

## 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
27Q475: Richmond Hill High School	342700011475	NYC GEOG DIST #27 - QUEENS	Yellow	Cohort 5
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	Neil Ganesh	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcoff, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	1955

#### 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 Richmond Hill 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.

Richmond Hill High School is on a positive trajectory towards meeting the Receivership benchmarks set forth by the NYSED and NYCDOE. It is anticipated that it will meet a majority of the Level 1 and 2 indicators with the key strategies indicated during the 2015-2016 school year laid out in the RSCEP. The support of the Community Based Organization, SAYA, has been instrumental in the implementation of the Community School Model. Lastly, the Office of Renewal Schools has provided organizational and instructional supports essential for success. Several of the key strategies that have been implemented this year include:

1. The continued school wide focuses on curricula development and revision in all content areas. The school is currently in year 2 of the process of creating and revising of Common Core Learning Standard aligned curricula for all courses. This process is designed to increase student outcomes and improve teacher pedagogy.
2. Mathematics instruction as a priority focus. The school realizes the need for strong math instruction for all students. Its partnership with



Metamorphosis, who is written into the SIG grant, provides job embedded math coaching for both teachers and administration.

3. Embedded College Now courses to improve college success for all students. College Now classes are held during the school day so students have the College experience without having to come early or stay late. There are an increased number of College Now classes from last year.
4. Creation of grade level teams to increase student engagement and provide support to teachers and students. The grade level teams are involved in Writing is Thinking and Strategic Inquiry (WITSI) training. Embedded instructional coaching provided by the Office of Renewal supports the Peer Collaborative Teachers with mentoring and inquiry development.
5. The school has increased its offering of Advanced Placement (AP) courses to provide students with more academic rigor. All Grade 11 students who have passed the Comprehensive English exam with a 75 or higher are now programmed for Advanced Placement English Literature and Grade 12 students with the same criteria are taking Advanced Placement English Language.
6. The school hired two Peer Collaborative Teachers that facilitate two grade level teams. These teams focus on a cycle of inquiry, action and analysis.
7. The school has restructured the observation process to a 6 week cycle to provide quicker and more relevant teacher feedback as well as timely professional development. Additionally, the cabinet has been involved in an inquiry process that focuses on teacher development around the Danielson components on student engagement.
8. The school is partnering with SAYA as its Community Based Organization (CBO). SAYA has been providing supports for after school tutoring, Saturday School, SAT prep, college readiness and a wellness center for emotional and social development. SAYA has been working with the International Academy to provide outreach to the English Language Learners (ELL).

The school has also been utilizing the “Are You Green” data initiative as well as the New Visions student sorter to assess Level 1 and level 2 Indicators. The New Visions data tools allow school leaders to make data queries related to the Level 1 and 2 indicators more efficiently.



**Part I – Demonstrable Improvement Indicators**

<b>LEVEL 1 – Indicators</b>					
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
College Readiness Index	Yellow	14.9%	15.9%	<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 renewal school comprehensive educational plan (RSCEP). 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 school remains on target to meet the specified goal of 15.9% which equates to 98 students from the cohort 2016. 12% of the students in the cohort 2016 have met the College Readiness Index metric with only 3.9% needed to reach this indicator.</p>	N/A
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 renewal school comprehensive educational plan (RSCEP). 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</p>	N/A



				<p>pending SED release of information.</p> <p>During the 2013-2014 reporting year, we were 17 points short on our PI to make Safe Harbor for ELA and 17 point short to make Safe Harbor for math. During the 2014-2015 reporting year, we were 1 point short on our PI to make safe harbor for ELA and 1 point short to make Safe Harbor for math.</p> <p>We are currently programming students to retake the Comprehensive English and Integrated Algebra regents in June. We have been working with the Guidance Counselors and our CBO SAYA to articulate to the school community the benefits to students regarding achieving proficiency on Regents exams.</p> <p>Most importantly, Richmond Hill’s designation was changed from Priority to Focus and we lost our struggling school designation for the 2016-2017 school year. This is due to an increased graduation rate and improved performance index on NYSED ELA and math exams.</p>	
Progress Toward Graduation-Years 2 and 3	Yellow	44.7%	45.7%	<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 renewal school comprehensive educational plan (RSCEP). 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 the 3<sup>rd</sup> quarter, the Progress Toward</p>	N/A



				<p>Graduation Tracker indicates that Year 2 and 3 students are currently on target to meet the specified goal of 45.7%. At this time, 70% of our year 2 and 71% of our year 3 students have earned 5 or more credits towards the 10 or more needed for credit accumulation section of this metric.</p>	
Regents Completion Rate	Yellow	40.4%	41.4%	<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 renewal school comprehensive educational plan (RSCEP). 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>This metric evaluates the number of students who have passed 3 Regents exams after year 2 and 5 Regents exams after years 3 and 4. The value is the total number of passed subjects divided by the total number of needed subjects. We are currently on target to meet the specified goal of 41.4%.</p>	N/A
School Survey - Safety	Yellow	2.40	2.44	<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 renewal school comprehensive educational plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> <li>• During the 2014-2015 school year, we had 31 level 4 or 5 suspensions from February-April.</li> </ul>	N/A



				<p>During the same reporting period this year, we had 23 level 4 or 5 suspensions.</p> <p>Our Safety survey score of 2.40 is based upon the percentage of positive responses relevant to the following questions:</p> <p>I feel safe:</p> <ul style="list-style-type: none"><li>• Outside around this school.</li><li>• Traveling between home and this school.</li><li>• In the hallways, bathrooms, locker rooms, and cafeteria of this school.</li><li>• In my classes at this school.</li></ul> <p>While the above questions are not exclusive of the survey, the school remains on target to meet the specified goal of 2.44. This has been evidenced from our Incident Level and Infraction Summary data. During the 3<sup>rd</sup> quarter, over the months of January, February, and March, there was a 58% decrease in level 3 or higher suspensions. This is 29 fewer than last year over the same time period. New restorative justice approaches and revised safety plans played a part in this demonstrable improvement.</p>	
--	--	--	--	---	--



**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	Yellow	20.3%	21.3%	<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 renewal school comprehensive educational plan (RSCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target.</p> <p>During the 3<sup>rd</sup> quarter, the school is currently running 5 sections of College Now courses. These courses are built into the students’ programs. All students who have met the CUNY College Readiness metric of 75 or higher on the Comprehensive English Regents are placed into an Advanced Placement English course. We have also increased the number of sections of Advanced Placement in English, math and Spanish.</p> <p>Currently, 14.5% of our cohort 2016 students have met the CCPCI index by the end of April.</p>	N/A
Framework: Collaborative Teachers	Yellow	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</p>	N/A



				<p>renewal school comprehensive educational plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>We received a preliminary rating of well-developed on indicator 4.2 for our 2015-2016 Quality Review. This is the highest possible rating and means that the vast majority of teachers are engaged in inquiry-based, structured professional collaborations that have strengthened teacher instructional capacity and promoted the implementation of Common Core standards.</p> <p>Additionally, there has been a 50% increase in teacher surveys that have been completed with the expectation of an increase in positive responses. As a result, we are currently on target to meet the specified goal of 2.08%.</p>	
Framework: Rigorous Instruction	Yellow	2.72	2.76	<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 renewal school comprehensive educational plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>We received a preliminary rating of proficient on indicators 1.1 Curriculum, 1.2 Pedagogy, and 2.2 Assessment for our 2015-2016 Quality Review. The integration of instructional shifts has thus been recognized not only in the aforementioned Quality</p>	N/A



				Review but also in the advancement of student data which led to the school’s removal from Priority status.	
HS Math Level 2 & above - Students with Disabilities Subgroup	Yellow	41%	42%	<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 renewal school comprehensive educational plan (RSCEP). 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>For the 2015-2016 school year, we have an estimated PI of 78 for our students with disabilities. This was a result of our increased emphasis on using the ICT model for our SWD students. In addition, teacher training from Special Education specialists funded through the school’s SIG has allowed for the implementation of new instructional approaches such as Universal Design for Learning, a variation of differentiated instruction.</p>	N/A
Implement Community School Model	Green	N/A	Implement	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 renewal school comprehensive educational plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:	N/A



				<p>Over the 3<sup>rd</sup> quarter, SAYA continues to implement the following school wide initiatives:</p> <ul style="list-style-type: none"> <li>• Expanded after school initiatives including young men 's and women's leadership</li> <li>• Expanded after school clubs</li> <li>• Lunch time tutoring</li> <li>• Math tutoring</li> <li>• Regents preparatory courses after school and on Saturdays</li> <li>• SAT preparatory courses</li> <li>• College readiness and College advisement</li> <li>• Wellness center that focuses on mental health services, group discussion and family services</li> <li>• Family community nights</li> <li>• A wellness center supported by the Children's Center of New York was completed and will open during May 2016.</li> </ul>	
Provide 200 Hours of Extended Learning Time	Yellow	N/A	Implement	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>Extended learning time over the 3<sup>rd</sup> quarter remains effective in its implementation. All students at Richmond Hill High School have been programmed with a 9th class that equates to an extra 233 minutes of instruction. The extended learning time has been</p>	N/A

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

January 18, 2016 to April 15, 2016

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



				used to allow students who are behind to take classes they have failed in the past as well as to take selective courses that terminate in a Regents exam they previously failed. We have also scheduled students for College Now classes and AP courses. In addition, we have allowed more students to take our career themed Small Learning Community courses.	
<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> By August 2016, Richmond Hill High School with the support of the DSR and Renewal team will increase the Regents Completion rate Renewal benchmark from 40.4% to 44.1% by implementing rigorous CCLS curricula and WITSI based academic tasks in each of the grade level academies thereby fostering high cognitive engagement for all learners.</p> <p><b>Key Strategies:</b> Provide Metamorphosis training to both teachers and administrators.</p>	<p>Yellow</p>	<p>In the framework area of Rigorous instruction, the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the renewal school comprehensive educational plan (RSCEP). The benchmark statements below evidence this work.</p> <p>The following quarter 3 data shows that the number of cohort 2016 students who completed missing Regents necessary for graduation during the January administration.</p> <table border="1" data-bbox="762 1170 1247 1385"> <thead> <tr> <th colspan="2">Regent Completion Rate- January Regents</th> </tr> <tr> <th>Cohort 2015- January 15 administration</th> <th>Cohort 2016- January 16 administration</th> </tr> </thead> <tbody> <tr> <td>6.54%</td> <td>20.56%</td> </tr> </tbody> </table>	Regent Completion Rate- January Regents		Cohort 2015- January 15 administration	Cohort 2016- January 16 administration	6.54%	20.56%	<p>N/A</p>
Regent Completion Rate- January Regents									
Cohort 2015- January 15 administration	Cohort 2016- January 16 administration								
6.54%	20.56%								



	<p><b>Renewal School Priority Areas:</b> Classroom Implementation of Curricula/Writing Strategies</p>		<p>Year-over-year increases are indicated in the chart above, which constitutes demonstrable improvement.</p> <p>Ongoing trainings on rigorous instruction during the 3<sup>rd</sup> quarter is provided by our curriculum coach, who met with departments on a biweekly basis and provided support in aligning curriculum with the Common Core Standards and modifying instruction based up on results of common assessments.</p>	
2.	<p><b>Supportive Environment</b> <b>Goals:</b> By June 2016, Richmond Hill High School with the support of the DSR and Renewal team will increase the attendance rate to from 83% to 85% by expanding its Are Your Green campaign to monitor individual student attendance and create grade level teacher teams to personalize instruction for individual students.</p> <p><b>Key Strategies:</b> Integrate College Now (CUNY) courses to provide free access to college credits.</p>	Yellow	<p>In the framework area of Supportive Environment, the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the renewal school comprehensive educational plan (RSCEP). The benchmark statements below evidence this work.</p> <p>The school’s year-to-date average attendance rate is 85.26%, which is a half of a point greater than SY 14-15 end of year attendance rate. During the 3<sup>rd</sup> quarter, monthly attendance for January, February and March were greater than each of those months during the previous year. Over the span of those three months, attendance peaked at 86.9% in February. The school’s guidance staff, attendance teachers, and CBO contribute greatly to attendance initiatives at the school level.</p>	N/A



3.	<p><b>Collaborative Teachers</b></p> <p><b>Goals:</b> By August 2016, Richmond Hill High School with the support of the DSR and Renewal team teachers will increase progress towards graduation years two and three from 44.7% to 55% through teachers engaging in structured professional collaborations on WITSI teams that promote shared leadership and focus on improved student learning.</p> <p><b>Key Strategies:</b> Develop curriculum that is aligned with both New York State and Common Core Standards.</p> <p><b>Renewal School Priority Areas:</b> Danielson Framework Implementation - Observation Cycle Job-embedded Instructional</p>	Yellow	<p>In the framework area of Collaborative Teachers, the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the renewal school comprehensive educational plan (RSCEP). The benchmark statements below evidence this work.</p> <p>Based on the work of our grade, curricula, and inquiry teams as well as our mentoring and peer collaborative teachers initiative and professional development outcomes, the chart below demonstrates the impact our work has had on credit accumulation for cohort 2016.</p> <p>The following quarter 3 data shows that the number of cohort 2016 students who are projected to earn 10 + credits has increased. Clearly, demonstrable improvement is apparent.</p> <table border="1" data-bbox="764 1216 1270 1365"> <thead> <tr> <th></th> <th>Fall 2014</th> <th>Fall 2015</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>65.70%</td> <td>71%</td> </tr> <tr> <td>Year 2</td> <td>69.70%</td> <td>70%</td> </tr> <tr> <td>Year 1</td> <td>63.70%</td> <td>78%</td> </tr> </tbody> </table> <p>Credit accumulation 10+ projection analysis</p>		Fall 2014	Fall 2015	Year 3	65.70%	71%	Year 2	69.70%	70%	Year 1	63.70%	78%	N/A
	Fall 2014	Fall 2015														
Year 3	65.70%	71%														
Year 2	69.70%	70%														
Year 1	63.70%	78%														



	Coaching Master, Model, & Peer- collaborative Teachers			
4.	<p><b>Effective School Leadership</b></p> <p><b>Goals:</b></p> <p>By June 2016, Richmond Hill High School with the support of the DSR and Renewal team will be rated proficient in QR components 1.1 and 1.2 by systematizing its short, frequent observation cycle to include actionable feedback and providing corresponding professional development to support teacher growth as evidenced by teacher observations in ADVANCE.</p> <p><b>Key Strategies:</b></p> <p>Partner with Community Based Organization South Asian Youth Association (SAYA) to assist the school in transitioning into an authentic community-oriented school and Sports and Arts in Schools Foundation will provide the necessary supports to meet the</p>	Yellow	<p>In the framework area of Effective School Leadership, the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the renewal school comprehensive educational plan (RSCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>We received a preliminary rating of proficient on indicators 1.1 Curriculum and 1.2 Pedagogy for our 2015-2016 Quality Review.</li> </ul> <p>The creation of our instructional focus “If we believe that students learn best when they are actively engaged and justify their thinking, and we provide teachers with the support for planning student centered activities, then we will improve student outcomes,” was the foundation to build our PD plan and has contributed to this outcome. In addition, our curriculum teams and inquiry teams have focused on improving pedagogy by leveraging coherent curriculum and student data.</p>	N/A



	needs of the unique school population.			
5.	<p><b>Strong Family-Community Ties</b>  <b>Goals:</b>                  By June 2016, Richmond Hill High School with the support of the Renewal team will increase its College and Career Preparatory course index from 20.3% to 24.3% by programming all students with the algebra, geometry and trigonometry sequence, increasing AP preparatory courses during ELT and increasing College Now courses taught at RHHS.</p> <p><b>Key Strategies:</b>                  Use Datacation (Skedula/Pupil Path) and Daedalus data-tracking software to assist teachers and school leaders in breaking down complex student data to inform students and parents and support</p>	Yellow	<p>In the framework area of Strong Family-Community Ties, the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the renewal school comprehensive educational plan (RSCEP). The benchmark statements below evidence this work.</p> <p>As of April 2016 our CCPCI is at 14.5%. The continued outreach of our College Now liaison with our community associate has resulted in more students enrolled in College Now courses.</p>	N/A

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

January 18, 2016 to April 15, 2016

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



	instruction.			
<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 III – Community Engagement Team and Receivership Powers

#### Community Engagement Team (CET)

Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.

Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p><b>Superintendent-Approved CET Recommendations:</b>                      Restructuring of the SLC programs and the role of the SLC teacher leaders to increase postsecondary success for all our students. (Aligned to Framework element 5A in the RSCEP)                      Incorporate our Renewal benchmark data within our Are You Green campaign to monitor school wide success and communicate progress with all stakeholders. (Aligned to Framework element 5B in the RSCEP)                      Coordinate with our CBO SAYA to strengthen community collaboration and partnerships through the engagement of parents, students and teachers. (Aligned to section 7 in the RSCEP)</p> <p><b>Goals/Outcome of CET meetings:</b></p> <ul style="list-style-type: none"> <li>Restructured our SLC programs by creating STEAM based academies. STEAM academies include Science (Health</li> </ul>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will 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>Sciences Academy), Technology (Computer Science Academy), Engineering (Engineering Academy), Art (Design Academy), Math (Finance Academy).</p> <ul style="list-style-type: none"> <li>• International night</li> <li>• Applied for and was accepted to cohort 2 of the Software Engineering Program designed to increase number of graduates ready to enter high-tech career pathways and develop students’ computational thinking.</li> <li>• Monthly newsletter distributed to the Richmond Hill High school community that includes updates on our Receivership data.</li> </ul> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school.</p>	<p>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	2016-17 School Year Plan
Green	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)	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



	<p>– 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>	<p>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><b>Green</b></p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p>	<p><b>Yellow</b></p> <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p><b>Red</b></p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



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

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



10.	Coordination and Integration of Federal, State and Local Services and Programs -	N/A	N/A
-----	--	-----	-----

**Part V – Best Practices (Optional)**

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

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



**Part VI – Fiscal**

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

Design Element	Status (R/Y/G)	Analysis of 2015-16 School Year
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact</u> on instructional practices/key strategies/student engagement.	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>	
<b>School Name</b>	
<b>Contact Person</b>	<b>Telephone (    )</b>
<b>E-Mail Address</b>	
<p>I hereby certify that I am the applicant’s chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
Authorized Signature <b>(in blue ink)</b>	Title of Chief School/Administrative Officer
Typed Name:	Date:

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

January 18, 2016 to April 15, 2016

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



--	--