



DRAFT

Receivership Quarterly Report

2nd Quarter - November 1, 2015 to January 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
25Q460: Flushing High School	342500011460	NYC GEOG DIST #25 - QUEENS	Y	SIG Cohort 6
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	Tyee Chin, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcott, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	9, 10, 11, 12	1799

Executive Summary

Please provide a *plain-language summary* of the current reporting quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

The new State Receivership law requires that “Persistently Struggling Schools” be given an initial one-year period to improve student performance, and “Struggling Schools” be given an initial two-year period to improve student performance. The State Education Department designated 62 New York City schools as Struggling or Persistently Struggling, which requires them to be placed in receivership under the Chancellor’s direction.

As part of this Administration’s commitment to ensure that all of our students receive a high-quality education, Mayor Bill de Blasio and Chancellor Carmen Fariña launched the Renewal School program, which included a \$150 million commitment to provide unprecedented resources to turnaround 94 of our most challenged schools. Fifty of the 62 state-designated Struggling and Persistently Struggling Schools are in the City’s Renewal Program. The remaining 12 are receiving similar resources and all 62 benefit from State-mandated supports.



Renewal Schools are implementing significant interventions to accelerate student performance and help close achievement gaps. Those interventions include an additional five hours of expanded learning time; working with partner community-based organizations to provide rich after-school programming; and, increased professional development for school leaders, teachers and other school-based staff through coaches and partnerships with institutions such as Teachers College at Columbia University. Additionally, each Renewal School is now a Community School, offering wraparound services to our students and their families.

The education reforms in the Renewal School Program have a strong record of driving improvement. First, strong, effective leadership is critical in initiating and sustaining turnaround efforts in struggling schools. Since the launch of the Renewal School Program, we have dispatched teams of experienced principals and assistant principals to strengthen leadership and to provide expertise these schools need to help change direction. Where it is needed, we have and will continue to replace school leadership to help transform a school and boost student achievement.

Second, increased high-quality professional development provides teachers and principals targeted support to develop their craft and improve classroom instruction practices. We are investing in deepening teachers' skills through professional development at every grade.

Third, expanded learning time extends the school day by one hour each day and enables struggling schools to create more time for core subject instruction, tailored academic support for students' unique needs, and enrichment activities provided in collaboration with community partners. Schools now have a more seamless school day that reinforces core subject material while providing students with helpful strategies and services that support active learning.

Finally, the Community School model, which incorporates academic and social services into the school environment, provides services to students and communities beyond the classroom needs, with the goal of helping students focus and stay on task during the school day.

To oversee these efforts we established the Office of Community Schools and the Office of Renewal Schools. We also hired a team of district-based Directors of School Renewal (DSR) to support Renewal schools. DSRs participate in monthly professional development sessions. These professional development sessions focus on building capacity and facility in the areas of continuous school improvement processes, instructional and leadership coaching, data driven progress monitoring, and establishing systems and structures for sharing best practices within and across their schools.

All Community Schools in the City have been matched with a lead community-based organization and have hired a community school director - a new leader in the school whose primary responsibility is to coordinate partnerships and interventions.

Through these partnerships, we are able to provide more time for learning, academic support, enrichment activities, health services and more. For example, some schools might have a food pantry so that hunger does not distract from learning. Others schools might have a physician's office on site to keep kids healthy so they do not miss school. Still others might offer English classes for families so parents can help kids with their homework. We are confident that these interventions and new programs will make this school year and those to come successful experiences, which will drive student achievement in our struggling schools.



We are closely tracking indicators that schools are moving in the right direction. Across Districts 1-32, attendance has increased from 91.5 percent in the 2013-14 school year to 92.1 percent in the 2014-15 school year and is at an all-time high. Citywide, we also saw a modest test score improvement over the past year, and while we are proud of this, we have much more work to do to ensure every child is reading on grade level and every student is graduating as a productive member of society.

Ensuring families are actively engaged in this work is critical. This summer we knocked on the doors of 35,000 families of Renewal School students to tell them what it meant for their school to be a Community School. We held family nights in all Community Schools in September to welcome families back to school, and get suggestions and feedback, and we're offering a 3-day training on Dr. Karen Mapp's Dual Capacity framework for all community schools. The training will be offered to teams from each school that are comprised of administration, parents, teachers and CBO staff.

The State-mandated receivership hearings have played a critical part in our larger goal of involving families in their children's education. The DOE held public meetings at all 62 Struggling and Persistently Struggling schools to discuss receivership and its requirements, and the Renewal Schools Program. We were pleased to hear directly from parents, students, and community members about what their schools need to improve to be successful. We recognize that families are key partners in achieving academic excellence for their children, and family engagement will continue to be a key element in these efforts.

All stakeholders at Flushing 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.

Flushing High School is a vibrant, international community of students, educators, families, and community leaders working together to develop active independent learners and productive global citizens. The mission of FHS is to prepare students to graduate with essential and critical skills required for post-secondary and career success, and a well-developed concept of individual and civic responsibility.

The mission reflects the diversity of our unique profile as a community with languages found on all continents. The history of the building reflects the school mission statement that has prevailed for the last five years with the belief that if we embed critical skills within a scaffold of rigorous instruction, then our students will acquire the critical skills needed for college and career success. Currently Flushing High School offers six career and technical education (CTE) programs: Business Entrepreneurship, Business Marketing, Digital Media, Pharmaceutical Technician, Law, and Law Enforcement both academically and professionally by giving them the college and career skills to succeed after graduation. These programs offer college credit with our partners at LaGuardia College, Baruch University, Monroe College, John Jay College, and the Borough of Manhattan Community College. In addition, Flushing High School is a designated Microsoft Certification Testing Center, affording our business students the ability to obtain professional credentials in Word, Excel, PowerPoint, and Publisher. Next school year we will expand our certification offerings to include Adobe Design Software.



Curricula –New York City Office of School Renewal has been working collaboratively with lead teachers to adapt Engage NY curricula in order to meet specific needs and practices of our school community. The curricula work will be designed to align lesson plans and units of work with Common Core and with evidence of modifications on the results of Writing is Thinking (WIT) tasks.

Expanded Learning Time (ELT). - Students are being provided with additional courses in core content areas, preparation for Regents and in collaboration with our new CBO we will be providing an advisory program to build interventions for the socio-emotional needs of our student.

Pedagogical practices/Teacher teams –The Principal and Assistant Principals are progressing to engage in frequent observation and conference cycles with teachers to determine specific and individual instructional goals. Teachers are utilizing scaffolded materials to unpack content and inquiry to examine student work and reflect in teaching practices. Teachers are increasing fluency with the stages of literacy and habits of proficient readers: students will make clear connections between their needs and the strategies selected to support critical reflection as needed. Instruction encourages thoughtful, critical discussions that require students to use text- and evidence-based answers. Teachers are beginning to use multiple entry points in the lesson to differentiate instruction. Teachers are continuing to use writing, speaking, building, questioning, etc. to ask multiple questions and add complexity to the task. Teachers are currently reviewing student work in 6 week cycles in their Writing is Thinking (WIT) inquiry team. During the inquiry cycle teachers review skills tested, develop a shared understanding of what the student data shows, develop a clear purpose of the observations, examine instruction, decide on instructional strategies, develop an action plan , choose a plan to assess the students' progress, provide feedback to the students on their individual plans and assess for success.

College Readiness - Within the business CTE program students are enrolled in a yearlong course which focuses on Career and College Readiness as well as Personal Finance in which they receive the WISE Certification in Personal Financially Preparedness.

Graduation rate –The goal is to obtain a graduation rate of 64.2 by August 2016.

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



Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators														
Please list the school’s Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.														
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out										
6-Year Graduation Rate	G	68.5%	69.5%	<p>Benchmark Analysis: Class of 2014 (n=766) Current Graduates: 496 (64.75%)</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Current FHS Students “on track or potentially eligible”</td> <td>15</td> </tr> <tr> <td>January Graduates from Discharge and YABC (Data will continue to be gathered)</td> <td>4</td> </tr> <tr> <td>Enrolled in other transfer schools and YABC programs</td> <td>50</td> </tr> <tr> <td>Total</td> <td>69</td> </tr> </tbody> </table> <p>On Track, January Grads, and potential YABC graduates : 73%</p> <p>Activities and or Strategies that have impacted this data: -Tracking of progress toward graduation scholarship data for teachers, departments, and school -Professional Learning sessions for school leadership, guidance and programming staff on New Vision Student Sorter used to gather data -Guidance staff tracking NYCDOE STARS data</p>	Group	Total	Current FHS Students “on track or potentially eligible”	15	January Graduates from Discharge and YABC (Data will continue to be gathered)	4	Enrolled in other transfer schools and YABC programs	50	Total	69
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				<p>- NYCDOE Office of Renewal School Progress Monitoring has indicated that credit accumulation amongst students, and especially students that have been over-age and under-credited has increased so far in SY 2015-2016.</p> <p>-Continued partnership with FHS YABC</p>																																				
College Readiness Index	Y	23.8%	24.8%	<p>Benchmark Analysis:</p> <p>Class of 2016 (n=543)</p> <p>June Projections for Graduation</p> <table border="1"> <thead> <tr> <th>Diploma Type</th> <th>Total</th> <th>Percentage of Cohort</th> </tr> </thead> <tbody> <tr> <td>Local</td> <td>13</td> <td>2.4%</td> </tr> <tr> <td>Regents</td> <td>330</td> <td>60.8%</td> </tr> <tr> <td>Advanced Regents</td> <td>31</td> <td>5.7%</td> </tr> <tr> <td>Total on Track R or Higher</td> <td>361</td> <td>66.5%</td> </tr> <tr> <td>Total on Track</td> <td>374</td> <td>68.9%</td> </tr> </tbody> </table> <p>August Projections</p> <table border="1"> <thead> <tr> <th>Diploma Type</th> <th>Total</th> <th>Percentage of Cohort</th> </tr> </thead> <tbody> <tr> <td>Local</td> <td>2</td> <td>.4%</td> </tr> <tr> <td>Regents</td> <td>25</td> <td>4.6%</td> </tr> <tr> <td>Advanced Regents</td> <td>1</td> <td>.2%</td> </tr> <tr> <td>Total on track for R or Higher</td> <td>26</td> <td>4.7%</td> </tr> <tr> <td>Total on track for R or Higher (JUNE AND AUGUST)</td> <td>387</td> <td>71.2%</td> </tr> </tbody> </table>	Diploma Type	Total	Percentage of Cohort	Local	13	2.4%	Regents	330	60.8%	Advanced Regents	31	5.7%	Total on Track R or Higher	361	66.5%	Total on Track	374	68.9%	Diploma Type	Total	Percentage of Cohort	Local	2	.4%	Regents	25	4.6%	Advanced Regents	1	.2%	Total on track for R or Higher	26	4.7%	Total on track for R or Higher (JUNE AND AUGUST)	387	71.2%
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				<p><u>Honors and AP Courses</u></p> <p>- AP English Language and Comp (Junior) AP English Literature and Comp (Senior) AP World History AP European History AP US History AP Economics AP Calculus AB AP Biology AP Chemistry AP Physics AP Environmental AP Spanish language AP Spanish Literature AP Mandarin</p> <p>14 Advanced Placement Courses</p> <p>Honors Freshmen English Honors Sophomore English Honors Junior English Honors Algebra Honors Government Honors Math Team</p> <p>6 Honors courses</p> <p>282 Students Enrolled in at least 1 honors or AP course Total School Population 1815 Total Percentage of All Students in AP or Honors Class: 15.54%</p>
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				<p>Activities and or Strategies that have impacted this data:</p> <ul style="list-style-type: none"> -School leadership analysis of NYCDOE STARS data - NYCDOE Office of Renewal School Progress Monitoring has presented data to indicate that students are enrolled in programs of student such as honors, Advanced Placement, and higher level math and science courses designed to increase college readiness. -Professional Learning sessions for school leadership, guidance and programming staff on New Vision Student Sorter used to gather data - 14 AP Courses -6 Honors Courses -Program students for Algebra II/Trigonometry class and Physics and Chemistry -College Now courses period zero are offered to students either on campus or at the local CUNY colleges -Via SIG grant College for Every Student
Make Priority School Progress	Y	N/A	Meet progress criteria	<p>Activities and or Strategies that have impacted this data:</p> <ul style="list-style-type: none"> -Teacher professional development on curriculum development and implementation, data driven instruction, academic content, classroom management, and lesson planning -Social-Emotional Support provided by CBO -Academic Intervention Services (AIS) -ELT classes allowing student to take courses they have previously failed



				<ul style="list-style-type: none"> -Regents review/prep -Strategic programming -Teacher Teams -Math Teacher coaching from ORS -ELA Teacher coaching from ORS 																
Progress Toward Graduation- Years 2 and 3	G	44.3%	45.3%	<p>Benchmark Analysis:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Cohort</th> <th style="text-align: center;">Total</th> <th style="text-align: center;">At Mid-Year Credit Accumulation</th> <th style="text-align: center;">Percentage of Class on Track</th> </tr> </thead> <tbody> <tr> <td>S (class of 2017)</td> <td style="text-align: center;">441</td> <td style="text-align: center;">270</td> <td style="text-align: center;">61.2%</td> </tr> <tr> <td>T (class of 2018)</td> <td style="text-align: center;">399</td> <td style="text-align: center;">268</td> <td style="text-align: center;">67.2%</td> </tr> <tr> <td>U (class of 2019)</td> <td style="text-align: center;">512</td> <td style="text-align: center;">392</td> <td style="text-align: center;">76.6%</td> </tr> </tbody> </table> <p>Activities and or Strategies that have impacted this data:</p> <ul style="list-style-type: none"> -Tracking of progress toward graduation scholarship data for teachers, departments, and school - Continued use of New Vision Student Sorter used to gather data and address programming gaps - Continued use NYCDOE STARS data; NYCDOE Office of Renewal School Progress Monitor credit accumulation amongst students, and especially students in the 10th and 11th Grade. 	Cohort	Total	At Mid-Year Credit Accumulation	Percentage of Class on Track	S (class of 2017)	441	270	61.2%	T (class of 2018)	399	268	67.2%	U (class of 2019)	512	392	76.6%
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School Survey - Safety	Y	2.12	2.16	<p>Benchmark Analysis:</p> <p>Safety at Flushing HS continues to be improved. Compared to previous year's incidents, principal's</p>																



				<p>suspensions are slightly down 54 (2015-16) to 56 (2014-2015) and student removals are considerably down by 54 incidents over last year's data.</p> <p>Activities and or Strategies that have impacted this data:</p> <p>NYCDOE Office of Renewal School Progress Monitoring; Incident data on suspensions and high level disciplinary actions at Flushing High School have dropped in so far in SY2015-2016.</p>
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LEVEL 2 Indicators

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

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out																		
4-Year Graduation Rate for Students with Disabilities Subgroup	Y	31%	32%	<p>Benchmark Analysis: SWD on Track for Graduation Total SWD in Cohort 2016 = 77</p> <table border="1"> <thead> <tr> <th>Diploma</th> <th>June</th> <th>August</th> </tr> </thead> <tbody> <tr> <td>Local</td> <td>13</td> <td>2</td> </tr> <tr> <td>Regents</td> <td>26</td> <td>0</td> </tr> <tr> <td>Total On Track</td> <td>39</td> <td>2</td> </tr> <tr> <td>Percentage of SWD population</td> <td>50.6%</td> <td>2.6%</td> </tr> <tr> <td>Total On Track for On-Time Graduation</td> <td colspan="2">53.2%</td> </tr> </tbody> </table> <p>Activities and or Strategies that have impacted this data: -Continued tracking of students with disabilities progress toward graduation scholarship data for teachers, departments, and school -New Vision Student Sorter used to gather data; NYCDOE STARS data; NYCDOE Office of Renewal School Progress Monitoring has indicated that credit accumulation amongst students, and especially students in all grade levels including students with disabilities has increased so far in SY 2015-2016. -Professional Learning for teachers working with SWD on effective modes of collaboration in the ICT Model.</p>	Diploma	June	August	Local	13	2	Regents	26	0	Total On Track	39	2	Percentage of SWD population	50.6%	2.6%	Total On Track for On-Time Graduation	53.2%	
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Framework: Collaborative Teachers	G	3.04	3.08	<p>Benchmark Analysis: -Teachers are collaborating in Small Learning Community Teams 5 days a week (3 days student progress and monitoring, 2 days parent outreach) -81% assigned teachers to an SLC</p> <p>Activities and or Strategies that have impacted this data: -Agenda and Minutes from inquiry teams - Inquiry work teacher artifacts -NYCDOE Office of Renewal School Progress Monitoring surfaced that teacher teams are engaged in collaborative inquiry work in all grade levels and across small learning community academies at Flushing High School.</p>
Framework: Supportive Environment	G	2.24	2.28	<p>Benchmark Analysis: Year to date attendance rate has reached 86.3%. This represents a significant increase over last year's rate.</p> <p>Activities and or Strategies that have impacted this data: -NYCDOE Office of Renewal School Progress Monitoring; -- Tracking of students using attendance data from NYCDOE and New Visions Attendance Heat Map -CBO provides mentoring and social emotional support to students and families</p>
Implement Community School Model	G	N/A	Implement	<p>Benchmark Analysis: Peer Group Connection – high school peer leadership program designed to:</p> <ul style="list-style-type: none"> • Building caring, safe, learning communities where diversity is respected and celebrated • Motivate students to get involved in school activities, improve academic performance, and make a life-long commitment to learning



				<ul style="list-style-type: none"> Develop leadership skills that can help students make positive changes in their school environment <p>Status</p> <ul style="list-style-type: none"> 18 juniors and seniors are programmed for credit-bearing class Approximately 85 freshmen, since the start of the year, have participated in weekly outreach sessions facilitated by peer mentors <p>Achievement Mentoring – provides students who are at risk of dropping out of school due to academic or behavior problems with a school-based, caring adult who will support encourage, and advocate for their success. Mentoring occurs weekly. Program is designed to:</p> <ul style="list-style-type: none"> Reawaken the mentee’s passion about life success – now and in the future. Form a connection to school, learning, and achieving. Eliminate 1-2 of the student’s risk factors for dropping out of school <ul style="list-style-type: none"> Academic problems Behavior problems To teach effective problem-solving skills <p>Status –</p> <ul style="list-style-type: none"> Focused on sophomores who struggled freshmen year (nominated by guidance counselor) AmeriCorps member – 15 students (Mandarin ENL students) Sports and Arts in Schools Foundation Tutor – 6 students <p>Report Card Conferencing – opportunity for students to have an adult in school building sit down and have a genuine conversation</p>
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				<p>with them about their grades. Conferences are conducted at the end of a marking term.</p> <p>Status</p> <ul style="list-style-type: none"> Seniors who failed at least one class in MP2 were identified by AP-PPS. CSD had Sports and Arts in Schools Foundation (SASF) and Asian Americans for Equality (AAFE) conduct report card conferencing with these students after MP2. Approximately 25 students participated. <p>Activities and or Strategies that have impacted this data:</p> <ul style="list-style-type: none"> -NYCDOE Office of Renewal School Progress Monitoring - Agenda and Minutes from Community Schools Meeting -Continued partnership with CBO 																					
Provide 200 Hours of Extended Learning Time	G	N/A	Implement	<p>Activities and or Strategies that have impacted this data:</p> <p>NYCDOE STARS data; NYCDOE Office of Renewal School Progress Monitoring has indicated that Flushing High School is providing credit bearing and non-credit bearing enrichment courses during expanded learning time five days a week. In addition, expanded learning time has allowed the school to increase its course offerings to students in SY2015-2016.</p>																					
Regents Completion Rate	Y	36.7%	37.7%	<p>Benchmark Analysis:</p> <p>Regents Completion Data</p> <p><i>(note: data was gathered using the RESI – student sorter not updated with most current results; math scores not updated)</i></p> <p><i>Completion rates include SWD that met safety net requirements</i></p> <table border="1"> <thead> <tr> <th>Class</th> <th>Total Cohort</th> <th>English</th> <th>Global</th> <th>US</th> <th>Math</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>Class of 2019</td> <td>515</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>TEST JUNE 2016</td> <td>TEST JUNE 2016</td> </tr> <tr> <td>Class of 2018</td> <td>404</td> <td>NA</td> <td>TEST JUNE 2016</td> <td>NA</td> <td>131 32.4%</td> <td>172 42.6%</td> </tr> </tbody> </table>	Class	Total Cohort	English	Global	US	Math	Science	Class of 2019	515	NA	NA	NA	TEST JUNE 2016	TEST JUNE 2016	Class of 2018	404	NA	TEST JUNE 2016	NA	131 32.4%	172 42.6%
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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.		
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.
<p>1. Rigorous Instruction</p> <p>Goals: By June 2016, Flushing High School will implement vertical and horizontal aligned common core curricula (Engage NY in ELA and Math). This will result in a 7% increase in students graduating in 4 years.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Revision and alignment of curriculum to CCLS in all courses using the Understanding by Design Model with an emphasis on creating scaffolds and supports for Ells, SWD and students not meeting standards. <p>Renewal School Priority Areas: Professional Development: Academics</p>	Y	<p>As evidenced by Office of Renewal Schools Progress Monitoring conducted in Fall Term 2015, the revision of curricula at Flushing High School to reflect Common Core Standards in ELA and Math has advanced to a proficient level in 9th and 10th Grade Math and ELA. Progress on curriculum revision in ELA and Math in the 11th and 12th Grade has been slower and encountered increased barriers due to implementation including continued practice with unpacking. However, a supervisory visit by Office of School Renewal in January 2016 yielded data that implementation of Common Core aligned curricula is taking root in 11th Grade classes with an increased sense of urgency. 12th Grade implementation continues to progress at a slower pace and is at a beginning level of implementation. Continued professional learning is required to further implementation of Common Core aligned curricula in all grade levels. Administrators and Teachers Leads are attending EngageNY ELA and Math Trainings to turnkey to staff. Office of School Renewal provides participatory coaching on weekly basis to teachers/teacher leads in Engage ELA and Math. In addition, Office of School Renewal coaches plan and facilitate professional learning sessions for teachers on-site in continued curriculum adaption in ELA and Math.</p>
<p>2. Supportive Environment</p> <p>Goals: By October 2015, the school will develop Small Learning Communities (SLC) to provide teachers with support for dealing with diverse students population. Each SLC will</p>	G	<p>As evidenced by attendance data and Office of Renewal Schools Progress Monitoring conducted in Fall Term 2015, Flushing High School has fully and successfully organized into small learning communities (SLCs). The SLCs include all learners and are draw upon the talents of teachers across all academic departments of the school. All SLCs at Flushing High School are</p>



	<p>meet five times per week to discuss students' academic and SED. This will result in a 1.6% increase in students' daily attendance rate, a decrease of 60% chronic absenteeism and an increase of 2% of students attending 4 year colleges.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • The Creation of Small Learning Communities to individualize academic and social-emotional support through partnership with our Community Based Organization- Center for Supportive Schools • Attendance Systems & Structures 		<p>engaged in student case conferencing, academic support, and parental engagement during school parent engagement time. In addition, SLCs partner with the resident Community-Based Organization at Flushing High School to provided targeted mental health support for at-risk students. Student attendance has seen a raise to 86.3%. Increased use of New Vision Attendance Heat Map will continue the growth that Flushing has achieved and build on its SLC structure. As SLCs become more familiar with the New Visions Attendance Heat Map, they can focus on subgroups of students with attendance barriers, such as students currently achieving 70 – 85% attendance rate.</p>
3.	<p>Collaborative Teachers</p> <p>Goals: By June 2016, FHS will create a Flushing Academic Taskforce to play an active role in the implementation of the Renewal Plan by creating: SLC inquiry teams, Vertical Teams, Professional Development Team, Attendance Team. This will result in deeper professional collaboration, revised curricula and alignment of CCLS. The evidence of success will be a 6% increase in overall regents completion rates.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> • FHS will create a data-driven culture that implements the DDI model through: SLC inquiry teams, Vertical Teams, a Professional Development Team, and an Academic Taskforce. 	Y	<p>As evidenced by two supervisory visits by the Office of Renewal Schools in Fall Term 2015, Office of Renewal Schools Progress Monitoring conducted in Fall Term 2015, and formative observations by the Director of School Renewal, Flushing High School has fully and successfully organized into small learning communities (SLCs) in which teachers are actively collaborating and engaged in cycles of inquiry using the strategic inquiry approach in 9th and 10th Grades to inform the instructional planning and strategies used in Writing is Thinking (WIT) practice to increase student literacy and achievement on state summative assessments. In the 11th and 12th Grade SLCs are engaged in a data driven inquiry process to address Regents completion rate and achievement on Regents exams. The leadership team at Flushing High School is also engaged in a cabinet level inquiry process in which instructional leadership strategies and practices are normed using a highly structured protocol and charting process to contribute to the professional learning of cabinet members and increase teacher capacity.</p>



	<p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry</p>		
4.	<p>Effective School Leadership Goals: By June 2016 administrative cabinet will work collaboratively to develop a schedule of targeted informal and formal observations. The main focus of all observation will be in Domain 3 (Instruction). All observation report will include actionable feedback to staff. This will result in a 10% increase in the HEDI rating from developing or ineffective to effective on the Measures of Teacher Performance (MOTP) scale in NYCDOE Advance in domain 3 as compared to the previous year's rating.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • The administrative cabinet will work collaboratively to norm characteristics of effective pedagogy and engage in targeted informal and formal observations. • The main focus of all observation will be in Domain 3 (Instruction). All observation report will include actionable feedback to staff as a way of improving instruction in all content areas. 	Y	<p>Supervisory visits for the Office of School Renewal and NYCDOE Advance data indicate that there continues to be significant time barriers to the frequent cycles of observation and feedback required to increase teacher capacity and student achievement at Flushing High School. As of January 18th NYCDOE advance data 34% of required observations had been completed by administrators of Flushing High School. Actions planning to provide more frequent cycles of observation and feedback at the school have begun in earnest and seek immediate remediation of the low observation completion rate. Administrators are being provided with time management guidelines and protocols aimed at fulfilling the required frequent cycles of observation and feedback in a more expeditious manner. Cabinet-Level Inquiry practices, norms, and structures will be reinforced to provide for support in meeting the expectations of frequent cycles of observation and feedback.</p>
5.	<p>Strong Family-Community Ties Goals:</p>	G	<p>Parent Workshops at FHS: <u>Academic</u> -Senior Parents</p>



6.	<p>By June 2016 the new CBO will assist in developing systems to promote parent engagement, student peer mentoring and teacher training in SKEDULA to increase the use of technology as a tool to foster parent engagement and promote 21 st Century skills. As a result, there will be an increase in 10% teacher-parent communication, a 10% parent participation in workshops and a 20% student’s login into Skedula.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> The new CBO will assist in developing systems to promote parent engagement, student peer mentoring and teacher training in SKEDULA to increase the use of technology as a tool to foster parent engagement and promote 21 st Century skills. 		<ul style="list-style-type: none"> -WIT -Financial Aid -Seniors at Risk -ISS Transition to College and Careers -Skedula and Pupil path -College Awareness for 9th and 10th <p>Social/Emotional:</p> <ul style="list-style-type: none"> -Social Services/Basic Needs -Healthy You -Parent Teen Communication <p>CBO-Family Engagement</p> <p>Peer Group Connection hosts a Family Night for peer leaders and freshmen participants. Family Night is aimed at helping adults and teens understand each other’s experiences and perspectives, improving their communication, and helping freshmen make a better transition into high school</p> <p>Status</p> <ul style="list-style-type: none"> Five new families (not seen at other parent events) attended. <p>Asian Americans for Equality – community partner that runs a family development program geared toward assisting parents of ENL high school students at Flushing High School. Services include parent case management (acquiring healthcare, food stamps, and housing), support in monitoring child’s academic progress, assistance with job searches, among other services.</p> <p>Status</p> <ul style="list-style-type: none"> 34 families enrolled
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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	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 III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET) Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.	
Status (R/Y/G)	Analysis / Report Out
Y	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <ul style="list-style-type: none"> - More Technology in schools as well as better training for the student workforce. <p>During the first week of the 2015-16 school year, written notice was sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school. Once the school’s hearing was held, a summary of recommendations was provided to the school based on commentary from speakers captured in a transcript of the public hearing, a recommendations form provided to participants at the hearing, an online survey on our NYCDOE website, any email feedback received to our receivership@schools.nyc.gov email address, or by mail. The CET met to review the public input and finalize school improvement plan recommendations, which were submitted to the Superintendent, acting on behalf of the Chancellor as Receiver, for review. Upon Superintendent determination of which CET recommendations would be incorporated, the improvement plan was revised and resubmitted.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings.</p>



Powers of the Receiver

Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

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

<p><u>Best Practices</u></p> <p>The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.</p>	
List the best practice currently being implemented in the school.	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	
2.	
3.	

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Part V – Attestation

ATTESTATION: By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): Superintendent, Michael Alcott

Signature of Receiver: _____

Date: February 2016

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