

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
18K581: East Flatbush Community Research School	331800010581	NYC GEOG DIST #18 - BROOKLYN	Green	Cohort 4
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	Daveida Daniel	Aimee Horowitz, Executive Superintendent for Renewal Schools Beverly Wilkins, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	133

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 East Flatbush Community Research 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.

East Flatbush Community Research School is on the trajectory of meeting the indicators for the SY2015-16. The current assessments have shown a decrease in Level 1 or quartile 1 performance in both ELA and Math, and an increase in Level 2. The Lead Community Based Organization University Settlement has been instrumental in collaborating with all the CBOs in order to meet the needs of the school community. This year the school has had an increase in parent participation. The newly formed Parent Engagement Team has been a vital aspect of this work. The school community partners organized and school leaders hosted a Take Your Father To School Day which resulted in an overwhelming number of fathers and male relatives attending the event. East Flatbush Community Research School hosted a housing seminar on January 30, 2016. Seventy-five adults received information on housing. This seminar was a direct response to information culled from a parent survey in which there was an expressed need for support in this area. Expanded Learning Time (ELT) affords all middle school students on this educational campus access to academic and non-academic activities fostering productive peer relations.

The school conducts progress monitoring in six weeks intervals and uses the data to make adjustments to support student learning. The school on average has an attendance rate of 92%. However, there is concern over lateness. An issue due in part to students escorting younger siblings to school. Professional Learning sessions for teachers are tailored or revised based upon observed classroom practices in areas for further development or student work and assessments.



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	Green	46.2	47.2	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational plan (RSCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>The 3rd quarter saw noteworthy gains in ELA Percent Level 2 & above recognized by New York State as indicated in February when the State changed the school’s accountability designation from Priority to In Good Standing.</p> <p>East Flatbush Community School measures student growth utilizing Degrees of Reading Power (DRP), interim assessments and the English Language Arts (ELA) Tracker aligned to Common Core Learning Standards (CCLS). The most recent DRP scores for grade 8 indicated a 10% improvement rate at the lowest quartile level. 49% of students were reading at quartile 1 and in the numbers decreased to 39%. The school had a 5% improvement in quartile 2 and in a 3%</p>	N/A



				<p>gain was made in quartile 3.9% of students were reading above grade level.</p> <p>Overall, East Flatbush Community Research School is making demonstrative gains in student proficiency levels. Students who are not on target receive intense and targeted support such as study hall hours, tutorial sessions, and a seat in the Saturday Academy.</p>	
3-8 ELA Percent Level 2 & Above	Green	38%	39%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational plan (RSCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>The most recent DRP scores for grade 8 indicated a 10% improvement rate at the lowest quartile level. 49% of students were reading at quartile 1 and in the numbers decreased to 39%. The school had a 5% improvement in quartile 2 and in a 3% gain was made in quartile 3. 9% of students were reading above grade level. Overall, East Flatbush Community Research School is making demonstrative gains in student proficiency levels in grade 8 English as further evidenced by course passing rates that moved from 79% to 86.9% over the last marking period.</p>	N/A
3-8 Math Growth Percentile	Green	47.7	48.7	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational plan (RSCEP). Data</p>	N/A



				<p>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>Each quarter, the East Flatbush Community Research School administers the Math Standards Tracker for grades 6-8. Grade 8 showed an increase in student performance with the assessed standard 8.G.A.4. 46% student mastery was attained. For standard 8.G.9c (Geometry and Algebra), 61% tested at mastery level. Standards 8.G.1 and 8.G.A.5, 40 % and 55% of students met expectations respectively. Additionally, across marking periods 2 and 3 students in grade 8 math courses increased passing rates by 20%, moving from 60% to 80% passing.</p> <p>Teachers work incorporating multiple entry points for re-teaching content and skills during Extended Learning Time and Saturday Academy. Based on the RSCEP goal, the school is on track to meeting the math goals as evidenced by Math Standards Tracker scores and course passing rates.</p>	
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	14%	15%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational plan (RSCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>During the 3rd quarter, the school had an 84.4% course passing rate in grade 8 science. Renewed interest in science has also led to a student-driven</p>	N/A



				<p>construction project on a science room that has just begun, where hands-on experiential learning can take place. The student-vision for this interactive room corresponds with the CET recommendation that calls for a much-needed physical space for students. Yet this space will be geared toward science. For instance, this room will include STEM-aligned technology such as robotics and computer science products aligned to NYC’s STEAM initiatives. Improved course passing rates and a highly interactive science room are strong indicators of forthcoming gains in percentage levels on State exams.</p>	
Make Priority School Progress	Green	N/A	Meet progress criteria	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational plan (RSCEP). Data is not yet available for this indicator. We are taking steps in order to make every effort to meet our target. Data to evaluate this indicator will be available pending SED release of information.</p> <p>During the 3rd quarter, the school was de-identified from its SED Priority status, as of February 26, 2016. This is as a result of improved performance in both ELA and math on State exams. While female students at Level 2 remained mostly at 37.2% (Level 2) between 2014-2015, male students improved by 6%, moving from 28.7% to 35.7%. Similarly in math there was a 6% improvement overall among students at level 2, increasing from 28.2% in 2014 to 34.2% in 2015. The school’s ability to meet its progress criteria as a former priority school has helped to improve enrollment for the coming year as the school is now considered by SED In Good Standing.</p>	N/A



School Survey - Safety	Yellow	1.88	1.92	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> • As of January 2016, there have been 15 incidents, including three principal suspensions. To date, there has not been cause for a superintendent suspension as per data captured in the Online Occurrence Reporting System (OORS). • The school’s year-to-date average attendance rate is 93.99%, which is nearly two points greater than SY 14-15’s end of year attendance rate. • Attendance has been referenced as per the PCar for parent events. • The Datacation/Pupilpath digital portfolio assists school leaders in monitoring course passing rates and Principal and Superintendent suspension rates. • Datacation/PupilPath usage has improved significantly by parents. • School leaders have provided the AVID College Readiness System to ensure a supportive environment that allows students to also work at their own pace. • Students revise their academic and personal goals four times throughout the year in accordance with AVID. • School leaders engage in ongoing reciprocal communication with parents through PupilPath (Email). 	N/A
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				<ul style="list-style-type: none">• The Parent Coordinator has develops targeted parent meetings based on her review of Skedula anecdotal (behavioral/academic).• PTC attendance has improved since the beginning of the school year.	
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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	Green	2.80	2.84	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> • Professional development cycles is measured through the use of digital feedback forms from activity participants at the end of each coaching cycle. • Teacher and staff feedback is reviewed each semester by the School Development Committee. • Teacher teams review student performance results and identified trends and patterns from baseline and interim assessments, DRP assessment, performance tasks, and teacher-developed assessments. • Daily teacher assessments consisting of three checks for understanding are embedded into all lesson plans. • Instructional coaches, lead teachers, and school administration review all unit plans for alignment to Common Core standards and the school’s instructional focus. 	N/A



				<ul style="list-style-type: none"> Administrative observations are conducted based on implementation of strategies researched in teacher Professional Learning Communities. <p>During the 3rd quarter, preliminary ratings from a Quality Review (QR) conducted on March 1, 2016 elevated indicator 4.2 (Teacher Teams) from the rating that was granted during the previous school year. The majority of teacher team work has promoted not only collaboration but also shared leadership. This leadership is apparent as teacher team leaders review data for emergent patterns. This work has led to demonstrable improvement. For instance, on the DRP assessment 56% of grade 6 was in quartile one (grade 4 or below) in the fall and only 22% were in quartile one on the winter assessment.</p>	
Implement Community School Model	Green	N/A	Implement	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> Currently, the lead CBO is University Settlement and the secondary organizations are Counseling in Schools, Leadership, and Interboro. 3% of students at East Flatbush Community Research School participate in the mental health offerings. This is the first year that the school has had universal vision screening. A second vision screening will take place in February as the optometrist will visit the twenty-five 	N/A



				<p>students who failed the eye exam for a follow up and next steps toward obtaining glasses.</p> <ul style="list-style-type: none"> • School leaders have provided the AVID College Readiness System to ensure a supportive environment that allows students to also work at their own pace. Students have revised their academic and personal goals four times throughout the year in accordance with AVID. • The Datacation/Pupilpath digital portfolio has assisted school leaders in monitoring course passing rates and Principal and Superintendent suspensions. • The school’s year-to-date average attendance rate is 93.99%, which is nearly two points greater than SY 14-15’s end of year attendance rate. 	
Performance Index on State ELA Exam	Green	43	45	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational plan (RSCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>During the 3rd quarter, teacher teams reviewed student assessment scores and revised lessons based on outcomes. This effort has led to a an 8% increase in ELA and ESL course passing rates from the 2nd to the 3rd marking periods for grade 8.. Additionally, the school’s performance index on the most recent State</p>	N/A



				exam contributed to the school being In Good Standing.	
Performance Index on State Math Exam	Green	59	61	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational plan (RSCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>During the 3rd quarter, teacher teams reviewed student math assessment scores and revised lessons based on outcomes. This effort has led to an outstanding 20% increase in math course passing rates from the 2nd to the 3rd marking periods for grade 8 students. Additionally, the school's performance index on the most recent State exam contributed to the school being In Good Standing.</p>	N/A
Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> • Activities aligned to rigorous instruction are measured using cyclical curriculum audits. • School leaders review student performance results from baseline and interim assessments, DRP assessment, end of unit performance tasks, and teacher 	N/A



				assessments. <ul style="list-style-type: none"> Units and daily lesson plans reflect classroom rigor as evaluated and exemplified by school leaders. The Advance teacher development and evaluation system is used to share observation report ratings with teachers by domain and indicator. 	
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, we will increase the average ELA and math proficiency rating by 3% and increase our sub population’s progress by 5 % in order to meet AYP in ELA and Math by engaging teachers in targeted professional development cycles, providing 1:1 coaching through a staff developer/ administrator, and	Green	In the framework area of Rigorous instruction, the school has focused on the following work throughout SY 15-16. 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. <ul style="list-style-type: none"> Activities aligned to rigorous instruction have been measured using cyclical curriculum audits. 	N/A	



<p>providing them with timely actionable feedback every 6 weeks .</p> <p>Key Strategies: Increase instructional practices and teacher effectiveness by using both the Advance observation process and a research based rubric, Charlotte Danielson Framework. The administration will engage in short, frequent cycles of classroom observations and feedback every 6 weeks using a research based rubric to provide meaningful feedback to teachers that articulates clear expectations and instructional strategies for increasing the level of teacher practice and student achievement.</p> <p>Renewal School Priority Areas: Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students Professional Development: Educating All Students RTI/AIS</p>	<ul style="list-style-type: none"> • School leaders have reviewed student performance results from baseline and interim assessments, DRP assessment, end of unit performance tasks, and teacher assessments. • Units and daily lesson plans reflect classroom rigor as evaluated and exemplified by school leaders. • The Advance teacher development and evaluation system has been used to share observation report ratings with teachers by domain and indicator. 	
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<p>2.</p>	<p>Supportive Environment Goals: By June 2016, we will expand our systems/structures for discipline and positive behavior in order to continue decreasing the amount of principal/superintendent suspensions by 30%, increase the number of teachers who responded positively on the Learning Environment Survey by 20%, and provide training on cultural responsiveness to sustain a positive climate/culture and build trust.</p> <p>Key Strategies: Embed an Advisory class in the schedule three times a week. Our Advisory classes address the social-emotional needs of the students. Based on the need, targeted lessons are created to address the specific area of concern.</p>	<p>Green</p>	<p>In the framework area of Supportive Environment, the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • School leaders have provided the AVID College Readiness System to ensure a supportive environment that allows students to also work at their own pace. • Students revise their academic and personal goals four times throughout the year in accordance with AVID. • The Datacation/Pupilpath digital portfolio has assisted school leaders in monitoring course passing rates and Principal and Superintendent suspension rates. • The school’s year-to-date average attendance rate is 93.99%, which is nearly two points greater than SY 14-15’s end of year attendance rate. 	<p>N/A</p>
<p>3.</p>	<p>Collaborative Teachers Goals: By June 2016, teacher teams will</p>	<p>Green</p>	<p>In the framework area of Collaborative Teachers, the school has focused on the following work throughout SY 15-16.</p>	<p>N/A</p>



<p>analyze DDC (unit performance task) data, benchmark assessments, and DRP scores every 6 weeks to monitor and revise units of study which will provide access to all and ensure impact on student achievement .</p> <p>Key Strategies: Teachers analyze results of the Degrees of Reading Power assessment, Interim Assessments, and the Measures of Student Learning performance-based assessments to inform instruction every six weeks. Teachers will meet in departments, professional learning communities, and grade teams to analyze student performance levels and progress and create school-wide interventions based on the results.</p> <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry</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"> • Professional development cycles are measured through the use of digital feedback forms from activity participants at the end of each coaching cycle. • Teacher and staff feedback is reviewed each semester by the School Development Committee. • Teacher teams review student performance results and identify trends and patterns from baseline and interim assessments, DRP assessment, performance tasks, and teacher-developed assessments. • Daily teacher assessments consisting of three checks for understanding are embedded into all lesson plans. • Instructional coaches, lead teachers, and school administration review all unit plans for alignment to Common Core standards and the school’s instructional focus. • Administrative observations are conducted based on implementation of strategies researched in teacher Professional Learning Communities. <p>During the 3rd quarter, preliminary ratings from a Quality Review (QR) conducted on March 1, 2016 elevated indicator 4.2 (Teacher Teams) from the rating given during the previous school year. The majority of teacher team work has promoted not only</p>	
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			collaboration but also shared leadership. This leadership is apparent as teacher team leaders who review data for emergent patterns. This work has led to demonstrable improvement. For example, 56% of grade 6 was in quartile one (grade 4 or below) in the fall and only 22% were in quartile one on the winter assessment.	
4.	<p>Effective School Leadership</p> <p>Goals:</p> <p>By June 2016, increase the amount of effective teachers by 10 % as per Advance and the observation process, build capacity through teacher leadership by creating 6 professional learning communities (PLCs) for each of the Pillars within the Framework that analyze, revise/reflect and adjust curriculum to assess instructional practices.</p> <p>Key Strategies:</p> <p>Consistent incorporation of assessments into daily lessons, developing a cohesive inquiry-based technology driven curriculum in all subject areas, differentiation via purposeful questioning, classroom discussion, servicing our “at-risk” population, and meeting the targets set by the school vision and mission</p>	Green	<p>In the framework area of Effective School Leadership, the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the renewal school comprehensive educational plan (RSCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • The Learning Environment Survey has been administered three times this year. • MOTP reports have been discussed at Advance Building Council minutes. 	N/A



5.	<p>Strong Family-Community Ties</p> <p>Goals: We will continue to host monthly parent workshops. Our Community Schools Director will survey parents and families three times during the school year to identify workshops they would be interested in participating in.</p> <p>Key Strategies: Monthly parent workshops. Parents use a needs survey at the beginning of the year to determine what workshops to schedule.</p>	Yellow	<p>In the framework area of Strong Family-Community Ties, the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • Datacation/PupilPath usage has improved significantly by parents. • Attendance has been referenced as per the PCar for parent events • School leaders engage in ongoing reciprocal communication with parents through PupilPath (Email). • PTC attendance as improved since the beginning of the school year. • The Parent Coordinator develops targeted parent meetings based on her review of Skedula anecdotal (behavioral/academic). 	N/A
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 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:</p> <ul style="list-style-type: none"> • A speaker suggested that the school facilities be more "child-friendly" by providing space for students to engage in physical activity. • Develop an enrollment action plan with SLT team • The school has since developed parent engagement structures and increased parental involvement and expanded community activities. <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</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>



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.

Goals/Outcome of CET meetings:

- Datacation/PupilPath usage has improved significantly by parents.
- Improved attendance referenced at parent events.
- The functions and uses of PupilPath (Email) to engage in ongoing reciprocal communication with parents.
- Parent-teacher conference attendance has improved since the beginning of the school year.
- The Parent Coordinator has developed targeted parent meetings based on her review of Skedula anecdotes (behavioral/academic).

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. Recently, the team has discussed the CEP for SY2016-17, the upcoming community Forum, the increased grade 6, and the last Open House, the Summer



	Academy, and the Wellness day for students and staff.	
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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 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.	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.

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.
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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.	



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 CET Representative: _____

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:

Receivership Quarterly Report – 3rd Quarter AND Continuation Plan (2016-17)
January 18, 2016 to April 15, 2016
(As required under Section 211-f(11) of NYS Ed. Law)

