

# 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
14K610: Automotive High School	331400011610	NYC GEOG DIST #14 - BROOKLYN	Green	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	CATERINA LAFERGOLA	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcott, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	363

### 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.

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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

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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 Automotive High School (AHS) 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 via feedback from the School Leadership Team (SLT) and Community Engagement Team (CET), and implemented by school staff and leadership. Teams meet regularly to evaluate progress based on qualitative and quantitative data.

As a Career and Technical Education (CTE) school, Automotive High School provides its students with educational experiences that integrate academic curricula with a career and technical education that enables them to compete both academically and as future technicians within the automotive industry.

AHS remains committed to implementing the Writing is Thinking through Strategic Inquiry (WiTSI) framework, which is increasingly evident in classrooms, and teacher team meetings. Renewal Coaches work with teachers to design and implement WiTSI tasks, providing them with onsite coaching, co-planning support, and weekly feedback.

Through the High School Renewal Initiative, the DSR (Director of School Renewal) provides leadership support, monitors school progress, and supports the facilitation of cabinet inquiry, where school leaders review data in the same manner as teacher teams. Additionally, they support the development of key school documents including the SCEP, and they coordinate supports across offices and divisions. The Director of School Renewal's team of instructional

coaches (mathematics, ELA, and social studies) also provides job-embedded professional support, frequent professional development (PD) and training, and ongoing integration of instructional materials and strategies in support of WiTsl integration. Coaches support the facilitation of teacher teams and WiTsl teams, with one coach also serving as an integral member of the Cabinet Inquiry team. This has facilitated the alignment of our professional supports (coaching, PD, one-on-one support) to the data in our inquiry meetings. AHS has implemented EngageNY curriculum for math and ELA, the New Visions curriculum for science and social studies, and the National Automotive Technicians Education Foundation (NATEF) sequence of study for our CTE programs. Observational data indicates that teachers are increasingly using WiTsl strategies in support of our implementation curriculum areas, and our Measures of Teacher Practice (MOTP) data indicates that teachers are progressing and/or consistently demonstrating effective practices in planning and preparation (Domain 1).

In addition to the school's robust CTE offerings and evolving instructional programs, AHS has been designated a Community School as part of the Renewal designation. This year, Counseling in Schools (CiS), which has been a part of the AHS community since 2011, has assumed the formal role of Community-Based Organization (CBO). Their focus is to support the school's transformation into a Community School through the integration of mental health services, acting as a liaison between families and social support structures within NYC, and coordinating the various services that currently exist within the school community. In addition, CiS works directly with the students at AHS through individual and group guidance, as well as in their role as the primary facilitators of our Expanded Learning Time (ELT) activities. ELT at Automotive HS is provided primarily as "Renewal Hour", which is an additional hour per day of academic instruction, but also in the form of additional enrichment activities at the conclusion of each school day.

Finally, CiS plays a pivotal role in establishing, implementing, revising, and developing the learning community's shift to a more restorative approach to student discipline while supporting the emotional needs of the teaching and guidance staff. The members of AHS's learning community recognize the importance of addressing students' socio-emotional needs as a means to increasing student academic outcomes. Our work with CiS is reinforced through our partnership with Morningside, an organization renowned for their work around restorative practices, which affords our community a more robust cadre of approaches to meet the varying needs of our students. The positive effects of these partnerships and our overall shift to a more restorative approach is evidenced by the increase in attendance and the decrease in suspensions when compared to the same period in 2014-2015.

## 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.

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Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
4-Year Graduation Rate	Green	45%	46%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>As of April 2016, 86% of 9th and 10th graders have accumulated five or more credits (up from 75% in February 2016) and 44% of 9th and 10th graders have accumulated 10+ credits. In 10th grade specifically, 72% of students have 15+ credits, while in 9th grade, 78% have 5+ credits.</p> <p>As of February 2016, 80% of 9th and 10th graders, 75% of 11th graders, and 65% of 12th graders have complete a minimum of one CCLS aligned performance task.</p> <p>As of February 2016, 100% of the teaching staff has received professional development in one of the following: IOs, performance tasks, restorative practices, WiTsl, unpacking the EngageNY curricula, and/or the Danielson Framework.</p> <p>As of February 2016, 100% of the teaching staff has been observed, according to ADVANCE, a minimum of two times.</p> <p>As of February 2016, a majority of teachers have improved their overall performance rating in Domain</p>	N/A

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As of April 2016, our data shows that 58 students are “on track” or “almost on track” (almost on track being those students with at least 3 Regents and 35 credits, which is deemed a realistic trajectory to graduation by June). Our projected graduation rate (including “almost on track students”) is 59.2%, which would be 4.7% above our Renewal target and 13.2% above our Receivership target. For August, this number can potentially increase to 66 students (64%) – See table below for projections. Our current data for Cohort R is broken down by number of studnets and the corresponding %:

Total in Cohort 2016: 103 students

Diploma Type:	June 2016		August 2016	
Regents	23	22%	3	3%
Local	9	9%	3	3%
Advanced	0	0%	n/a	n/a
Graduated	0	0%	n/a	n/a
Almost on track*	26	25%	1	1%
<b>Projected 4-Yr Grad Rate</b>			<b>Total # of students:</b>	<b>64%</b>
			<b>66</b>	

*\*Almost on track refers to students with 35+ credits and 3 or more Regents already passed, allowing for a realistic path to graduation by August 2016*

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College Readiness Index	Yellow	3.7%	4.7%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016</p> <p>As of April 2016, 13% of seniors have achieved College Readiness in ELA, and 4% have achieved College Readiness in mathematics. Additionally, 3% of students have achieved College Readiness in both ELA and math.</p>	N/A
English Regents Percent Pass By Year 3	Green	26%	27%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016</p> <p>The implementation of the Engage NY curriculum, as well as the embedded WiTSI strategies, ensures that students are receiving standards-based instruction, which will support them in successfully completing the ELA Regents. As of April 2016, there are 45 Students in Cohort S (class of 2017). Eighteen, 40%, of these students have successfully completed the ELA Regents with a score of 65 or better. One has successfully completed the assessment using Safety Net. The</p>	N/A

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				<p>target identified for three-year pass rate on the ELA assessment is 27% or 11 students.</p> <p>As of the time of this report, we have exceeded the target.</p>	
Make Priority School Progress	Green	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 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>Upon release of the new Priority and Focus data, it was revealed that AHS has been removed from Priority status, which is a significant accomplishment for us as a school. We have now met this SED benchmark.</p>	N/A
Math Regents Percent Pass By Year 2	Green	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 September 30, 2016</p> <p>As of April 2016, there are 109 students in Cohort T, Class of 2018. Twelve students, 11%, have successfully completed a mathematics Regents with a score of 65</p>	N/A

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				or better. Our target for this metric is 38 and we are confident that our June and August Regents administrations will allow us to meet this target	
School Survey - Safety	Green	3.00	3.04	<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> <p>As of February 2016, the school needs to increase the attendance rate by 3% when compared to February 2015. We did not meet our February benchmark. By February 2016, our attendance rate was 81.0%, which was a decline of 0.1% from February of the previous year. We attribute this to a higher than usual turnover rate of teachers teaching 9th grade, and unusually disruptive L train issues compared to previous years (none of our students live in the zip code of our school and 80% of our students' commute extends beyond 30 minutes and 43% of our students' commute is in excess of 45 minutes).</p> <p>As of February 2016, Principal Suspensions have decreased by 3% when compared to February 2015. As of April, Principal Suspensions are down 15% compared to last year and Superintendent Suspensions are down 10%.</p> <p>As of February 2016, Level IV and Level V incidents decreased by 3% when compared to February 2015. As of April, this data indicates an increase of 50%, which we attribute to an increase number of incidents involving students bringing in box cutters from after school jobs and from persistent de-escalation issues in</p>	N/A

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			9 <sup>th</sup> grade.	
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<u>LEVEL 2 Indicators</u>					
Please list the school's Level 2 indicators below Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.					
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Plan
Framework: Collaborative Teachers	Green	2.04	2.08	<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> <p>The school program reflects a special Monday schedule for staff and students. Programmatic structures are in place to facilitate team time and all staff members have been issued DOE laptops for their use in planning and collaboration.</p> <p>As of February 2016, departmental teams have collaboratively created, implemented, monitored and revised a minimum of one performance task for all students in mathematics, ELA, Chemistry, US History, Participation in Government, and Economics. Our most recent Quality Review (to be published soon) highlighted Inquiry as our Area of Celebration and, as a result, we moved from Developing in this indicator, up to a Proficient.</p>	N/A
Framework: Rigorous Instruction	Green	2.24	2.28	The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this	N/A

			<p>demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>As of February 2016, 75% of 9th and 10th graders have accumulated five or more credits. As of April, this number has increased to 86%. As of February 2016, 80% of 9th and 10th graders, 75% of 11th graders, and 65% of 12th graders have complete a minimum of one CCLS aligned performance task.</p> <p>As of February 2016, 100% of the teaching staff has received professional development in one of the following: IOs, performance tasks, restorative practices, WiTSL, unpacking the EngageNY curricula, and/or the Danielson Framework. We continue to focus on each of these areas through PD and job-embedded coaching. As of February 2016, 100% of the teaching staff has been observed, according to Advance, a minimum of two times.</p> <p>As of April, our Advance data shows that 100% of teachers have been observed a minimum of two times. As of February 2016, a majority of teachers have improved their overall performance rating in Domain 1E. As of April, our Advance data shows that a majority of teachers received an Effective or Highly Effective in their last observation as compared to their previous observations. Our most recent Quality Review highlighted Planning and Preparation as an area in which we have improved since last year and, as a result, we moved from Developing in this indicator, up to a Proficient. We remained Developing for indicator 1.2 (classroom pedagogy)</p>	
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				but we were cited as having made improvements.	
Implement Community School Model	Green	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> <p>As of February 2016, the school needs to increase the attendance rate by 3% when compared to February 2015. We did not meet our February benchmark. By February 2016, our attendance rate was 81.0%, which was a decline of 0.1% from February the previous year. We attribute this to a higher than usual turnover rate of teachers teaching 9<sup>th</sup> grade, and unusually disruptive L train issues compared to previous years (none of our students live in the zip code of our school and 80% of our students' commute extends beyond 30 minutes and 43% of our students' commute is in excess of 45 minutes).</p> <p>As of February 2016, Principals Suspensions have decreased by 3% when compared to February 2015. As of April, Principal Suspensions are down 12% compared to last year and Superintendent Suspensions are down 10%. As of February 2016, Level IV and Level V incidents decreased by 3% when compared to February 2015. As of April, this data indicates an increase of 50%, which we attribute to an increase in the number of box cutters students are forgetting in their book bags as a result of after-school jobs</p>	N/A
Provide 200 Hours of	Green	N/A	Implement	The school engages in a process of evaluating their	N/A

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Extended Learning Time			t	<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). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>The 200 hours of Expanded Learning Time (ELT), which is a requirement of all Receivership Schools, is largely met by the NYC DOE Renewal School’s requirement of providing additional academic instruction and support, which translates into five hours per week, and is offered as follows: 3.5 hours per week is included in students’ regularly scheduled day. An additional two hours of ELT (tutoring, Regents prep, sports, arts, CTE) is offered five days a week after the regular school day.</p>		
Regents Completion Rate	Green	26.0%	27.0%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016</p> <p>As of April 2016, 38% of our Seniors have all 5 of the required Regents, 9% have 4 Regents, 13% have 3 Regents, 8% have 2 Regents, and 10% have 1 Regents. We have exceeded this target.</p>	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 II – Key Strategies

**Key Strategies**  
*As applicable*, identify any key strategies being implemented during the current reporting period that are *not described above*, but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.

List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
<p>1. <b>Rigorous Instruction</b>  <b>Goals:</b></p> <p>AHS will implement a vertically aligned, CCLS based curricula (EngageNY in ELA and Math 9-12 – WiTSI in 9th grade and New Visions SS and Science in the 9th grade), adapted by teachers to meet the needs of the students.</p> <p>Evidence of Success:</p> <p>By June 2016, students in grades 9 and 10 will successfully complete a minimum of three Performance Based tasks aligned to the curricula.</p> <p>By June 2016, the school will increase the four-year graduation rate to 54.</p> <p>By June 2016, 80% of the 9th and 10th grade students will have accumulated 10 or more credits for</p>	<p>Green</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> <p>As of February 2016, 75% of 9th and 10th graders have accumulated five or more credits. As of April 2016, this has increased to 86%. As of February 2016, 80% of 9th and 10th graders, 75% of 11th graders, and 65% of 12th graders have complete a minimum of one CCLS aligned performance task.</p> <p>As of February 2016, 100% of the teaching staff has received professional development in one of the following: IOs, performance tasks, restorative practices, WiTSI, unpacking the EngageNY curricula, and/or the Danielson Framework.</p> <p>As of February 2016, 100% of the teaching staff has been observed, according to AD, a minimum of two times. As of February 2016, a majority of teachers</p>	<p>N/A</p>

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	<p>the year.</p> <p><b>Key Strategies:</b>          Teachers will implement EngageNY curricula in ELA and Math 9-12, which will be strengthened by Writing is Thinking Through Strategic Inquiry (WiTSI) approaches across the 9th grade.</p>		<p>have improved their overall performance rating in Domain 1E.</p>	
<p>2.</p>	<p><b>Supportive Environment Goals:</b></p> <p>AHS will continue to refine the improved culture for learning, for both students and teachers, that currently exists through the more systemic implementation of the aforementioned structures, whose purpose is meant to promote a supportive environment.</p> <p>Evidence of Success:          By June 2016, the school will increase the attendance rate from 79.2% to 80.9%.</p> <p>By June 2016, Principal Suspensions will decrease by 5% when</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> <p>As of February 2016, the school needs to increase the attendance rate by 3% when compared to February 2015. We have not met our February benchmark. By February 2016, our attendance rate was 81.0%, which was a decline of 0.1% from February the previous year. We attribute this to a higher than usual turnover rate of teachers teaching 9th grade, and unusually disruptive L train issues compared to previous years (none of our students live in the zip code of our school and 80% of our students' commute extends beyond 30 minutes and 43% of our students'</p>	<p>N/A</p>

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	<p>compared to June 2015.</p> <p>By June 2016, Level IV and Level V incidents will decrease by 7% when compared to June 2015.</p> <p><b>Key Strategies:</b></p> <p>AHS will develop, implement, monitor, and revise an advisory program for all incoming 9th graders.</p> <p>Attendance Systems &amp; Structures</p>		<p>commute is in excess of 45 minutes).</p> <p>As of February 2016, Principal Suspensions have decreased by 3% when compared to February 2015. As of April, Principal Suspensions are down 12% compared to last year and Superintendent Suspensions are down 10%.</p> <p>As of February 2016, Level IV and Level V incidents decreased by 3% when compared to February 2015. As of April, this data indicates an increase of 50%, which we attribute to an increase in the number of box cutters students are forgetting in their book bags as a result of after-school jobs. In addition, consistent de-escalation strategy workshops are being provided in the 9<sup>th</sup> grade to address this issue.</p>	
3.	<p><b>Collaborative Teachers</b></p> <p><b>Goals:</b></p> <p>AHS will create, implement, monitor, and revise inquiry teams in grades 9 and 10, whose primary focus will be to use data to improve student outcomes.</p> <p>Evidence of Success:</p> <p>By June 2016, credit accumulation for grades 9 and 10 will increase to 80%.</p> <p>By June 2016, the overall Regents completion rate will increase from</p>	Green	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <p>The school program reflects a special Monday schedule for staff and students. PD in AHS occurs every week, with a range of topics having been covered and revisited, including the writing of Instructional Objectives, restorative justice, questioning and discussion, Teach Like a Champion, Webb’s Depth of Knowledge wheel, and creating rigorous tasks.</p>	N/A

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	<p>28.2% to 31.4%.</p> <p>By June 2016, the school will receive a "Proficient" in QR indicator 4.2.</p> <p><b>Key Strategies:</b></p> <p>Create a learning center for all community members that will facilitate collaboration and teaching and learning.</p> <p><b>Renewal School Priority Areas:</b></p> <p>Danielson Framework Implementation - Observation Cycle Inquiry</p>		<p>Programmatic structures are in place to facilitate team time and all staff members have been issued DOE laptops for their use in planning and collaboration. We continue to be responsive to the needs of teacher teams and, since reprogramming at the end of January, have ensured that more colleagues are able to meet at the same time (common preparation and planning periods, common inquiry time).</p> <p>As of February 2016, departmental teams have collaboratively created, implemented, monitored and revised a minimum of one performance task for all students in mathematics, ELA, US History, Participation in Government, Economics, and Chemistry.</p>	
4.	<p><b>Effective School Leadership Goals:</b></p> <p>Automotive High School will develop and implement a calendar of cyclical observations and learning walks ensuring all observations (both evaluative and non-evaluative) provide teachers with actionable feedback aligned to goals in Domain 1 (components a-e) and Domain 3 (components a-d ), with next steps for improvement.</p> <p>Evidence of Success:</p>	Green	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <p>As of December 2015, AHS Faculty Seminar has convened three times and the Instructional Cabinet has met 5 three times. As of April, AHSFS has convened a total of 8 meetings. Teacher leaders are in place in ELA, mathematics, science, SS, and CTE. Teacher leaders are in place in each of the above areas, with the majority of those teacher leaders also acting as integral members of our Cabinet Inquiry</p>	N/A

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	<p>By June 2016, the school will be rated proficient in Quality Review Components 1.1 and 1.2.</p> <p>By June 2016, the AHSFS will facilitate a Year End Review of the accomplishments of the student body, which will be shared with all stakeholders.</p> <p>By June 2016, a minimum of 50% of the teaching staff's practice will receive a preliminary overall rating of "Effective" in Domains 1A and 3C</p> <p><b>Key Strategies:</b></p> <p>The SRI team will meet with AHS Instructional cabinet to engage in inquiry around effective pedagogical practice to inform coaching and professional development.</p>		<p>team.</p>	
<p>5.</p>	<p><b>Strong Family-Community Ties Goals:</b></p> <p>Automotive High School will implement an authentic assessment event for the 9th &amp; 10th Grade scholars to increase family engagement in an effort to build community and support increased student outcomes.</p> <p>Evidence of Success:</p>	<p>Green</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> <p>Skedula, a grading and communication platform, has been purchased and made available to all stakeholders. Presently, the school community has had three celebrations. As of April, AHS has hosted: Financial Aid Night, Understanding the College</p>	<p>N/A</p>

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	<ul style="list-style-type: none"> <li>● By June 2016, 90% of AHS 9th and 10th grade scholars will have prepared and participated in the lower Institute Scholar Spring Showcase.</li> <li>● By June 2016, 100% of scholars will have completed an internal needs assessment as a concluding activity for the Lower Institute showcase.</li> </ul> <p>By April 2016, there will be a 10% increase in families who attend open-school night for 9th &amp; 10th grade scholars.</p> <p><b>Key Strategies:</b></p> <p>AHS will implement a unified system of family outreach, which includes opportunities for families to participate in decision-making, learning, and celebrations throughout the academic year.</p>		<p>Process, Understanding the HS transcript, and our Spring fling.</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 <u>with impact</u>.</p>	<p><b>Yellow</b></p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p><b>Red</b></p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>

Part III – *Community Engagement Team and Receivership Powers*

<b>Community Engagement Team (CET)</b> Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p><b>Superintendent-Approved CET Recommendations:</b>                      That the school program be readjusted in the Spring of 2016 so that the school day begins at 8:00 AM and ends at 3:20</p> <p>This school has to think innovatively about "Supportive Environment" domain of Great 'Schools Framework.</p> <p><b>Goals/Outcome of CET meetings:</b>                      The CET convenes monthly.</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 at a time that is convenient for parents – either</p>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will 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>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>	
<p><b><u>Powers of the Receiver</u></b>          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.</p>		
<p>Status (R/Y/G)</p>	<p>Analysis / Report Out</p>	<p>2016-17 School Year Plan</p>
<p>Green</p>	<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 superintendent, and Office of Renewal Schools, ensure the powers of the receiver are utilized through:</p> <ul style="list-style-type: none"> <li>• Approval of hiring decisions at the school level where appropriate.</li> <li>• Approval of major budgetary and fiscal decisions occurs with the</li> </ul>	<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>support of the DSR.</p> <ul style="list-style-type: none"> <li>• One of the initiatives under the High School Superintendancy for Renewal Schools has been the Implementation of EngageNY (math and ELA) and New Visions Curriculum (Social Studies and Science) and this has been a consistent expectation supported by             <ul style="list-style-type: none"> <li>○ Providing the school with content Instructional Coaches who provide job-embedded coaching to teachers</li> <li>○ Providing the school with a Director of School Renewal who oversees Instructional Coaches, aligns the work across offices and agencies, and</li> </ul> </li> <li>• Implementation of WiTSI</li> <li>• An additional initiative of the High School Superintendent is the implementation of Cabinet Level Inquiry, which is designed to triangulate the use of data, with classroom observations, and the professional supports provided to teachers.</li> <li>• The Office of Renewal Schools is implementing extensive summer programs, which will offer learning opportunities for students attending Renewal Schools</li> </ul>		
<p><b>Green</b></p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <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	N/A	N/A

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	and Programs -		
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**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.

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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: \_\_\_\_\_

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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>	
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 <b>(in blue ink)</b>	Title of Chief School/Administrative Officer
Typed Name:	Date: