Arts, Athletics and Citizenship - STA²C. Great strides have been made this year in using the arts to anchor student behavior by providing multiple entry points for students who have not been showing progress in the more traditional areas. The partnership with the school's lead community-based organization (CBO) works in concert with the principal's vision by providing students multiple opportunities to engage in arts, technology and athletics throughout the school day. Scarsdale Strings, the planning of coding, robotics and social studies curricula and new soccer and basketball programs have revamped the culture at the school. The school has a strong Positive Behavioral Intervention and Support (PBIS) program in place, as evidenced by a substantial decrease in incidents and an equally substantial increase in overall attendance from 88% to 94%.

Teachers at the school have multiple opportunities to collaborate with their peers during cycles of professional learning and in teacher team meetings, where teachers use structured protocols to analyze student work and make curricular adjustments based on data. Teachers also have opportunities to work with coaches and consultants on the planning, refinement and delivery of lessons. Teacher component ratings are showing an upward trend in the three focus areas for the school in 3b, 3c, and 3d of the Danielson *Framework for Teaching*. Teachers are implementing Pam Allen's Common Core Learning Standards (CCLS)-aligned units of study for English Language Arts (ELA), the Connected Mathematics Project in mathematics, Project Based Inquiry Science, and social studies units based on the New York City Department of Education's *Scope and Sequence*. Technology is infused throughout the day, whether it



is reading and doing research on an iPad, reading on myOn, or having a debate in social studies, where students use an app that tallies the votes for each side in real time. Throughout the school, the use of technology is clearly evident as a tool in teaching and engaging students in learning and preparing them for the 21st century.

Administration used data and beliefs about how student learn best to craft an instructional focus statement that aligns its multiple initiatives and rallies the school community around a single focus: how to engage teachers in teaching at high levels and how to engage students in high level tasks. School leaders analyzed data from 2015 New York State ELA exam to identify power standards in each grade. These standards are tracked and monitored in baseline and benchmark assessments aligned to the state exam. All grades are showing an upward trend in these power standards since the baseline and benchmark assessments were implemented.

Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators

Please list the school’s Level 1 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
3-8 ELA Growth Percentile	Yellow	48.7	49.7	The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016 Throughout the year the school analyzes and evaluates their data.	N/A



Grade	Base line to midline ELA Periodic Assessment Data	Baseline to midline Achieve 3000 – Average Lexile Gains	Baseline to midline MyOn change
6	Increase from 40% - 43%	27	71
7	Increase from 40% - 51%	37	91
8	Decrease from 43% - 36%	70	51

- Analysis of the progress of all students, using periodic assessment data as it aligns to ELA CCLS standards and the key Reading Literature/Reading Information(RL/RI) standards and targeted analysis of the 60 students that were at high 2 range in the 2015 ELA exam, shows us meeting our mid-point benchmarks.
- Strategies such as paired reading, listening to passage preview, close reading and read aloud with discussion about text meaning are implemented, as evidenced by Advance teacher observations.



3-8 ELA Percent Level 2 & Above	Yellow	37%	38%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>Throughout the year the school analyzes and evaluates their data.</p> <table border="1" data-bbox="751 831 1346 1365"> <thead> <tr> <th data-bbox="751 831 852 1081">Grade</th> <th data-bbox="852 831 1043 1081">Base line to midline ELA Periodic Assessment Data</th> <th data-bbox="1043 831 1207 1081">Baseline to midline Achieve 3000 – Average Lexile Gains</th> <th data-bbox="1207 831 1346 1081">Baseline to midline MyOn change</th> </tr> </thead> <tbody> <tr> <td data-bbox="751 1081 852 1175">6</td> <td data-bbox="852 1081 1043 1175">Increase from 40% - 43%</td> <td data-bbox="1043 1081 1207 1175">27</td> <td data-bbox="1207 1081 1346 1175">71</td> </tr> <tr> <td data-bbox="751 1175 852 1269">7</td> <td data-bbox="852 1175 1043 1269">Increase from 40% - 51%</td> <td data-bbox="1043 1175 1207 1269">37</td> <td data-bbox="1207 1175 1346 1269">91</td> </tr> <tr> <td data-bbox="751 1269 852 1365">8</td> <td data-bbox="852 1269 1043 1365">Decrease from 43% - 36%</td> <td data-bbox="1043 1269 1207 1365">70</td> <td data-bbox="1207 1269 1346 1365">51</td> </tr> </tbody> </table>	Grade	Base line to midline ELA Periodic Assessment Data	Baseline to midline Achieve 3000 – Average Lexile Gains	Baseline to midline MyOn change	6	Increase from 40% - 43%	27	71	7	Increase from 40% - 51%	37	91	8	Decrease from 43% - 36%	70	51	N/A
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3-8 Math Growth Percentile	Yellow	50.1	51.1	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>Throughout the year the school analyzes and evaluates their data. The chart below demonstrates growth in formative math assessments data.</p>	N/A



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Make Priority School Progress	Yellow	N/A	Meet progress criteria	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are 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> <ul style="list-style-type: none"> Analysis of the progress of all students, using periodic assessment data as it aligns to ELA CCLS standards and the key Reading Literature/Reading Information(RL/RI) standards and targeted analysis of the 60 students that were at high 2 range in the 2015 ELA exam, shows us meeting our mid-point benchmarks. Analysis of math assessment data shows positive growth 	N/A									
School Survey - Safety	Yellow	2.56	2.60	The school engages in a process of evaluating their formative and summative data sources throughout the	N/A									



			<p>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"> We have had a significant reduction of level 3-5 incidents and suspensions so far this year, as well as a significant increase in student attendance from 88.82% in 2014-2015 to 93.86%, year-to-date (YTD). <p><u>Level 3-5 Incidents</u></p> <ul style="list-style-type: none"> Total level 3- 5 incidents for 2014-2015 = <u>50</u> Total level 3- 5 incidents for 2015-2016= <u>33</u> (2014-15) vs (2015-2016) YTD= <u>-17</u> <p>There has been a 34% reduction of level 3-5 incidents, YTD.</p> <p><u>Superintendent Suspensions</u></p> <ul style="list-style-type: none"> Superintendent Suspensions 14-15= <u>25</u> Superintendent Suspensions 15-16= <u>22</u> (2014-15) vs (2015-2016) YTD= <u>(-3)</u> <p>There has been a 12% decrease in Superintendent suspensions, YTD.</p> <p><u>Principal Suspensions</u></p> <ul style="list-style-type: none"> Principal Suspensions 2014-2015 = <u>8</u> Principal Suspensions 2015-2016= <u>6</u> (2014-2015) vs (2015-2016) YTD = <u>(-2)</u> <p>There has been a 25% decrease in Principal suspensions, YTD.</p>	
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LEVEL 2 Indicators

Please list the school’s Level 2 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Plan
Framework: Collaborative Teachers	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"> • There are four grade- subject meetings and one interdisciplinary team meeting built into teacher schedules. • Professional learning is designed and implemented to support differentiated teacher team needs. • Summary Danielson components ratings have improved across the school in components 3A, 3B, and 3D. 	N/A
Framework: Supportive Environment	Yellow	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"> • Partnership with Scarsdale Strings includes dance, music, theater, and visual arts in the program offering for all students. • Electives are taught in specially designed spaces that create an authentic learning environment and allows for a serious exploration of the career possibilities within each of the performing arts. • Programmatic design allows for parallel scheduling that facilitates student choice. • Newcomers’ classes support our many students that are new arrivals to this country with acclimating, assimilating, and transitioning to the culture shock, anxiety, and challenges they face. 	
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"> • We have had a significant reduction of level 3-5 incidents and suspensions so far this year, as well as a significant increase in student attendance from 88.82% in 2014-2015 to 93.86%, YTD. 	N/A



				<p><u>Level 3-5 Incidents</u></p> <ul style="list-style-type: none"> • Total level 3- 5 incidents for 2014-2015 = <u>50</u> • Total level 3- 5 incidents for 2015-2016= <u>33</u> • (2014-15) vs (2015-2016) YTD= <u>-17</u> <p>There has been a 34% reduction of level 3-5 incidents, YTD.</p> <p><u>Superintendent Suspensions</u></p> <ul style="list-style-type: none"> • Superintendent Suspensions 14-15= <u>25</u> • Superintendent Suspensions 15-16= <u>22</u> • (2014-15) vs (2015-2016) YTD = <u>(-3)</u> <p>There has been a 12% decrease in Superintendent suspensions, YTD.</p> <p><u>Principal Suspensions</u></p> <ul style="list-style-type: none"> • Principal Suspensions 2014-15 = <u>8</u> • Principal Suspensions 2015-16= <u>6</u> • (2014-15) vs (2015-2016) YTD = <u>(-2)</u> <p>There has been a 25% decrease in Principal suspensions, YTD.</p>	
Performance Index on State Math Exam	Yellow	42	44	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	N/A



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Provide 200 Hours of Extended Learning Time	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"> We are currently on track to providing more than 200 hours of additional instruction through our ELT afterschool program 	N/A																				



Part II – Key Strategies

Key Strategies														
<i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.														
List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan											
<p>1. Rigorous Instruction</p> <p>Goals: During the 2015-2016 academic year, all teachers will create and implement Common Core aligned instructional tasks, coupled with clear criteria for high quality work, that students are able to articulate. This will result in an overall improvement in ELA proficiency by 4%, as measured by the 2016 ELA State exam.</p> <p>Key Strategies: Teacher teams will meet at least two times weekly in order to monitor the Reading and Writing Common Core alignment of instructional tasks across Science, Social Studies, and English Language</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"> Analysis of the progress of all students, using periodic assessment data as it aligns to ELA CCLS standards and the key RL/RI standards and targeted analysis of the 60 students that were at high 2 range in the 2015 ELA exam, shows us meeting our mid-point benchmarks. Strategies such as paired reading, listening to passage preview, close reading and read aloud with discussion about text meaning are implemented, as evidenced by Advance teacher observations. <p>Math Assessment Data Through Unit 3</p> <table border="1"> <thead> <tr> <th></th> <th>BASE-LINE</th> <th>MID-LINE</th> <th>END-LINE</th> <th>% Change</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		BASE-LINE	MID-LINE	END-LINE	% Change						N/A	
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<p>Arts. In addition, ELA, Science, and Social Studies teachers will meet once a week to “look at student work” in order to monitor student learning and inform revision of instructional units.</p> <p>Renewal School Priority Areas: Expanded Learning Time Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students RTI/AIS</p>	<table border="1"> <tr> <td>6th grade</td> <td>36%</td> <td>36%</td> <td>38%</td> <td>+2</td> </tr> <tr> <td>7th grade</td> <td>40%</td> <td>38%</td> <td>62%</td> <td>+22</td> </tr> <tr> <td>8th grade</td> <td>36%</td> <td>44%</td> <td>47%</td> <td>+11</td> </tr> </table>	6 th grade	36%	36%	38%	+2	7 th grade	40%	38%	62%	+22	8 th grade	36%	44%	47%	+11	<ul style="list-style-type: none"> • Teacher teams meet regularly with Pam Allen’s coaching team to align instructional tasks and assessments to core units of study in ELA. • Teacher teams meet at least 3 times a week to plan and fully implement Pam Allen’s Common Core reading and writing units of study. • Teacher teams engage in the analysis of student work, using protocols from the School Reform Initiative. • Teacher teams meet to review student data; periodic assessments, Achieve 3000 results, MyOn data and student work. Evidence of recent data suggests students are showing gains in ELA proficiency, as evidenced by the data points on the table below. 	<table border="1"> <thead> <tr> <th>Grade</th> <th>Base line to Midline ELA Periodic Assessment Data</th> <th>Baseline to Midline Achieve 3000 – Average Lexile Gains</th> <th>Baseline to Midline MyOn change</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>Increase from 40% - 43%</td> <td>27</td> <td>71</td> </tr> <tr> <td>7</td> <td>Increase from 40% - 51%</td> <td>37</td> <td>91</td> </tr> </tbody> </table>	Grade	Base line to Midline ELA Periodic Assessment Data	Baseline to Midline Achieve 3000 – Average Lexile Gains	Baseline to Midline MyOn change	6	Increase from 40% - 43%	27	71	7	Increase from 40% - 51%	37	91
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7	Increase from 40% - 51%	37	91																											



			8	Decrease from 43% - 36%	70	51	
2.	<p>Supportive Environment</p> <p>Goals:</p> <p>By June 2016, our school will continue to build on our positive behavioral intervention system to establish a school wide culture where all students feel safe, supported, and valued by all staff and peers. This will result in a 10% reduction of level 3-5 incidents and suspensions for the 2015-16 academic year.</p> <p>Key Strategies:</p> <p>To build on our positive behavioral intervention system to establish a school wide culture where all students feel safe, supported, and valued by all staff and peers. Teachers will be provided with on-going Professional Development on using the PBIS matrix and data gathered to reinforce academic personal behaviors that support student learning. Students will receive instruction and support that leads to academic behaviors of</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"> We have had a significant reduction of level 3-5 incidents and suspensions so far this year as well as a significant increase in student attendance from 88.82% in 2014-2015 to 93.86%, YTD. <p>Level 3-5 Incidents</p> <ul style="list-style-type: none"> Total Level 3- 5 incidents for 2014-2015 = <u>50</u> Total Level 3- 5 incidents for 2015-2016= <u>33</u> (2014-15) vs (2015-2016) YTD= <u>-17</u> <p>There has been a 34% reduction of level 3-5 incidents, YTD.</p> <p>Superintendent Suspensions</p> <ul style="list-style-type: none"> Superintendent Suspensions 14-15= <u>25</u> Superintendent Suspensions 15-16= <u>22</u> (2014-15) vs (2015-2016) YTD = <u>(-3)</u> <p>There has been a 12% decrease in Superintendent suspensions, YTD.</p> <p>Principal Suspensions</p> <ul style="list-style-type: none"> Principal Suspensions 2014-2015 = <u>8</u> Principal Suspensions 2015-2016= <u>6</u> (2014-15) vs (2015-2016) YTD = <u>(-2)</u> <p>There has been a 25% decrease in Principal suspensions, YTD.</p>	N/A			



	<p>effective learners Teachers will embed specific strategies that will develop and promote academic behavior of effective learners.</p> <p>Attendance Systems & Structures</p>			
<p>3.</p>	<p>Collaborative Teachers Goals: During the 2015-16 school year, we will continue to build on a collaborative approach to teacher Professional Development, by empowering a team of teacher leaders to develop and implement a sustainable coaching model aligned to the school’s instructional focus, the Danielson Framework, and the school’s Professional Learning Plan. This collaboration will support teachers in improving their practice and increasing the average teacher ratings by 5% as measured by the Danielson Framework for Teaching and Learning, in the following components:</p>	<p>Yellow</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"> • Advance data is regularly reviewed in cabinet and used to inform instructional coaches’ work with teachers. • Summary Danielson components’ ratings have improved across the school in components 3A, 3B, and 3D. • Coaches and peer-collaborative teachers facilitate teacher team meetings and focus on effective instructional strategies. • Coaching logs and lessons are stored on Google Docs. • Lead teachers function as math coach and ELA coach • Teacher teams engage in weekly structured collaborations to analyze student work and adjust curriculum, as needed. 	<p>N/A</p>



	<p>3b. Engaging Students in Questioning and Discussion Techniques</p> <p>3c. Engaging Students in Learning</p> <p>3d. Assessment in Instruction</p> <p>Key Strategies: To empower a team of teacher leaders to develop and implement a sustainable coaching model aligned to the school’s instructional focus, the Danielson Framework, and the school’s Professional Learning Plan.</p> <p>Renewal School Priority Areas: Job-embedded Instructional Coaching</p>			
4.	<p>Effective School Leadership Goals: During the 2015-16 school year, we will continue to build on our distributive leadership approach by engaging both content and interdisciplinary teacher teams in goal-setting, continuous progress monitoring, and effective use of instructional data to improve</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"> School leaders and staff have engaged in the ongoing in-depth analysis of student summative data, leading to the identification of key standards of focus by grade in ELA. 	N/A



	<p>student outcomes. This will result in a reduction of ELA Level 1 students by 10%.</p> <p>Key Strategies: To build on our distributive leadership approach by engaging both content and interdisciplinary teacher teams in goal-setting, continuous progress monitoring, and effective use of instructional data to improve student outcomes.</p>		<ul style="list-style-type: none"> • Student Improvement on the mid-year periodic assessments show an increase in student performance on key standards. 	
5.	<p>Strong Family-Community Ties Goals: During the 2015-2016 academic year, we will partner with a variety of community based organizations to support the holistic needs of our families both academic and non-academic. This will result in:</p> <ul style="list-style-type: none"> -Increase in attendance for the year by at least 3% -60% of our families will participate in at least two school events/workshop focusing on academic topics and 1 workshop focusing on socio-emotional development by April 2016 	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"> • Saturday Rosetta Stone English as a Second Language class for families averages 20 parents in attendance. • An increase from last year in families participating in at least 1 academic workshop and 1 social-emotional workshop. • Parents not participating in workshops are contacted and invited to future workshops. • 75% of families attended parent teacher conferences (exceeded our original goal of 60%). • Technology lab is available daily for parents to 	N/A



	<p>-60% of our families will attend parent teacher conferences in the Fall and the Spring</p> <p>There will be an increase of at least 10% in positive responses in the NYC school survey</p> <p>Key Strategies: To partner with a variety of community based organizations to support both the academic and non-academic needs of our families</p>		<p>access Google Classroom, Google Drive, email, Achieve 3000, EScience and IXL.</p>	
<p>Green</p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u>.</p>	<p>Yellow</p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)		
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p>Superintendent-Approved CET Recommendations: Monthly celebrations that recognize the diversity of the school School leaders to hold periodic town hall meetings with teachers. Clearer systems and structures that support new teachers. Lunch and learn" where teachers do not have to exit the building for lunch during trainings, and lunch is provided at a lower cost. Community member recommends a more structured academic curriculum during ELT.</p> <p>This school has to think innovatively about "Supportive Environment" domain of Great Schools Framework</p> <p>Goals/Outcome of CET meetings: CET reviews Quarterly Reports and with SLT reviews data and discusses strategies to address student academic and socio-emotional progress.</p>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conduct a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET's utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>



	<p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school.</p>	
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Powers of the Receiver
 Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Yellow	<p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver:</p>	<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>Through the Office of School Renewal, support has been provided in the implementation of NYCDOE- approved interventions to impact rigorous instruction, performance student achievement and community engagement, including:</p> <ul style="list-style-type: none">• myON personalized literacy solutions for students at schools K-8 to read using electronic book at and has added myON Classics collections for middle and high school students to its 10,000-book collection.• ELT -an opportunity for all students in renewal schools to receive at least one additional hour of learning time, every day, beginning in the 2015-16 school year. The DOE is using the umbrella term “Expanded Learning Time” (ELT) to refer to both the Renewal Hour and other after-school programming. School communities work together to align their resources and provide one hour per day of supplemental academics and experiences that meet the individual needs of every student.• CBO/community partnerships between school staff, families, youth, and the community -designed to raise student achievement by ensuring that children are physically, emotionally, and socially prepared to learn. A Community School serves as a neighborhood hub, providing access to critical programs and services such as health care, mentoring, expanded learning, and adult education, all of which support the whole child, engage families, and strengthen the whole community. In the NYC approach, each Community School is paired with a lead Community Based Organization (CBO) that works collaboratively with the principal and the Leadership Team to carry out the work at the school.• New Visions Attendance, Interventions, and Assessment Tracking Tool /Student Sorter, a live student data management tool that compiles data with analysis of your data to guide strategic planning and informed decision making based on school's data.	
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	<ul style="list-style-type: none"> All District 10 schools are engaged in cycles of Professional Learning throughout the year. In the first cycle of learning, all schools set an Instructional Focus based on multiple data sources and beliefs about how students learn best. From this, school leaders engaged multiple stakeholders in their schools and determined an Instructional Focus statement to align their professional learning cycles. This helped to eliminate the “popcorn” professional development during Monday PD time and allowed for teachers to engage more deeply in strategic professional learning aligned to the school’s Instructional Focus. All District 10 schools engaged in Professional Learning around how to give effective feedback with the Teacher Development and Evaluation coach. The feedback should be aligned to the Danielson Framework and provide clear, high leverage, actionable next steps for teachers. The TDEC also provides individual and differentiated support at the school level on an ongoing basis. All Renewal Schools in District 10 tracked data in Reading levels, ELA baselines and benchmarks and math baselines and benchmarks. These data sources were then analyzed to determine if schools were making progress towards their Receivership Benchmarks and their RSCEP goals. Additionally, all District 10 schools engaged in analyzing their Item Skills Analysis from State ELA and Math tests to determine key power standards that guided work in teacher teams and at the classroom level. 		
<p>Green</p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p>	<p>Yellow</p> <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>

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



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

Part V – Best Practices (Optional)



Best Practices

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

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



Part VI – Fiscal

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

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

Additionally, under separate attachment, the LEA/school must provide a **Budget Narrative** and an **FS-10** for the upcoming 2016-17 implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the 2016-17 Continuation Plan and/or Persistently Struggling Schools (PSS) grant. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of its intervention plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need. Schools no longer receiving SIG or SIF funds need not submit budget narratives and FS-10’s.



Part VII – Attestation

RECEIVER:

By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____

COMMUNITY ENGAGEMENT TEAM:

By signing below, I certify that the community engagement team (CET) was directly consulted in the preparation of this document.

Name and Position of CET Representative (Print): _____

Signature of Receiver: _____

Date: _____



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

2016-17

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

Continuation Plan Cover Page

District Name Ten	
School Name 10X080: J.H.S. 080 The Mosholu Parkway	
Contact Person Elizabeth Iadavaia	Telephone (917) 714 2995
E-Mail Address eiadava@schools.nyc.gov	
I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.	
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer
Typed Name:	Date:

DRAFT

