

# 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
12X217: School of Performing Arts	321200010217	NYC GEOG DIST #12 - BRONX	Yellow	SIF 3
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	Maiysha Etienne	Aimee Horowitz, Executive Superintendent for Renewal Schools Rafaela Espinal Pacheco, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	312

### Executive Summary

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

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

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



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

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

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

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

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

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

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

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



achievement in our struggling schools.

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

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

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

All stakeholders at School of Performing Arts (I.S. 217) 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.

I.S. 217 is currently implementing all key strategies and consistently enacting the Receivership Requirements in order to drive school improvement efforts. Through continuous progress monitoring, school leaders, under the direct guidance of the Superintendent, use data to make adjustments where needed. I.S. 217 has made progress in increasing attendance, decreasing discipline code infractions, and suspensions, and meeting benchmark targets on math interim assessments and reading comprehension benchmark assessments. Additionally, the school has fully implemented the Community Schools Model and an Expanded Learning Time (ELT) program for all students. While both teacher and principal practice have improved, on-going professional development and coaching is being provided to accelerate growth and ensure that all instructional best practices are implemented with fidelity. This guarantees that I.S. 217's curriculum is engaging and appropriately challenging for all students.

I.S. 217 uses its New York State-issued School Innovation Fund grant to pay for three key partner organizations who help the school improve academically. These partner organizations are known as a partner consortia, and they work together to make critical decisions with the principal to turn around the school. For example, Educators for Social Responsibility reaches out to the school community and conducts surveys to determine areas of greatest need. The result of their work has been an improvement in the school's climate. Now the school has fewer suspensions than ever before and higher scores on its



Learning Environment Survey. The Leadership Program mentors students who traditionally have had low grades and poor attendance. Thirty students worked with this organization and all have benefitted from increased attendance and improved academic focus. The school’s third partner that makes up the partner consortium is Creative Connections, which was chosen primarily for its business development services. Parents have requested this partner because they seek opportunities within the neighborhood for students to learn and grow and succeed. Visits to neighborhood industries help to provide students with job-training and pride for their neighborhood.

Since September, the school has hired a full time Community Schools Coordinator who works closely with other partner organizations, such as the Montefiore Health Clinic, which provides resources for both students and parents. These services include access to health, dental and mental health services. Continuing its work from last year, a vendor named Sports and Arts Foundation designs and teaches enrichment programs from 2:40 to 6:00 P.M., Monday through Thursday, as part of the school’s Expanded Learning Time (ELT) offerings.

**Part I – Demonstrable Improvement Indicators**

**LEVEL 1 – Indicators**

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

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
3-8 ELA Growth Percentile	Yellow	48.6	49.6	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>During the 3<sup>rd</sup> quarter, ELA growth is apparent in the 6<sup>th</sup> grade as the total passing percentage in English has increased. Correlated to this gain is the fact that sixth grade ELA classes have seen a 31.7% decrease in the number of students who are failing, moving from 41 to 28, thus contributing to the aforementioned increase.</p>	N/A



				<p>The school’s SIF grant has allowed for a recent course correction, determined as a much-needed step by the school’s partner consortium, whereby the school now utilizes the services of CaseNex/Datacacion, which is primarily an online platform that allows teachers and school leaders to more closely track students. This tracking approach has impacted the school with historical gains in course passing rates.</p> <p>DRP (Degrees of Reading Power) Reading Assessment also show continued growth, as the January administration indicates that on average, students grew 3 points since the previous administration. This is the equivalent of an increase of one grade level.</p>	
3-8 Math Growth Percentile	Yellow	43.4	44.4	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>During the 3<sup>rd</sup> quarter, as the school moves to prepare 8<sup>th</sup> grade students for the rigors of high school math, the Renewal School Director has guided the Renewal School math coach in providing structures and hands-on support to grade-level math teams in the form of both ongoing observations and professional learning cycles. This work has allowed math teachers to discuss teaching strategies and open up their classrooms for the purpose of peer inter-visitations. This sharing of practice has resulted in a 7% increase in course passing rates in math, moving from 71.2% to 78.2% across the 8<sup>th</sup> grade. School leaders believe that scholarship</p>	N/A



				reports in math will correlate with student growth in math.	
3-8 Math Percent Level 2 & Above	Yellow	32%	33%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>During the 3<sup>rd</sup> quarter, course passing rates in math classes across all grade levels improved by an average of 3.7%. This increase is due in part to strategic data analysis, review, and planning conducted by the school’s partner consortium, comprised of The Leadership Program, Creative Connections, and Engaging Schools. Since the partner consortium shares school governance responsibility with the school’s principal, decisions were made to increase the level of math support and a greater number of trainings took place conducted by Borough Instructional Leads and Math Renewal coaches. In addition to trainings, exciting events, such as Pie Day, which took place on March 14th, was a tremendous success replete with mathematical competitions across all classrooms to gauge expected levels of speed and accuracy.</p>	N/A
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	19%	20%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that</p>	N/A



				<p>we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>During the 3<sup>rd</sup> quarter, School of Performing Arts continued its efforts to build an interest in science by leveraging its involvement as one of the 108 participating schools in the Middle School Quality Initiative (MSQI). MSQI supports School of Performing Arts by providing school-based literacy coaching, workshops, and interschool site visits. The school has used its inter-visitations and ongoing site-based coaching from MSQI to harness best practices in both science and literacy. Additionally, the school is planning to send several teacher representatives to an upcoming three-day spring STEM Institute, which will take place from Tuesday, April 26 to Thursday, April 28, 2016. This will be a key opportunity to allow the school to expand its approach to science by considering such topics, as solar energy, urban gardening, engineering, and robotics. The school's partner, Creative Connections, will now seek innovative ways to integrate science in upcoming community events.</p>	
Make Priority School Progress	Yellow	N/A	Meet progress criteria	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are taking steps in order to make every effort to meet our target. Data to evaluate this indicator will be available pending SED release of information.</p> <p>Over the past few months, the school has showcased significant gains, as documented by a Quality Review</p>	N/A



				<p>conducted on March 8, 2016, which evaluated how well the school is organized to support student achievement. These gains are reflected in categorical improvements in three quality indicators. These indicators include: curriculum (1.1); setting high expectations (3.4); and use of teacher teams and leadership development (4.2). In the three aforementioned categories, the school is now rated proficient.</p>	
School Survey - Safety	Green	1.00	1.04	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> <li>• During the 3<sup>rd</sup> quarter, level 3 or higher infractions have decreased by 30.7%, moving from 26 during the same quarter in 2014-15 school year to 18 in 2015-16.</li> <li>• The school community, in collaboration with CBO partners, has refined and implemented a school wide guided discipline and student support system. The implementation of a school wide guided discipline and student support system has resulted in a 25% decrease in IDVR weighted incidents and improved academic outcomes for the 3<sup>rd</sup> quarter.</li> <li>• The implementation of a school wide guided discipline and student support system has also resulted in a 4% increase in attendance.</li> <li>• These efforts will lead to at least a 7% increase in the average student score on the math and ELA interim assessments.</li> <li>• The school's year-to-date average attendance</li> </ul>	N/A

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

January 18, 2016 to April 15, 2016

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



				rate is 91.22%, which is 1.27% greater than SY 14-15 end of year attendance rate.	
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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: Effective School Leadership	Yellow	2.32	2.36	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> <li>School leaders have completed at least 3 cycles of observations and provided teachers with high leverage feedback that has resulted in improved Advance Domain 3 (Instruction) scores.</li> <li>On March 8, 2016 the school underwent a Quality Review. The result of this Quality Review demonstrated growth within indicators 1.1 (curriculum), 3.4 (social emotional development) and 4.2 (teacher teams). In all the aforementioned categories the school went from a developing on the previous Quality Review to proficient on the one on March 8, 2016.</li> </ul>	N/A
Framework: Rigorous Instruction	Yellow	2.04	2.08	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and</p>	N/A



				<p>progress towards meeting this indicator:</p> <ul style="list-style-type: none"> <li>• Students have shown at least 7% improvement on both ELA &amp; math interim assessments.</li> <li>• Teacher teams have developed coherent and rigorous CCLS aligned tasks, activities, and assessments that meet the academic needs of all students.</li> </ul>	
Implement Community School Model	Green	N/A	Implement	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> <li>• The school has noted at least at 7% increase in the average student score on the math and ELA interim assessments.</li> <li>• The Montifiore Health Clinic continues to provide resources for both students and parents. These services include access to health, dental and mental health services.</li> <li>• The school's year-to-date average attendance rate is 91.22%, which is 1.27% greater than SY 14-15 end of year attendance rate.</li> <li>• The implementation of a school wide guided discipline and student support system has resulted in a 25% decrease in IDVR weighted incidents</li> </ul>	N/A
Performance Index on	Yellow	50	52	The school engages in a process of evaluating its	N/A



State ELA Exam				<p>formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>Course passing rates continue to exceed expectations in the spring term.</p> <ul style="list-style-type: none"> <li>A small percentile gain has yielded a 91.03% passing rate in 6<sup>th</sup> grade ELA. Movement was particularly strong in the 7<sup>th</sup> grade, as a 7 point gain elevated the total ELA passing percentage to 85.7%. Clearly, this increase showcases the benefits of teacher training from SIF funded entities.</li> <li>Overall, the School of Performing Arts continues to see historical gains in ELA passing rates, which will unquestionably yield a higher performance index on state ELA exams.</li> </ul>	
Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> <li>Students have shown at least 7% improvement on both ELA &amp; math interim assessments.</li> </ul> <p>All students are receiving 5 hours of additional</p>	N/A



			academic instruction during the school’s Extended Learning Time Program. During this time, students receive instruction on academic vocabulary, reading, and foundational math. In addition, some students are enrolled in advanced level courses, such as specialized high school prep and advance science. In addition, all students are invited to attend a 10 week Saturday Academic Enrichment Program, which began in January.		
<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, using data-driven protocols, all teacher teams will work together to develop coherent rigorous CCLS-aligned units and tasks that meet the needs of all students that will result in an increase of at least a 15% improvement on each students'	Yellow	In the framework area of Rigorous instruction, the school has focused on the following work throughout SY 15-16. During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.  <ul style="list-style-type: none"> <li>Students have shown at least 7% improvement on both ELA &amp; math interim assessments.</li> </ul>	N/A	



<p>New York State ELA Exam composite score.</p> <p>Additional Benchmarks</p> <p>At least 12% of students attaining a level 3 or 4 on the New York State ELA Exam and 8% Math Exams as recommended by the SIF Grant Year 2.</p> <p>At least a 15% improvement on students New York State Math Exam Score.</p> <p><b>Key Strategies:</b> Teachers will receive professional development on data-driven instruction, specifically how to analyze student data, build an evidence-based practice, build literacy, and support literacy.</p> <p><b>Renewal School Priority Areas:</b> Classroom Implementation of Curricula/Writing Strategies Comprehensive Academic Assessment Plan Planning and Refinement of Written CCLS-aligned Curricula to Provide</p>	<ul style="list-style-type: none"> <li>Teacher teams have developed coherent and rigorous CCLS-aligned tasks, activities, and assessments that meet the academic needs of all students.</li> </ul>	
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	<p>Access to All Students Professional Development: Academics</p>			
<p>2.</p>	<p><b>Supportive Environment</b> <b>Goals:</b> By June 2016, the school community in collaboration with CBO partners will refine and consistently implement a school wide guided discipline and student support system that will result in a 25% decrease in IDVR Weighted Incidents and improved academic outcomes.</p> <p>Additional Renewal Benchmarks A 4% increase in attendance.</p> <p><b>Key Strategies:</b> Strengthen a comprehensive system of student support and ensure that all staff members and partners are knowledgeable of goals, procedures and protocols relevant to the system.</p>	<p>Yellow</p>	<p>In the framework area of Supportive Environment, the school has focused on the following work throughout SY 15-16. During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>• The implementation of a school wide guided discipline and student support system has resulted in a 25% decrease in IDVR weighted incidents and improved academic outcomes.</li> <li>• The implementation of a school wide guided discipline and student support system has also resulted in a 4% increase in attendance.</li> <li>• These efforts will lead to at least at 7% increase in the average student score on the math and ELA interim assessments.</li> <li>• The school’s year-to-date average attendance rate is 91.22%, which is 1.27% greater than SY 14-15 end of year attendance rate.</li> </ul>	<p>N/A</p>



3.	<p><b>Collaborative Teachers</b></p> <p><b>Goals:</b></p> <p>By June 2016, School Leadership and Instructional Cabinet will strengthen the work of the Professional Learning Teams (PLTs) by utilizing student and teacher data in order to improve teachers’ capacity to consistently use formative assessment data to flexibly group students for targeted instruction and to provide frequent and meaningful feedback to students that will result in all teachers improving their Advance Domain 3 (Instruction) scores by at least 15%.</p> <p><b>Key Strategies:</b></p> <p>All instructional staff will receive professional development and job-embedded training on how to adapt and modify curriculum, unit plans and lesson plans to engage and meet the needs of all students.</p> <p><b>Renewal School Priority Areas:</b></p>	Yellow	<p>In the framework area of Collaborative Teachers, the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>• The school community, in collaboration with CBO partners, has refined and implemented a school wide guided discipline and student support system.</li> <li>• The implementation of a school wide guided discipline and student support system has resulted in a 25% decrease in IDVR weighted incidents and improved academic outcomes.</li> <li>• The implementation of a school wide guided discipline and student support system has also resulted in a 4% increase in attendance.</li> </ul>	N/A



	<p>Danielson Framework Implementation - Observation Cycle Inquiry</p>			
<p>4.</p>	<p><b>Effective School Leadership</b> <b>Goals:</b> By June 2016, the school leader will design and implement an effective communication and monitoring system so that all teachers are knowledgeable regarding school-wide instructional expectations, school-goals, individual professional goals, and progress towards goals that will result in all teachers improving at least 15% in their Advance Domain 3 (Instruction) scores when compared to their 2014-2015 scores.</p> <p><b>Key Strategies:</b> School Principal will work collaboratively with SLT, Instructional Team and key partners to assess progress towards school-wide goals, and interim assessment benchmark targets.</p> <p><b>Renewal School Priority Areas:</b></p>	<p>Yellow</p>	<p>In the framework area of Effective School Leadership, the school has focused on the following work throughout SY 15-16. During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>• School leaders have completed at least 3 cycles of observations and provided teachers with high leverage feedback that has resulted in improved Advance Domain 3 (Instruction) scores.</li> <li>• On March 8,, 2016 the school underwent a Quality Review. The result of this Quality Review demonstrated growth within indicators 1.1 (curriculum), 3.4 (social emotional development) and 4.2 (teacher teams). In all the aforementioned categories the school went from a developing on the previous Quality Review to proficient on the one on March 8, 2016.</li> <li>• Students have shown at least 7% improvement on both ELA &amp; math interim assessments.</li> </ul>	<p>N/A</p>



	Leadership Coaching			
5.	<p><b>Strong Family-Community Ties</b></p> <p><b>Goals:</b></p> <p>By June 2016, school community will develop a plan for increasing and sustaining quality partnerships with families and providing more guidance on how parents can support their child’s learning which will result in at least 100 parents actively engaging in at least 3 school workshops regarding instruction and/or student social-emotional growth.</p> <p><b>Key Strategies:</b></p> <p>Work with our Community School’s Director to ensure full transition to a community school.</p>	Yellow	<p>In the framework area of Strong Family-Community Ties, the school has focused on the following work throughout SY 15-16. During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>At least 100 parents have engaged in at least 2 workshops to improve knowledge and capacity to help students improve academically and grow socially and emotionally.</li> <li>The school’s year-to-date average attendance rate is 91.22%, which is 1.27% greater than SY 14-15 end of year attendance rate.</li> </ul>	N/A
<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 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>At this time, the CET has reviewed the following Superintendent-Approved CET Recommendations:</p> <ul style="list-style-type: none"> <li>• Engage Instructional Cabinet</li> <li>• RTI</li> <li>• Team/Student Success Team and Teacher Teams in data driven protocols to identify barriers to students success</li> <li>• analyze early risk indicators</li> <li>• identify at risk students on a regular basis</li> <li>• plan interventions and implement</li> <li>• Engage school community in the continual rebranding of school community aligned to school mission, vision and core values</li> <li>• Provide parent workshops</li> <li>• Establish a School Community Advisory Committee that consist of community businesses, parents, teachers and school administration in to support student achievement and family needs</li> </ul> <p><b>Goals/Outcome of CET meetings:</b></p> <ul style="list-style-type: none"> <li>• During the CET meetings the team reviewed the interim assessment data, teacher advance data and reviewed the RSCEP goals.</li> <li>• The results of the Quality Review were discussed.</li> <li>• The team determined that it was important to regularly share how the teaching staff as a whole were progressing in instructional</li> </ul>	<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>practices as evidenced by the Advance Teacher Evaluation Data. However, this data is confidential and only overall HEDI ratings on the NYSED site can be referred to.</p> <ul style="list-style-type: none"> <li>• In addition the team discussed the possibility of recruiting student teachers in order to provide additional support to students.</li> <li>• Finally, the team discussed the \$75,000 technology grant and how it could be used to better support differentiating instruction and providing multiple entry points into the curriculum.</li> </ul> <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</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</p>



	<p>2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.</p>	<p>made to collective bargaining agreements.</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:

Receivership Quarterly Report – 3<sup>rd</sup> Quarter AND Continuation Plan (2016-17)  
January 18, 2016 to April 15, 2016  
*(As required under Section 211-f(11) of NYS Ed. Law)*

