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Receivership Quarterly Report

2nd Quarter - November 1, 2015 to January 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	Y	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, Principal	Karen Watts, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	9, 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. This 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.

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcome of key strategies related to Receivership, and as such should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.



Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators				
Please list the school’s Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
College Readiness Index	G	3.2%	4.2%	Analysis of current data indicates that 26 Senior students have earned 75 or better of the English Regents (January Administration), and about 6 students in Math Regents. This is an increase in the number of students in this graduating cohort compared to last year’s cohort.
Make Priority School Progress	Y	N/A	Meet progress criteria	The status of 80% of the identified indicators indicates a positive trajectory towards meeting school-wide targets by August 2016.
Math Regents Percent Pass By Year 2	Y	38%	39%	Analysis of January Regents pass rates indicates that 16 students passed math compared to 9 from last year. So far, early interventions and support programs have 20 students passing math. The total number is 36 students out of 102 indicating a current pass rate of 35%. The principal anticipates more students passing in June 2016 due to the additional in class supports and after school interventions (included in Extended Learning Time) is being implemented.
Regents Completion Rate	Y	42.4%	43.4%	The principal and instructional team along with Superintendent’s Office planned programming and student scheduling based on early interventions and early preparedness of all students to take Regents examinations in the “lower school”. More students in the 9 th grade are scheduled for US History, English, Algebra and Living Environment so that “upper school”



				<p>can prepare more students for college level instruction/curriculum.</p> <p>We anticipate that through this “forward” planning to have positive trajectory in our Regents Pass Rate data as this cohort moves to the next grades and to college.</p>
School Survey - Safety	Y	2.80	2.84	<p>Targeted parent workshops and teacher team meetings help all community stakeholders understand the efficacy of completing the Learning Survey and the data it surveys. Progressive Discipline strategies have been implemented school-wide to decrease Online Occurrence Reporting System (OORS) disciplinary reports and occurrences.</p>

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LEVEL 2 Indicators

Please list the school's Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
College and Career Preparatory Course Index	Y	3.2%	4.2%	The yellow status is because FDNY does not offer a significant number of AP courses. Our program prepares students to either become EMTs or train for public service as a member of the FDNY or other safety organization. As our EMT instructor is not also a certified teacher, the school does not receive CCPCI credit for our CTE program. The school is looking for a certified EMT trainer who is also a pedagogue.
Framework: Collaborative Teachers	Y	2.52	2.56	The school is structured around collaborative teams (by grade). Through teaming, each grade meets to further deepen their analysis of student work and how student support is reflected in their lesson planning. The teachers still need to further develop data driven conversations that lead to pedagogical adjustments.
Framework: Rigorous Instruction	G	3.04	3.08	Working with the Teacher Development and Evaluation Coach (TDEC) and Superintendents' Office, the principal and instructional teams focus on lesson planning and incorporating the Instructional Framework into every lesson.
Progress Toward Graduation-Years 2 and 3	Y	47.5%	48.5%	Analysis of current Fall credit accumulation indicates that Cohort T and Q will meet this benchmark. Currently, 50% of the 10 th and 11 th grade students have earned the required credits for promotion by August 2016.
Provide 200 Hours of Extended Learning Time	Y	N/A	Implement	Since September, Extended Learning Time (ELT) has been implemented, scheduled and supported at the school. The school is focusing on maintaining attendance during this time.



Student Attendance	Y	81%	82%	Current daily attendance as of February 2, 2016 is at 82.3%. We are working diligently through evaluating our current systems and reinforcing all our attendance intervention programs we are working towards meeting our SCEP goal of 10% increase by June 2016.		
Green	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> .		Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

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Part II – Key Strategies

Key Strategies <i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.		
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	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.
1. Rigorous Instruction Goals: 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%. Key Strategies: <ul style="list-style-type: none"> 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 	Y	The principal is currently at 70% completion rate on ADVANCE ratings, the data indicates that he will meet the 10% target for the year. Working closely with the TDEC, the principal focuses instructional improvement through informal and formal observations of all the teachers and work to move each teacher through their own individual professional development (PD) plan. Specific activities include: <ul style="list-style-type: none"> Professional development to unpack assessments and identify targeted skills Looking at data as a means of identifying skill gaps and determining supports Administrative observation process for teachers Professional development to review baseline data Planning and Professional development to create units and lessons to target identified skills Collaborative time to share best practices specific to our population of ELL,students with disabilities, over/under credited and other subgroups Review of unit plans by administration for alignment to the goal Students self and peer assessments Sharing of skills and goals with families and students All above strategies will be monitored on a bi-weekly basis to measure implementation status and impact.



<p>2.</p>	<p>Supportive Environment Goals: By June 2016, we will decrease the number of Level 4 and 5 occurrences that happen within the classrooms by 10%. Key Strategies:</p> <ul style="list-style-type: none"> • 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>Y</p>	<p>Progressive Discipline strategies have been implemented throughout the school. Current analysis of OORS data indicates a positive trajectory to meeting this goal by June. Specific Activities include:</p> <ul style="list-style-type: none"> • Sharing expectations with all constituents • Unpacking the 2014-2015 Learning Environment Survey • Providing ongoing social-emotional support utilizing our Community Based Organization, Child Center of New York • Increasing the number of college trips and educational trips for all students • Providing more health screenings utilizing the services of our partner the MIC Clinic • Providing more ELT programs that are linked to College and Career Readiness <p>The school will continue to:</p> <ul style="list-style-type: none"> • Increase post-secondary planning for students • Providing opportunities for students to be critical thinkers such as opportunities for debates and mock trials • Implement mentor ship program for boys in addition to expanding the program for girls) • Implementing more basketball tournaments that are community wide with our partner SASF • Goal setting with all students • Reducing the number of Level 4 and 5 disciplinary infractions • Ensure effective attendance outreach • Sharing positive data with the entire community and celebrating milestones and benchmarks <p>All above strategies will be monitored on a bi-weekly basis to measure implementation status</p>
<p>3.</p>	<p>Collaborative Teachers Goals: By June 2016, we will make AYP in Math and ELA as per the benchmark expectations of the NYSED.</p>	<p>Y</p>	<p>The focus of ELT and additional academic supports is on identified subgroups that did not reach Adequate Yearly Progress (AYP) this year.</p>



	<p>Key Strategies:</p> <ul style="list-style-type: none"> Using the Framework for Teaching 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. 		<ul style="list-style-type: none"> The principal utilizes professional development supports from the BFSC and the Superintendent Office to help meet this goal by June. <p>Specific Activities include:</p> <ul style="list-style-type: none"> The school will use the Danielson Rubric as its guidance to planning proper instruction within this goal. All instructional conversations amongst teachers and administrators will be centered around the key strategies described in the teaching framework. The focal competencies will be in questioning, students engagement, and assessing learning. Teachers will be provided professional development within the Danielson competencies to provide multiple entry points to include ELL and SWD into the learning process. These strategies will be outlined in our professional development plan and carried out during our Monday scheduled sessions. FDNY teacher inquiry teams will analyze the students performance from previous June Regents results. As collaborative teams, they will identify student weaknesses and create plans for improvement. They will share strategies, discuss challenges, and assess their ongoing attempts to improve students performance during common planning time. The professional development committee will discuss the needs of the staff and create plans for improvement within the PD structure. Parents will be notified of their child's status for graduation as well as college readiness. We have an open door policy whereby parents are encouraged to observe their children in class. This practice enables families to gain further insight into what students are learning and how teaching practices are employed across the school. The embedded teaching strategies will be presented to parents during PTA and School Leadership Team (SLT) meetings for their understanding of how learning is expected to occur within our classrooms. <p>All above strategies will be monitored on a bi-weekly basis to measure implementation status</p>
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<p>4.</p>	<p>Effective School Leadership Goals: By June 2016, we will increase our overall school attendance rate by 10%.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Through consistent implementation of differentiated PD and observation feedback, the administrations will strengthen the instructional habits of the entire staff and improve school culture. 	<p>G</p>	<p>The attendance team and the principal meet weekly to examine individual student attendance. Focused interventions for chronic absences, lateness and LTAs are three strands that the attendance team targets for additional support and parent outreach.</p> <p>The key strategy of developing a strong culture through instructional supports is supported by the Superintendent’s Office and additional professional development offerings. Specific Activities include:</p> <ul style="list-style-type: none"> Professional Development provided by the Office of Teacher Effectiveness for a core team of teachers who will then turnkey to other staff members Providing feedback to teachers using Advance, with a focus on 3D. <p>All above strategies will be monitored on a bi-weekly basis to measure implementation status</p>
<p>5.</p>	<p>Strong Family-Community Ties Goals: 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>Key Strategies:</p> <ul style="list-style-type: none"> The entire school community will be 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>Y</p>	<p>Based on the analysis of the benchmarks listed above, the school will meet this goal. Activities Include:</p> <ul style="list-style-type: none"> Creating a team of teachers and staff members who will own this process and be accountable for its success. The team will meet weekly to focus progress Individual meetings with parents and small groups of parents to determine needs of parents and how to best address those needs as they relate to student learning. Home visits as necessary



Green	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> .	Yellow		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)	
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.	
Status (R/Y/G)	Analysis / Report Out
Y	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p>Superintendent-Approved CET Recommendations: Modify the instructional program to offer more assistance for struggling students. Modify the School Comprehensive Educational Plan (SCEP) goals to focus on the AYP needs of the school.</p> <p>During the first week of the 2015-16 school year, written notices were sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE 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. Once the school’s hearing was held, a summary of recommendations was provided to the school based on commentary from speakers captured in a transcript of the public hearing, a recommendations form provided to participants at the hearing, an online survey on our NYCDOE website, any email feedback received to our receivership@schools.nyc.gov email address, or by mail. The CET met to review the public input and finalize school improvement plan recommendations, which were submitted to the Superintendent, acting on behalf of the Chancellor as Receiver, for review. Upon Superintendent determination of which CET recommendations would be incorporated, the improvement plan was revised and resubmitted.</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.</p>
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				
G	<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.</p>				
Green	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> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part IV – Best Practices (Optional)

<p><u>Best Practices</u></p> <p>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.</p>	
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.
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2.	
3.	

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Part V – Attestation

ATTESTATION: 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): Superintendent, Karen Watts

Signature of Receiver: _____

Date: February 2016

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