

Receivership

Quarterly Report *and* Continuation Plan (2016-17)

3rd Quarter - January 18, 2016 to April 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
09X219: I.S. 219 New Venture School	320900010219	NYC GEOG DIST # 9 - BRONX	Yellow	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	Dominic Cipollone	Aimee Horowitz, Executive Superintendent for Renewal Schools Leticia Rodriguez-Rosario, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	324

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 New Venture Community 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.

New Venture Community School is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from middle school prepared for high school and is ready for a future as a productive, critically thinking adult. New Venture community School is establishing programs to strengthen ties between school and community, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system centered on student learning. School leaders support the quality implementation of a systemic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is adapted to meet the needs of all students. Teachers are developing units and lesson plans guided by and aligned to the CCLS and NYS content standards and address student achievement needs. School leaders and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional development and mental health needs. The school shares data in a way that promotes dialogue among parents, students, and school community members, centered on student learning and success, and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

Part I – Demonstrable Improvement Indicators



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

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan												
3-8 ELA Growth Percentile	Yellow	44.6	45.6	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>The chart below illustrates the progress our students have been making in ELA throughout this school year.</p> <p><u>I-Ready Benchmark ELA Data - % Proficient</u></p> <table border="1"> <thead> <tr> <th>ELA</th> <th>Benchmark 1(Baseline)</th> <th>Benchmark 2(Midline)</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>9%</td> <td>18%</td> </tr> <tr> <td>Grade 7</td> <td>20%</td> <td>17%</td> </tr> <tr> <td>Grade 8</td> <td>22%</td> <td>16%</td> </tr> </tbody> </table>	ELA	Benchmark 1(Baseline)	Benchmark 2(Midline)	Grade 6	9%	18%	Grade 7	20%	17%	Grade 8	22%	16%	N/A
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Grade 6	9%	18%															
Grade 7	20%	17%															
Grade 8	22%	16%															
3-8 ELA Percent Level 2 & Above	Yellow	36%	37%	The school engages in a process of evaluating their formative and summative data sources throughout the	N/A												



				<p>school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>The chart below illustrates the progress our students have been making in ELA throughout this school year.</p> <p><u>I-Ready Benchmark ELA Data - % Proficient</u></p> <table border="1" data-bbox="751 722 1346 979"> <thead> <tr> <th>ELA</th> <th>Benchmark 1(Baseline)</th> <th>Benchmark 2(Midline)</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>9%</td> <td>18%</td> </tr> <tr> <td>Grade 7</td> <td>20%</td> <td>17%</td> </tr> <tr> <td>Grade 8</td> <td>22%</td> <td>16%</td> </tr> </tbody> </table>	ELA	Benchmark 1(Baseline)	Benchmark 2(Midline)	Grade 6	9%	18%	Grade 7	20%	17%	Grade 8	22%	16%	
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Grade 6	9%	18%															
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3-8 Math Growth Percentile	Yellow	45.8	46.8	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the</p>	N/A												



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Grade 8	14%	16%															
3-8 Math Percent Level 2 & Above	Yellow	29%	30%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>The chart below illustrates the progress our students have been making in mathematics throughout this school year.</p>	N/A												



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				Mathematics	Benchmark 1(Baseline)	Benchmark 2(Midline)	
				Grade 6	21%	37%	
				Grade 7	7%	21%	
Grade 8	14%	16%					
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	18%	19%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>The school implemented Project-Based Inquiry Science (PBIS) where students take part in science learning experiences framed around answering Big Questions and addressing Big Challenges that guide instruction and serve to organize their learning progressions.</p>	N/A		
Make Priority School Progress	Yellow	N/A	Meet progress criteria	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that</p>	N/A		



				<p>we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available pending SED release of information.</p> <p>The charts below illustrate the progress our students have been making in ELA and mathematics throughout this school year.</p> <p><u>I-Ready Benchmark ELA Data - % Proficient</u></p> <table border="1"> <thead> <tr> <th>ELA</th> <th>Benchmark 1(Baseline)</th> <th>Benchmark 2(Midline)</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>9%</td> <td>18%</td> </tr> <tr> <td>Grade 7</td> <td>20%</td> <td>17%</td> </tr> <tr> <td>Grade 8</td> <td>22%</td> <td>16%</td> </tr> </tbody> </table> <p><u>I-Ready Benchmark Math Data - % Proficient</u></p> <table border="1"> <thead> <tr> <th>Mathematics</th> <th>Benchmark 1(Baseline)</th> <th>Benchmark 2(Midline)</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>21%</td> <td>37%</td> </tr> <tr> <td>Grade 7</td> <td>7%</td> <td>21%</td> </tr> <tr> <td>Grade 8</td> <td>14%</td> <td>16%</td> </tr> </tbody> </table>	ELA	Benchmark 1(Baseline)	Benchmark 2(Midline)	Grade 6	9%	18%	Grade 7	20%	17%	Grade 8	22%	16%	Mathematics	Benchmark 1(Baseline)	Benchmark 2(Midline)	Grade 6	21%	37%	Grade 7	7%	21%	Grade 8	14%	16%	
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School Survey - Safety	Yellow	1.64	1.68	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The</p>	N/A																								



			<p>evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <p>All students have been screened through the use of a multi-dimensional assessment tool that measures strengths and challenges in four areas: academic; social-emotional; physical; and family well-being. Students identified as needing additional support are receiving support services.</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
Framework: Collaborative Teachers	Yellow	2.32	2.36	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <p>Advance Observations are on track with all core subject teachers being observed as required. MOTP data from Advance has been entered and analyzed quarterly utilizing component 3D to measure progress teachers are making in using assessments to plan effective instruction.</p>	N/A
Framework: Rigorous Instruction	Yellow	2.56	2.60	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p>	N/A



- Teachers currently meet twice a week to plan and refine Common Core Learning Standards-aligned curricula.
- Content level coaches meet with respective teams to review selected programs and align them to the school’s vision.
- The school has integrated “power standards” identified in the beginning of the school year across all classrooms.
- The school has revised professional development plans to specifically support how teachers develop, implement, and measure key standards RI.7.1 and RI.7.2 across all content areas.
- Three units of study in each content area have been revised to achieve an 80% mastery rate of unit tasks and unit formative and summative assessments by all students.

The charts below illustrate the progress our students have been making in ELA and mathematics throughout this school year.

I-Ready Benchmark ELA Data - % Proficient

ELA	Benchmark 1(Baseline)	Benchmark 2(Midline)
Grade 6	9%	18%
Grade 7	20%	17%
Grade 8	22%	16%



				I-Ready Benchmark Math Data - % Proficient			
				Mathematics	Benchmark 1(Baseline)	Benchmark 2(Midline)	
				Grade 6	21%	37%	
				Grade 7	7%	21%	
				Grade 8	14%	16%	
Implement Community School Model	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 school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> The Children’s Aid Society is our lead Community-Based Organization which provides social-emotional, attendance and academic supports and works with the school to coordinate programs and services with other community based organizations. All students have been screened through the use of a multi-dimensional assessment tool that measures strengths and challenges in four areas: academic; social-emotional; physical; and family well-being. Students identified as needing additional support are receiving support services. 	N/A		
Performance Index on State ELA Exam	Yellow	41	43	The school engages in a process of evaluating their formative and summative data sources throughout	N/A		



				<p>the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> • The school has identified key standards RI.7.1 and RI.7.2 in ELA where students struggle most. • Teachers are working towards consistently and coherently developing, implementing and measuring these standards through rigorous lesson plans and tasks in ELA. • The school has identified “movers and shakers” of the school and has grouped them to receive targeted support from the ELT program focused on academic enrichment. <p>The chart below illustrates the progress our students have been making in ELA throughout this school year.</p> <p><u>I-Ready Benchmark ELA Data - % Proficient</u></p> <table border="1" data-bbox="785 1008 1367 1263"> <thead> <tr> <th>ELA</th> <th>Benchmark 1(Baseline)</th> <th>Benchmark 2(Midline)</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>9%</td> <td>18%</td> </tr> <tr> <td>Grade 7</td> <td>20%</td> <td>17%</td> </tr> <tr> <td>Grade 8</td> <td>22%</td> <td>16%</td> </tr> </tbody> </table>	ELA	Benchmark 1(Baseline)	Benchmark 2(Midline)	Grade 6	9%	18%	Grade 7	20%	17%	Grade 8	22%	16%	
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Provide 200 Hours of Extended Learning Time	Yellow	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 school	N/A												



			comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator. <ul style="list-style-type: none"> The school has fully implemented Extended Learning Time and is currently on track to meet or exceed 200 hours. The school has identified “movers and shakers” of the school and has grouped them to receive targeted support from the ELT program focused on academic enrichment. Three units of study in each content area have been revised to achieve an 80% mastery rate of unit tasks and unit formative and summative assessments by all students. 		
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 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. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.				
List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan	
1. Rigorous Instruction Goals: By June 2016, all content teams will fully develop and implement six rigorous units of study containing 3 formative tasks and a culminating task to improve rigorous instruction	Yellow	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.	N/A	



<p>as evidenced by a 25% reduction in the number of students who attained a Level 1 as measured by the 2015-16 ELA and Math assessments.</p> <p>Key Strategies: The use of Online assessments will be implemented in order to drive instruction. These test results will be shared and individualized actions plans will be developed to meet the needs of the students. Progress monitoring will be utilized by all teachers and coaches. Teachers will identify gaps in student learning and teachers will address these weaknesses by differentiating instruction.</p> <p>To ensure this happens, teachers will receive weekly Professional Development to address the needs of the teachers, with topics including: Data Driven Instruction, Creating Rigorous Tasks, Creating Assessments and Analyzing Students Work. Future topics will be added on an as needed.</p> <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</p>	<ul style="list-style-type: none"> Teachers currently meet twice a week to plan and refine Common Core Learning Standards-aligned curricula. Content level coaches meet with respective teams to review selected programs and align them to the school’s vision. The school has integrated “power standards” identified in the beginning of the school year across all classrooms. The school has revised professional development plans to specifically support how teachers develop, implement, and measure key standards RI.7.1 and RI.7.2 across all content areas. Three units of study in each content area have been revised to achieve an 80% mastery rate of unit tasks and unit formative and summative assessments by all students. <p>The charts below illustrate the progress our students have been making in ELA and mathematics throughout this school year.</p> <p><u>I-Ready Benchmark ELA Data - % Proficient</u></p> <table border="1"> <thead> <tr> <th>ELA</th> <th>Benchmark 1(Baseline)</th> <th>Benchmark 2(Midline)</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>9%</td> <td>18%</td> </tr> <tr> <td>Grade 7</td> <td>20%</td> <td>17%</td> </tr> <tr> <td>Grade 8</td> <td>22%</td> <td>16%</td> </tr> </tbody> </table> <p><u>I-Ready Benchmark Math Data - % Proficient</u></p>	ELA	Benchmark 1(Baseline)	Benchmark 2(Midline)	Grade 6	9%	18%	Grade 7	20%	17%	Grade 8	22%	16%	
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	Professional Development: Academics		Mathematics	Benchmark 1(Baseline)	Benchmark 2(Midline)	
2.	<p>Supportive Environment <i>Goals:</i> By June 2016, there will be a 10% decrease in whole school incidents and suspensions as evidenced by OORS reports and school surveys</p> <p><i>Key Strategies:</i> The school will ensure all students are connected to a supportive adult through weekly advisory, a robust intake process and a PPT Team approach that looks at students through the prism of guided support and appropriate interventions.</p> <p>The school will apply the City Connects model from Children’s Aid Society and Boston College to help us identify which students need extra support. The data from these student surveys will help the school tier students according to their needs in four areas: academic; social emotional; physical well being; and family well-being.</p> <p>Additionally, the community school partnership with Children’s Aid</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • The Children’s Aid Society is our lead Community-Based Organization which provides social-emotional, attendance and academic supports and works with the school to coordinate programs and services with other community based organizations. • All students have been screened through the use of a multi-dimensional assessment tool that measures strengths and challenges in four areas: academic; social-emotional; physical; and family well-being. • Students identified as needing additional support are receiving support services. 			N/A



	<p>Society (CAS), will provide students with additional support on an as needed basis and students will also receive services from different providers which are affiliated with CAS. These supports will focus on academics, social-emotional development, family support, and physical well-being. These supports will also be monitored by our school personnel.</p>			
<p>3.</p>	<p>Collaborative Teachers Goals: By June 2016, core subject inquiry team members will collaboratively analyze student work to improve student outcomes as evidenced by a 10% increase in proficiency levels on the NYS ELA and/or Math Assessments.</p> <p>Key Strategies: Teachers have the opportunity to collaborate through common planning time (occurring twice weekly). Newly established for the coming school year is that teachers will meet both by content and grade.</p> <p>Teacher teams engage in a shared inquiry approach to ensure they adapt unit plans, examine student work, tier tasks, create</p>	<p>Yellow</p>	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • Leadership has programmed structured time for teacher teams to meet twice a week for 90 minutes in total by grade level and twice a week for 45 minutes in content/subject grade levels. • Professional development occurs on Mondays for 45 minutes focused on needs identified by the instructional cabinet. • The school is working towards developing tiered tasks and interdisciplinary STEAM (Science, Technology, Engineering, Arts and Math) activities to support classroom instruction. • Teacher teams have been developing questions based on Depth of Knowledge framework across all content areas to support component 3b- Questioning and Discussion Techniques. • Two content focused inquiry teams are establishing a consistent process and protocols for data/work analysis within teacher teams. • The school utilizes an external consultant who works with the school to organize data to support 	<p>N/A</p>



	<p>interdisciplinary STEAM activities, and align instructional supports.</p> <p>Additionally, teacher programs will include common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities.</p> <p>A Data Coach will work directly with grade and subject area teams to ensure that Data Driven Classroom (DDC) is being utilized to support progress monitoring.</p> <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry</p>		<p>teacher team meetings.</p>	
<p>4.</p>	<p>Effective School Leadership Goals: By June 2016, school leadership will create and implement a professional development plan that supports teacher growth in using higher order questioning strategies as evidenced by an increase in teachers moving one level in Danielson 3B discussion and questioning techniques based on classroom observations.</p> <p>Key Strategies:</p>	<p>Yellow</p>	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • School leadership has created and implemented a professional development plan that supports teacher growth in using higher order questioning strategies. • Increases in teacher improvement in Danielson 3B, Questioning and Discussion Techniques, based on classroom observations has been noted. 	<p>N/A</p>



	<p>Professional learning cycles will be established to support teacher development. Teachers will be supported through these PD cycles, which will identify strategies and supports necessary to improve questioning strategies. This will be achieved through the development and implementation of a professional development plan that supports teacher growth in using higher order questioning strategies as evidenced by an increase in teachers moving one level in Danielson 3B discussion and questioning techniques based on classroom observations.</p> <p>Additionally, an instructional coach will also work directly with grade and subject area teams to ensure that classroom activities and tasks are goal oriented, and in alignment with CCLS and informed by data.</p>		<ul style="list-style-type: none"> • Advance Teacher Observations are on track with all core subject teachers being observed as required. • MOTP data from Advance has been entered and analyzed quarterly utilizing component 3D to measure progress teachers are making in using assessments to plan effective instruction. 	
5.	<p>Strong Family-Community Ties Goals: By June 2016, the school will increase structures that promote collaborative partnerships with families, CBOs and our corporate partner as evidenced by a 10% increase in parents who agree or strongly agree on the school culture section of the NYC survey .</p> <p>Key Strategies: Student engagement programs will</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> <ul style="list-style-type: none"> • All staff have completed professional learning opportunities fostering our Community School relationship with the Childrens Aid Society (CAS). • Stakeholders, including families, the school community members, and school staff, are knowledgeable about the ways in which we 	N/A



	<p>include more curriculum to support the arts and sciences through our STEAM initiative.</p> <p>We will be implementing Friday afternoon enrichment clubs to support greater levels of student engagement.</p> <p>We will also offer “Success in Learning” classes to promote literacy and math development at home, thus ensuring that students take ownership of their own achievements and successes.</p> <p>Additionally, parent involvement programs will include events and workshops to support greater understanding of the types of supports being offered through the Community School relationships. We will host monthly opportunities to provide families with a road map of our school’s vision.</p>		<p>support the needs of our students and their families.</p>	
<p>Green</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>Yellow</p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</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

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>Superintendent-Approved CET Recommendations: A community member recommended that more supports/resources be made available for student's social and emotional needs. A community member recommended more supports to decrease incidences of bullying at the school. A community member recommended that the school provide opportunities from them to come and volunteer their time in the school. A parent recommended that the organization Learning Leaders work with the school and increased strategies for greater family engagement in the school. A community member mentioned the importance of working in collaboration with neighboring shelters to support the needs of Students in Temporary Housing. A community member spoke to the importance of working together to ensure the safety of all staff and students, as there has been a spike in crime in the surrounding neighborhood .</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 that is convenient for parents – either weekday evenings or Saturday mornings</p>



	<p>Goals/Outcome of CET meetings: CET reviews Quarterly Reports and with SLT reviews data and discusses strategies to address student academic and socio-emotional progress.</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>	
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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	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	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.



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.

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	
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Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.

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

2016-17 School Year Plan			
<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.	

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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: _____

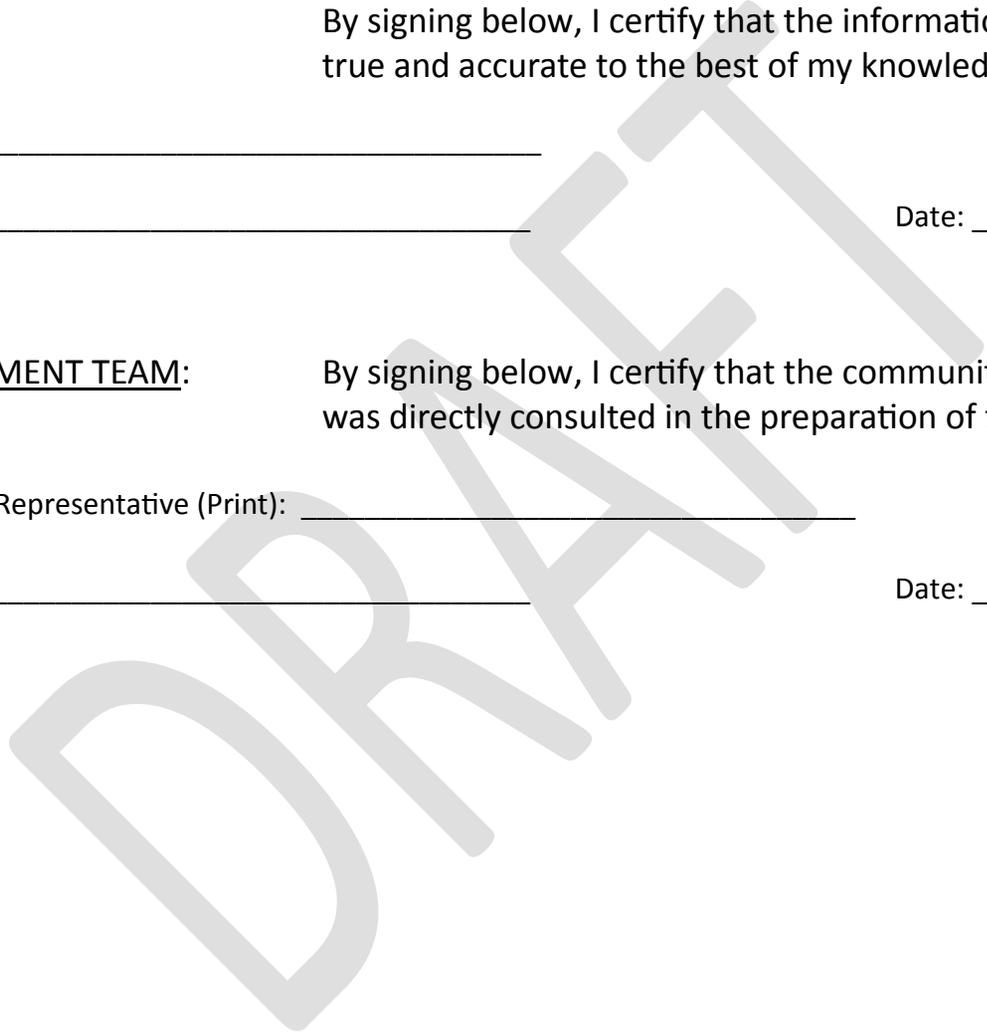
COMMUNITY ENGAGEMENT TEAM:

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

District Name	
School Name	
Contact Person	Telephone ()
E-Mail Address	
<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 (in blue ink)	Title of Chief School/Administrative Officer
Typed Name:	Date: