

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
10X391: The Angelo Patri Middle School	321000010391	NYC GEOG DIST #10 - BRONX	Yellow	SCEP
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Graciela Abadia, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Melodie Mashel, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	516

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 The Angelo Patri Middle 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.

In response to The Angelo Patri Middle School being placed in Receivership, The New York City Department of Education has provided the school with the resources and guidance to implement two, complimentary initiatives

- The Renewal School Initiative focused on developing rigorous instruction, collaborative teachers, a supportive learning environment, and effective leadership
- The Community School Initiative focused on developing strong family and community ties and on expanding learning opportunities

As we assess our progress, there is concrete evidence that our major action plans are taking hold. Several early indicators suggest we are getting closer to achieving our goals of improving student performance in ELA, math and science as well as for improving school climate and safety. In the coming weeks, we will have the results of mid-year assessments measuring student and teacher growth, which will give us a fuller understanding of our progress and the adjustments we will make in our strategies.

The overarching strategy for meeting our goals has been to organize ourselves into teams designed to move us toward meeting our specific academic and social goals. At the instructional level, we have organized into grade-level and departmental teams. Our greatest priority is to improve student learning, and to lead this effort we have paid extra attention to our Instructional Leadership Team (ILT), a cohort of outstanding teachers led by our assistant



principal of instruction. This team has integrated professional development initiatives in writing, technology, math, and science into a cohesive professional development plan that spans the school year. Every Monday, it leads professional development for all of the school's teachers, and we see higher levels of faculty engagement in professional development than we have in the past. Other key teams we have focused on as a means to address our priorities are our attendance team, school leadership team, and climate and culture team. Like our Instructional Leadership Team, we see the development of clear, written plans with measurable outcomes to point to progress in our work towards implementing our strategies for improvement.

As an indication of progress toward our goals, we see three, encouraging statistics:

- Our year-to-date attendance is at 93.5%, well above our target rate of 91.2%
- Our student passing rate is at 76.4%, up from last year's rate of 69%
- Our protocol for measuring student engagement in the classroom has shown more than a 100% increase since the beginning of the year
- Our students are on track to each experience more than 250 hours of extended learning time (ELT) during the year, well ahead of our target of 200 hours per student

By mid-February we began to see evidence of our progress, including interim assessment data in math and ELA, teacher effectiveness data from the observation process, and school climate data from a learning environment survey. In the meantime, we continue to vigilantly implement and monitor our strategies so that we become a true center of lifelong learners for our students and our community.

As of May 1, 2016 it is evident that using the structures of organization from our CBO, Replications has laid the foundations for focused leadership work around the key issues of instruction, community, and organization. Each pillar has a team working with them to create an accountability system for all stakeholders schoolwide.

The impact of the Receivership continues to help us keep focused on our priorities. The supports from the DSR and the Renewal School Team Support has clarified and intensified our efforts towards student achievement and effective teacher progress. Schoolwide the impact has supported our goal of creating a community of trust. Through focused professional development, shared vision, beliefs around instruction, capacity building with our staff, trusting relationships are leading towards more risk taking.

Part I – Demonstrable Improvement Indicators



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

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan																				
3-8 ELA Growth Percentile	Yellow	48.8	49.8	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>The school has been engaging in formative progress monitoring throughout this reporting period. The iterim assessment data below demonstrates growth in the I-ready periodic assessments in ELA.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">i-Ready Periodic Assessment – ELA Proficiency</th> </tr> <tr> <th></th> <th>Baseline</th> <th>Current</th> <th>Demonstrated Growth</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>5.8%</td> <td>18.1%</td> <td>12.30%</td> </tr> <tr> <td>7</td> <td>4.5%</td> <td>12.0%</td> <td>7.50%</td> </tr> <tr> <td>8</td> <td>9.6%</td> <td>9.9%</td> <td>0.30%</td> </tr> </tbody> </table>	i-Ready Periodic Assessment – ELA Proficiency					Baseline	Current	Demonstrated Growth	6	5.8%	18.1%	12.30%	7	4.5%	12.0%	7.50%	8	9.6%	9.9%	0.30%	N/A
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3-8 ELA Percent Level 2 & Above	Yellow	36%	37%	The school engages in a process of evaluating their formative and summative data sources throughout the	N/A																				



				<p>school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>The school has been engaging in formative progress monitoring throughout this reporting period. The interim assessment data below demonstrates growth in the I-ready periodic assessments in ELA.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">i-Ready Periodic Assessment – ELA Proficiency</th> </tr> <tr> <th></th> <th>Baseline</th> <th>Current</th> <th>Demonstrated Growth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">5.8%</td> <td style="text-align: center;">18.1%</td> <td style="text-align: center;">12.30%</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">4.5%</td> <td style="text-align: center;">12.0%</td> <td style="text-align: center;">7.50%</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">9.6%</td> <td style="text-align: center;">9.9%</td> <td style="text-align: center;">0.30%</td> </tr> </tbody> </table>	i-Ready Periodic Assessment – ELA Proficiency					Baseline	Current	Demonstrated Growth	6	5.8%	18.1%	12.30%	7	4.5%	12.0%	7.50%	8	9.6%	9.9%	0.30%	
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3-8 Math Percent Level 2 & Above	Yellow	33%	34%	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	N/A																				



				<p>articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>The school has been engaging in formative progress monitoring throughout this reporting period. The interim assessment data below demonstrates growth in the I-ready periodic assessments in math.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">i-Ready Periodic Assessment – Math Proficiency</th> </tr> <tr> <th></th> <th>Baseline</th> <th>Current</th> <th>Demonstrated Growth</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>7.6%</td> <td>9.8%</td> <td>2.20%</td> </tr> <tr> <td>7</td> <td>6.2%</td> <td>16.4%</td> <td>10.20%</td> </tr> <tr> <td>8</td> <td>7.0%</td> <td>12.2%</td> <td>5.20%</td> </tr> </tbody> </table>	i-Ready Periodic Assessment – Math Proficiency					Baseline	Current	Demonstrated Growth	6	7.6%	9.8%	2.20%	7	6.2%	16.4%	10.20%	8	7.0%	12.2%	5.20%	
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Grade 4 and 8 Science Percent Level 3 & Above	Yellow	21%	22%	The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the	N/A																				



				<p>target. Data to evaluate this indicator will be available August 31, 2016</p> <ul style="list-style-type: none"> Science teachers participate in monthly Teachers College Writing Program workshops. They attend “lunch and learns” and participate in weekly common planning to unpack the Teachers College writing units of study before teaching the unit. An intervention plan has been developed to address the gaps between students’ current performance and desired outcomes. This plan addresses the major understandings of the New York State Science Framework. 	
Make Priority School Progress	Yellow	N/A	Meet progress criteria	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available pending SED release of information.</p> <p>The chart below demonstrates growth within formative assessment for both ELA and Math across grades 6-8.</p>	N/A



				Grade	Demonstrated Growth on the I-Ready Assessments (ELA & Math)	
				6- ELA	12.30%	
				7- ELA	7.50%	
				8- ELA	0.30%	
				6- math	2.20%	
				7- math	10.20%	
				8- math	5.20%	
				School Survey - Safety	Yellow	



				<ul style="list-style-type: none"> • Survey and student report card data is analyzed to determine impacts on student behavior and academic improvement. • Each program assesses students’ progress within a time frame of 6 to 8 weeks of intervention. • In addition, over 75 students were identified in collaboration with Community Schools and the New Vision Data Sorter to be assigned success mentors. This program has students who have over 10 days absent but less than 20 by January 2016. They meet on a regular basis with their mentors to monitor attendance and academic concerns. • Overall suspensions are down 14.6% and level 3-5 Incidents are down 31.5% from last school year. <table border="1"> <thead> <tr> <th>Incidents/ Suspensions</th> <th>2014/2015 School Year</th> <th>2015/2016 School Year</th> </tr> </thead> <tbody> <tr> <td>Superintendent</td> <td>27</td> <td>31</td> </tr> <tr> <td>Principal’s</td> <td>14</td> <td>4</td> </tr> <tr> <td>Incidents - Level 3-5</td> <td>165</td> <td>113</td> </tr> </tbody> </table>	Incidents/ Suspensions	2014/2015 School Year	2015/2016 School Year	Superintendent	27	31	Principal’s	14	4	Incidents - Level 3-5	165	113	
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LEVEL 2 Indicators

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Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Plan
Framework: Collaborative Teachers	Yellow	3.20	3.24	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> As a result of collaborative inquiry focused on the analysis of student work and assessment data, we are seeing increases in our students performing at a level 2 or above on a Common Core Learning Standards- aligned formative assessment (i-Ready). Student engagement in higher order thinking tasks has increased according to the analysis of the Instructional Practices Inventory data. 	N/A
Framework: Rigorous Instruction	Yellow	3.04	3.08	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The</p>	N/A



				<p>evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> As a result of teachers providing and engaging students in curricula that meet the needs of all learners, we have seen increases in the percent of our students performing at a level 2 or above on a school wide Common Core Learning Standards-aligned assessment (i -Ready). These results are evidenced in the chart below. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Grade</th> <th>Demonstrated Growth on the I-Ready Assessments (ELA & Math)</th> </tr> </thead> <tbody> <tr> <td>6- ELA</td> <td>12.30%</td> </tr> <tr> <td>7- ELA</td> <td>7.50%</td> </tr> <tr> <td>8- ELA</td> <td>0.30%</td> </tr> <tr> <td>6- math</td> <td>2.20%</td> </tr> <tr> <td>7- math</td> <td>10.20%</td> </tr> <tr> <td>8- math</td> <td>5.20%</td> </tr> </tbody> </table>	Grade	Demonstrated Growth on the I-Ready Assessments (ELA & Math)	6- ELA	12.30%	7- ELA	7.50%	8- ELA	0.30%	6- math	2.20%	7- math	10.20%	8- math	5.20%	
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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 school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator. FET</p>	N/A														



			<p>spearheads/develops action plans around schoolwide events.</p> <ul style="list-style-type: none"> An attendance intervention team meets weekly to analyze data, and plan incentives and/or interventions. YTD attendance of 93.1% is up almost 3% from last year and is exceeding our target rate for this year. Overall suspensions are down 14.6% and level 3-5 Incidents are down 31.5% from last school year. <table border="1" data-bbox="787 673 1339 927"> <thead> <tr> <th>Incidents/ Suspensions</th> <th>2014/2015 School Year</th> <th>2015/2016 School Year</th> </tr> </thead> <tbody> <tr> <td>Superintendent</td> <td>27</td> <td>31</td> </tr> <tr> <td>Principal's</td> <td>14</td> <td>4</td> </tr> <tr> <td>Incidents - Level 3-5</td> <td>165</td> <td>113</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <p><u>Strategies/Activities which support this data</u></p> <ul style="list-style-type: none"> Students have a success mentor. Students with 10 or more days absent but less than 20 have a success mentor, as of January 2016. YTD families' attendance at school events is exceeding our target goal for this year. A Family Engagement Team (FET) meets weekly to develop action plans around school events. 	Incidents/ Suspensions	2014/2015 School Year	2015/2016 School Year	Superintendent	27	31	Principal's	14	4	Incidents - Level 3-5	165	113	
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				<ul style="list-style-type: none"> • FET spearheads/develops action plans around schoolwide events. • All activities for families include a learning component and an opportunity for reflection. • SLT and CST meet twice a month to analyze data around key action for school improvement to inform progress towards meeting our Renewal School Comprehensive Educational Plan (RSCEP) goals. • ELT provide an opportunity for students to engage in instructional tasks to close academic gaps as well as opportunities for students to participate in arts and leadership programs. 	
Performance Index on State ELA Exam	Yellow	45	47	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>The school has been engaging in formative progress monitoring throughout this reporting period. The</p>	



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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 school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>The school has been engaging in formative progress monitoring throughout this reporting period. The iterim assessment data below demonstrates growth in the I-ready periodic assessments in ELA.</p> <table border="1"> <thead> <tr> <th colspan="4">i-Ready Periodic Assessment – ELA Proficiency</th> </tr> <tr> <th></th> <th>Baseline</th> <th>Current</th> <th>Demonstrated Growth</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	i-Ready Periodic Assessment – ELA Proficiency					Baseline	Current	Demonstrated Growth					N/A								
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<p>1.</p>	<p>Rigorous Instruction</p> <p>Goals: During the 2015-2016 school year, teachers will develop and provide students with engaging and coherent instruction aligned to the CCLS in all subjects for a variety of learners. This will be evident in an increase of 20% of all teachers rated effective in Danielson 1e and 3c through formal and informal observations.</p> <p>Key Strategies: Teachers in all content areas will collaborate in horizontal and vertical teams to plan rigorous tasks that incorporate higher order skills, and that provide opportunities for students to further develop their literacy skills.</p> <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Professional Development: Academics</p>	<p>Yellow</p>	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> As a result of teachers providing and engaging students in curricula that meet the needs of all learners, we have seen increases in the percent of our students performing at a level 2 or above on a school wide CCLS aligned assessment (i -Ready). As a result of teachers and administrators participating in Teacher’s College Writing Project, we’ve seen an increase in the volume and quality of writing pieces. <p><u>The data below demonstrates growth in both ELA and math on the I-ready assessment.</u></p> <table border="1" data-bbox="766 922 1243 1295"> <thead> <tr> <th>Grade</th> <th>Demonstrated Growth on the I-Ready Assessments (ELA & Math)</th> </tr> </thead> <tbody> <tr> <td>6- ELA</td> <td>12.30%</td> </tr> <tr> <td>7- ELA</td> <td>7.50%</td> </tr> <tr> <td>8- ELA</td> <td>0.30%</td> </tr> <tr> <td>6- math</td> <td>2.20%</td> </tr> <tr> <td>7- math</td> <td>10.20%</td> </tr> <tr> <td>8- math</td> <td>5.20%</td> </tr> </tbody> </table>	Grade	Demonstrated Growth on the I-Ready Assessments (ELA & Math)	6- ELA	12.30%	7- ELA	7.50%	8- ELA	0.30%	6- math	2.20%	7- math	10.20%	8- math	5.20%	<p>N/A</p>
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6- ELA	12.30%																	
7- ELA	7.50%																	
8- ELA	0.30%																	
6- math	2.20%																	
7- math	10.20%																	
8- math	5.20%																	



2.	<p>Supportive Environment Goals:</p> <p>By June 2016, the staff at the Angelo Patri School will develop an attendance intervention plan which is responsive to student’s social-emotional needs resulting in 1% increase in students’ attendance.</p> <p>Key Strategies:</p> <p>An attendance team will be created to develop an attendance intervention plan which is responsive to student’s social-emotional needs. A Student Tracker will provide real time information on student’s attendance which will be used to sort students into categories mirroring the DOE 3 levels. We will focus on Chronically Absent and At-Risk students.</p>	Green	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • Struggling students are identified and assessed using data structures developed by the Pupil Personnel and Student Intervention (PPT and SIT) Teams. At these meetings, students’ academic and social emotional needs are assessed to determine the impact of supports provided. • Student action plans are modified and adapted based on these assessments. • Survey and student report card data is analyzed to determine the impact on student behavior and academic improvement. • Each program assesses students’ progress within a time frame of 6 to 8 weeks of intervention. • The number of chronically absent students has been reduced in half. <p>As a result of the activities above:</p> <ul style="list-style-type: none"> • YTD attendance of 93.1% is up almost 3% from last year and is exceeding our target rate for this year. The school has seen a reduction in, Superintendent, Principal’s and Incidents -Level 3-5 data 	N/A



	Attendance Systems & Structures		•	
3.	<p>Collaborative Teachers</p> <p>Goals:</p> <p>By June 2016, as a result of teacher participating in collaborative teams focused on improved student learning, average proficiency rating in ELA will increase by 20%</p> <p>Key Strategies:</p> <p>All teachers will participate in cycles of professional development aligned with the Danielson’s Framework and other research based school-wide initiatives such as teaching reading and writing in all content areas, using IPI, Learning Targets, and formative assessments to increase student engagement and assess their progress</p> <p>Each cycle of professional development will begin with analysis of a student data source to identify a learner centered problem or gap. Subsequent sessions will focus on professional learning strategies to address the gap, planning, implementation, teacher</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> As a result of collaborative inquiry focused on the analysis of student work and assessment data, we are seeing increases in our students performing at a level 2 or above on a CCLS aligned formative assessment (i-Ready). 	N/A



	<p>debrief and review of student work to measure the impact of the learning opportunity on instruction.</p> <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry</p>			
4.	<p>Effective School Leadership</p> <p>Goals: As a result of the systems and structures developed to measure the impact of school wide instructional practice and social emotional supports, student achievement will increase to meet or exceed the 2015/16 average proficiency target of 210 in ELA and 2.09 in Math.</p> <p>Key Strategies: Engage school community in a Replications Essential Features of Schools system for building a culture of shared decision-making, distributed leadership, and accountability.</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • Students are showing an increase in their scores from their baseline to mid- line assessments. • Benchmarks have been established in all content areas to monitor students’ achievement • Structures and systems have been developed to monitor the impact of teachers’ collaboration on student achievement. • Quarterly reports from the administrator’s data analysis sessions are shared with teachers. <p><u>As a result of the activities above:</u></p>	N/A



			<ul style="list-style-type: none"> • YTD attendance of 93.1% is up almost 3% from last year and is exceeding our target rate for this year. The school has seen a reduction in, Superintendent, Principal's and Incidents -Level 3-5 data • Within the I-ready formative assessment data in both ELA and math, there was demonstrated growth in grades 6-8. 	
5.	<p>Strong Family-Community Ties Goals: By June 2016, The Angelo Patri School will develop and implement a comprehensive outreach plan which foster high expectations for student's achievement and allows reciprocal communication with parent as evidenced by meeting or exceeding the school culture indicator from The NYC School Survey.</p> <p>Key Strategies: To form a family and community engagement team, led by our Assistant Principal in charge of Family and Community Ties. The team will be comprised of our Community School Director, the</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • The parent engagement team has conducted periodic assessments of the school's culture for learning, using the New York City Quality Review Rubric 3.4 as our measuring device. Results of these findings and school rating are reported quarterly to the SLT, and are posted on the school data tracking chart. • We have been continuously improving our rating (on the 1-4 scale implied by the rubric) throughout the year. • Professional development to address this goal includes: <ul style="list-style-type: none"> ○ Essential Features of Schools - to develop the structures and practices that facilitate collaborative, caring communities; 	N/A



	<p>head of our PTA, our parent coordinator, and a member of the CBO. The team will meet weekly to discuss data and plan activities. All stakeholders will have input in the programs and provide feedback on their efficacy and their impact on student achievement.</p>		<ul style="list-style-type: none"> ○ IPI protocol for improving higher order thinking and engagement, ○ Community School Development provided by The Office of Community Schools ○ Community School Council training in strategic planning and data driven decision-making ● Data is collected after every event and entered into a tracker system to monitor parental participation and to analyze the effectiveness of the event. 	
Green	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u>.</p>	Yellow	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	Red <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET) Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p>Superintendent-Approved CET Recommendations: Smaller classes are essential for a school with a high number of ELL students and students reading below level</p> <p>School needs a no-nonsense response to bullying. There must be an immediate response to all types of bullying.</p> <p>Help parents get more involved in their child's education.</p> <p>Have classes on Saturdays for parents who speak English to come and learn Spanish (and other languages). Ensure adequate planning occurs for ELT activities to ensure they succeed.</p> <p>Music, art, and sports for students in ELT.</p> <p>This school has to think innovatively about "Supportive Environment" domain of Great Schools Framework.</p>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conduct a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET's utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>



	<p>Goals/Outcome of CET meetings:</p> <p>CET reviews Quarterly Reports and with SLT reviews data and discusses strategies to address student academic and socio-emotional progress.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school.</p>	
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Powers of the Receiver
 Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<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</p>	<p>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.</p>



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. Listed below are any other efforts to utilize the powers of the School Receiver:

Through the Office of School Renewal, support has been provided in the implementation of NYCDOE- approved interventions to impact rigorous instruction, performance student achievement and community engagement, including:

- Teachers College Writing units- curriculum development and planning in the teaching of writing, units of study in writing workshop, helping students write well about reading, genre studies in reading and writing memoir, poetry and short fiction, the importance of assessment-based instruction, methods of holding our students accountable for doing their best work, using literature to help students craft their writing, and classroom structures that support inquiry and collaboration.
- myON personalized literacy solutions for students at schools K-8 to read using electronic book at and has added myON Classics collections for middle and high school students to its 10,000-book collection.
- Math Solutions- a math professional development series that put teachers’ instructional needs at the forefront incorporating instructional best practice strategies and methods focused on content knowledge and pedagogy to help prepare teachers for increased effectiveness in lesson planning and implementation. The focus of the Professional Learning sessions for all lead teachers will be on a general deepening of content knowledge including pedagogy in key areas. In addition, these sessions will arm the lead teachers with specific strategies to maximize their role in deepening the capacity for change and increased effectiveness in math instruction for all students in the building. Expectations for lead



teachers can be realized as they learn effective strategies for working as a math leader in their buildings.

- ELT -an opportunity for all students in renewal schools to receive at least one additional hour of learning time, every day, beginning in the 2015-16 school year. The DOE is using the umbrella term “Expanded Learning Time” (ELT) to refer to both the Renewal Hour and other after-school programming. School communities work together to align their resources and provide one hour per day of supplemental academics and experiences that meet the individual needs of every student.
- CBO/community partnerships between school staff, families, youth, and the community -designed to raise student achievement by ensuring that children are physically, emotionally, and socially prepared to learn. A Community School serves as a neighborhood hub, providing access to critical programs and services such as health care, mentoring, expanded learning, and adult education, all of which support the whole child, engage families, and strengthen the whole community. In the NYC approach, each Community School is paired with a lead Community Based Organization (CBO) that works collaboratively with the principal and the Leadership Team to carry out the work at the school.
- New Visions Attendance, Interventions, and Assessment Tracking Tool /Student Sorter, a live student data management tool that compiles data with analysis of your data to guide strategic planning and informed decision making based on school's data.
- All District 10 schools are engaged in cycles of Professional Learning throughout the year. In the first cycle of learning, all schools set an Instructional Focus based on multiple data sources and beliefs about how students learn best. From this, school leaders engaged multiple stakeholders in their schools and determined an



	<p>Instructional Focus statement to align their professional learning cycles. This helped to eliminate the “popcorn” professional development during Monday PD time and allowed for teachers to engage more deeply in strategic professional learning aligned to the school’s Instructional Focus.</p> <ul style="list-style-type: none"> • All District 10 schools engaged in Professional Learning around how to give effective feedback with the Teacher Development and Evaluation coach. The feedback should be aligned to the Danielson Framework and provide clear, high leverage, actionable next steps for teachers. The TDEC also provides individual and differentiated support at the school level on an ongoing basis. • All Renewal Schools in District 10 tracked data in Reading levels, ELA baselines and benchmarks and math baselines and benchmarks. These data sources were then analyzed to determine if schools were making progress towards their Receivership Benchmarks and their RSCEP goals. Additionally, all District 10 schools engaged in analyzing their Item Skills Analysis from State ELA and Math tests to determine key power standards that guided work in teacher teams and at the classroom level. • The Receivership powers benefited the school community by laying the foundation of accountability of trust schoolwide. • The Angelo Patri Middle School will continue its work towards creating a framework for mutual accountability of all stakeholders at our school. 				
<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 – 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)

<u>Best Practices</u>	
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

<p>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. <u>Please note</u>, separate budget narratives and FS-10’s must be submitted for a SIG, SIF and/or Persistently Struggling Schools (PSS) grant.</p>		
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
<p>Additionally, <u>under separate attachment</u>, 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.</p>		



Part VII – Attestation

RECEIVER:

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

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____

COMMUNITY ENGAGEMENT TEAM:

By signing below, I certify that the community engagement team (CET) was directly consulted in the preparation of this document.

Name and Position of CET Representative (Print): _____

Signature of Receiver: _____

Date: _____



The University of the State of New York - THE STATE EDUCATION DEPARTMENT - Albany, NY 12234

2016-17

School Improvement Grant 1003(g)
 School Innovation Fund Grant
 Persistently Struggling Schools Grant

Continuation Plan Cover Page

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

DRAFT

