

# 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
19K502: FDNY High School for Fire and Life Safety	331900011502	NYC GEOG DIST #19 - 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	JAMES ANDERSON	Karen Watts, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	327

### 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 FDNY High School are committed to the continued improvement and the success of our students academically, socially and emotionally. Collectively, students, staff and families contribute to a school community that is safe and conducive to learning. We have aligned our resources to build systems that are informed by input and feedback from the School Leadership Team (SLT) and Community Engagement Team (CET), and implemented by school staff and leadership, which meet regularly to evaluate progress based on qualitative and quantitative data.

**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
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College Readiness Index	Green	3.2%	4.2%	<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 September 30, 2016.</p> <p>Students identified as the school’s lowest third met their target of 55.0%, earning 10+ credits in 11th grade and exceeded their target of 60% in the 10th grade. Closing the Achievement Gap metrics for self-contained/ICT and SETSS students exceeded their target of 66.7%, as well as black and Hispanic males at 65.6%, which exceeded their target. The CCR (College and Career Readiness Index) is also on track to reach its target benchmark for June since over 50% of all the students have earned their current credits and are passing their required courses.</p>	N/A
Make Priority School Progress	Green	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>The school has met this benchmark, as they are no longer in Priority status, as of March, 2016.</p>	N/A
Math Regents Percent Pass By Year 2	Green	38%	39%	The school engages in a process of evaluating its 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). 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>Math Regents pass rate, year 2, is at 63%, far exceeding the target. As students take significantly more Regents in June, we anticipate exceeding this benchmark. The school offers Regents Prep during ELT to support students in passing Regents exams.</p>	
Regents Completion Rate	Yellow	42.4%	43.4%	<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 September 30, 2016.</p> <p>Regents completion rate is 41.1%, as of January. As students take significantly more Regents in June, we anticipate meeting this benchmark. The school offers Regents Prep during ELT to support students in passing Regents exams.</p>	N/A
School Survey - Safety	Green	2.80	2.84	<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</p>	N/A



				<p>below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>Professional development support for the entire staff on integrating progressive discipline has dramatically decreased OORS incidences and reporting for this period. The current 2.84 Learning Survey results will be exceeded by the end of the school year. We used the OORS report to compare the number of incidents from the current year against the number of incidents from the previous year at this time period. We use attendance to strategize how to improve strategies for consistent outreach</p>	
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**LEVEL 2 Indicators**  
 Please list the school’s Level 2 indicators below Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Plan
College and Career Preparatory Course Index	Green	3.2%	4.2%	<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 September 30, 2016.</p> <p>Students identified as the school’s lowest third met their target of 55.0%, earning 10+ credits in 11th grade and exceeded their target of 60% in the 10th grade. Closing the Achievement Gap metrics for self-</p>	N/A



				<p>contained/ICT and SETSS students exceeded their target of 66.7%, as well as black and Hispanic males at 65.6%, which exceeded their target. The CCR (College and Career Readiness Index) is also on track to reach its target benchmark for June since over 50% of all the students have earned their current credits and are passing their required courses.</p>	
<p>Framework: Collaborative Teachers</p>	<p>Green</p>	<p>2.52</p>	<p>2.56</p>	<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> <p>The inquiry teams analyzed the January Regents results for the targeted students. We determined that we are on pace to meet the goal and have made some modifications to our plans. Please see Key Strategy section below for additional details.</p>	<p>N/A</p>
<p>Framework: Rigorous Instruction</p>	<p>Green</p>	<p>3.04</p>	<p>3.08</p>	<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> <p>We looked at the overall rating data through <i>Advance</i> to assess teacher practice. The data collected helped us assess the goal for the remainder of the school year. During this 3<sup>rd</sup> marking period,</p>	<p>N/A</p>



				<p>74% of all 9th graders, 73% of 10th graders, 69% of 11th graders and 82% of 12th graders have earned passing grades in their required courses towards graduation or promotion.</p> <p>Please see Key Strategy section below for additional details.</p>	
Progress Toward Graduation-Years 2 and 3	Green	47.5%	48.5%	<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 September 30, 2016.</p> <p>During this 3rd marking period, 74% of all 9th graders, 73% of 10th graders, 69% of 11th graders and 82% of 12th graders have earned passing grades in their required courses towards graduation or promotion.</p>	N/A
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> <p>Targeted academic supports, including ELT programming that integrated Regents Prep courses, credit recovery initiatives, and additional physical education classes, have increased overall pass rates for the 3rd marking period. During this 3rd marking</p>	N/A



				period, 74% of all 9th graders, 73% of 10th graders, 69% of 11th graders and 82% of 12th graders have earned passing grades in their required courses towards graduation or promotion.		
Student Attendance	Green	81%	82%	<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> <p>We use attendance to strategize how to improve strategies for consistent outreach. Overall daily attendance is at 82.3%, meeting its benchmark for the year. Efforts by the AIDP team and guidance counselors have targeted additional support for chronic absences which have been reduced by 2% since the last marking period.</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></p> <p><b>Goals:</b></p> <p>By June 2016, we will improve our instructional practice in competency 3c (Student Engagement) by increasing the number of effective/highly effective scores by 10%.</p> <p><b>Key Strategies:</b></p> <p>The school will engage in data driven instruction through the creation of a data driven culture. We will establish teacher teams, create a professional development committee, and design a professional development plan. This plan will be designed to address the common areas of weakness to focus on targeted improvement in regards to professional practice. Competencies 3b, 3c, and 3d will be the primary areas of focus for the staff and administration.</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>The school teams evaluated the progress of our plans against the collected data: Regents results and credit accumulation from January and scholarship reports.</p> <p>We looked at the overall rating data through <i>Advance</i> to assess teacher practice. The data collected helped us assess the goal for the remainder of the school year.</p> <p>Under a superintendent’s initiative to increase student engagement in all classrooms, all high schools have incorporated an instructional framework that triangulates standards, assessments, and questions so they are cohesive. Training and workshops have been presented in-house, at principal workshops, and teacher conferences. Lead teachers and content specific administrators work to turnkey strategic practices in all key elements. Recent work has included PD on how to create rigorous tasks, improving student-centered discussions and conversations, writing from sources and close reading.</p>	<p>N/A</p>



<p>2.</p>	<p><b>Supportive Environment</b></p> <p><b>Goals:</b> By June 2016, we will decrease the number of level 4 and 5 occurrences that happen within the classrooms by 10%.</p> <p><b>Key Strategies:</b> We will engage in a whole school model to create and sustain a supportive environment and improve attendance: We will establish a behavioral management team, review school processes as well as create professional development opportunities for implementing positive practices.</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>The school put in place a scaffolded, progressive discipline plan to help reduce student to student negative encounters, as well as student to teacher negative encounters. Discussions focused on building a teacher toolkit of strategies that included a clear ladder of discipline (in the classroom), teacher follow-through and clear consequences. All this was clearly communicated to all students, teachers and parents, through our student behavior contract. To support our progressive discipline plan, we incorporated an advisory-like period into our ELT programming. Students were able to get additional academic advisements, as well as time with guidance, and to see other support personnel. Additional guidance, administrative staff and deans help support students in their cohort grade-levels.</p> <p>Professional development support for the entire staff on integrating progressive discipline has dramatically decreased OORS incidences and reporting for this period. The current 2.84 Learning Survey results will be exceeded by the end of the school year.</p> <p>Overall daily attendance is at 82.3%, meeting its benchmark for the year. Efforts by the AIDP team and guidance counselors have targeted additional support for chronic absences, which have been reduced by 2% since the last marking period. We used the OORS report to compare the number of incidents from the current year against the number of incidents from the previous year at this time period. We use attendance</p>	<p>N/A</p>
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			<p>to strategize how to improve strategies for consistent outreach. Attendance growth is 0.81%.</p> <p>Targeted academic supports, including ELT programming that integrated Regents Prep courses, credit recovery initiatives and additional physical education classes, have increased overall pass rates for the 3<sup>rd</sup> marking period. During this 3<sup>rd</sup> marking period 74% of all 9<sup>th</sup> graders, 73% of 10<sup>th</sup> graders, 69% of 11<sup>th</sup> graders and 82% of 12<sup>th</sup> graders have earned passing grades in their required courses towards graduation or promotion.</p>	
3.	<p><b>Collaborative Teachers</b></p> <p><b>Goals:</b></p> <p>By June 2016, we will make AYP in math and ELA, as per the benchmark expectations of the NYSED.</p> <p><b>Key Strategies:</b></p> <p>Using the <i>Framework for Teaching</i> as a guide, teachers will work on implementing best practices learned through professional development, inquiry cycles and effective feedback from lessons. Best practices will focus on the needs of English as a New Language students as well as students with disabilities.</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 inquiry teams analyzed the January Regents results for the targeted students.</p> <p>Working with the in-house data analyst, each grade level team used current data acquired through school-wide assessments, as well as individual student exam results to build individualized support plans for each target student. Target students are students who have taken an exam at least once and have failed it. This information helped build the school’s ELT offerings.</p> <p>Teacher Teams met by grade and by department during common planning time (1 period a week per team). We utilized a strategic Inquiry approach to help support our data analysis PD strand. Teacher teams worked to identify target students and build individualized support plans. These plans were revisited and assessed every marking period and</p>	N/A



			altered accordingly. Departments worked as a team to develop CCLS aligned curricula, as well as integrate the instructional framework (above) into daily lesson plans.	
4.	<p><b>Effective School Leadership</b></p> <p><b>Goals:</b> By June 2016, we will increase our overall school attendance rate by 10%.</p> <p><b>Key Strategies:</b> Through consistent implementation of differentiated PD and observation feedback, the administration will strengthen the instructional habits of the entire staff and improve school culture.</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 teams evaluated the progress of our plans for increased credit accumulation and improved attendance against the collected data from ATS and STARS.</p> <p>After evaluating the data, we determined we are meeting our goals and need no adjustments.</p>	N/A
5.	<p><b>Strong Family-Community Ties</b></p> <p><b>Goals:</b> By August 2016, we will have a 10% increase in our college readiness scores on the NYCDOE Data Snapshot Report from the previous school year.</p> <p><b>Key Strategies:</b> The entire school community will be</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>Curriculum Night and Open House- We hosted a curriculum night and Open House, which was open to the community, for student recruitment purposes.</p> <p>Parent Conferences- We extended our meeting times for all parent conferences to accommodate parents who worked nights. This increased our conference</p>	N/A



	<p>involved in helping parents advocate for students in their post-high school planning. We will host meetings and design specific presentations for the parents to understand all the components of the college readiness measures for their child to succeed. In addition, we will consistently emphasize the benefits of not only graduating but of being college and career ready.</p>		<p>attendance by 15%. We also made students failing at least two classes to attend mandatory conferences with their parents. Teams met with students failing two or more courses and their parents.</p> <p>SLT- Our school leadership team meets once a month and is the core of our CET (community engagement team); its goal is to help advise the principal with the development of our CEP, as well as develop outreach programs for our PA. The executive board helped decided how Title 1 funds were allocated and provided additional support in our hiring process.</p> <p>Parents’ Association- The parent association is the fundraising and parent engagement component of our school. Working closely with our parent coordinator, the PA planned college workshops and parents attended college workshops, FAFSA workshops and other parenting workshops.</p> <p>EMS/FDNY- We started developing partnerships with our EMS and FDNY to further develop our pipeline to the field and future CTE certification.</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 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>                      Modify the instruction program to offer more assistance for struggling students.                      Modify the SCEP goals to focus on the AYP needs of the school.</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></p> <p>The CET meets on a monthly basis to review progress towards meeting demonstrable indicators.</p> <p>The overall goal of our CET was to continually assess our school-wide programs' efficacy as it relates to meeting the needs of all our students. Attendance, teacher effectiveness, social emotional supports and structures were assessed and evaluated by participants in all stakeholder groups (students, parents and</p>	<p>N/A</p> <p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conduct a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET's utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time</p>



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

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



	determine what changes may need to be made to collective bargaining agreements.	We will focus work for the next school year on reinforcing goals in the CEP and programs that supported our overall improvement efforts.
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	<b>Yellow</b> Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.	



**Part 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	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> 19	
<b>School Name</b> FDNY High School (19K502)	
<b>Contact Person</b> Principal James Anderson	<b>Telephone</b> (718) 922-0389
<b>E-Mail Address</b> JAnders@schools.nyc.gov	
I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.	
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer High School Superintendent
Typed Name: Karen Watts	Date: 5.4.2016

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)*

