

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
09X339: I.S. 339	320900010339	NYC GEOG DIST # 9 - BRONX	Yellow	SCEP
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Kim Outerbridge	Aimee Horowitz, Executive Superintendent for Renewal Schools Leticia Rodriguez-Rosario, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	517

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 IS 339 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.

IS 339 continues to build capacity within level 1 and level 2 indicators. In mathematics, teachers receive monthly professional development in order to expand pedagogical practices within the department. Hunter College provides mathematics teachers with teaching strategies to improve practices specifically aligned to the math classroom. The 3-year Title IIB grant ensures teachers will become better pedagogues as they continue to participate in professional development and college credit bearing courses. The English as a New Language (ENL) and Special Education Departments work closely together in order to formulate modified approaches to learning so that all students are addressed by means of differentiated tasks.

In English Language Arts (ELA), teachers attend Teachers College professional development in order to expand their practices aligned to writing. Monthly professional learning allows for teacher leaders to participate in grade appropriate sessions designed to improve the teaching of writing to Middle School students.

All teachers continue to plan together during grade, content and interdisciplinary team meetings. This has had a direct effect on the instructional program, as teacher observations demonstrate that teachers of all subject areas are delivering more rigorous instruction.



Expanded learning time focuses on ELA and mathematics. This model includes targeted academic intervention where students are tiered in groups based on pre- and post-test data results. Students receive the additional hours of instruction Wednesday through Friday from 2:40 to 3:55 P.M..

Overall, the school continues to build community with parents, students, and families. Student incidents/infractions and the rate of overall suspensions continue to decrease from last year.

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 Math Growth Percentile	Yellow	51.0	52.0	<p>The school engages in a process of evaluating its 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>Throughout the year, the school monitors its mathematics progress, by grade. The data below demonstrates the percentage of students requiring</p>	N/A



				<p>remediation, as well as the percentages near and at mastery.</p> <ul style="list-style-type: none"> Mathematics Midline Examination Data <table border="1"> <thead> <tr> <th></th> <th><u>Remediation</u></th> <th><u>Near Mastery</u></th> <th><u>Mastery</u></th> </tr> </thead> <tbody> <tr> <td>6th Grade</td> <td>19%</td> <td>51%</td> <td>30%</td> </tr> <tr> <td>7th Grade</td> <td>70%</td> <td>10%</td> <td>20%</td> </tr> <tr> <td>8th Grade</td> <td>45%</td> <td>42%</td> <td>13%</td> </tr> </tbody> </table>		<u>Remediation</u>	<u>Near Mastery</u>	<u>Mastery</u>	6th Grade	19%	51%	30%	7th Grade	70%	10%	20%	8th Grade	45%	42%	13%	
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3-8 Math Percent Level 2 & Above	Yellow	37%	38%	<p>The school engages in a process of evaluating its 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>Throughout the year, the school monitors its mathematics progress, by grade. The data below demonstrates the percentage of students requiring remediation as well as the percentages near and at mastery.</p> <ul style="list-style-type: none"> Mathematics Midline Examination Data <table border="1"> <thead> <tr> <th></th> <th><u>Remediation</u></th> <th><u>Near Mastery</u></th> <th><u>Mastery</u></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		<u>Remediation</u>	<u>Near Mastery</u>	<u>Mastery</u>					N/A								
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Average ELA Proficiency Rating	Yellow	2.10	2.11	<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>Throughout the year, the school monitors its ELA progress. The data below demonstrates the percentage of students in the lowest middle and top third subgroups performance from baseline to midline periodic assessment. MyOn data shows progress made in independent student reading this year.</p>	N/A												



				<ul style="list-style-type: none"> • ELA Assessment Data Baseline to Midline progress - Overall Growth/Change <ul style="list-style-type: none"> ○ Lowest 3rd : - 8% ○ Middle 3rd: +5% ○ Top 3rd: +3% <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>myON</th> <th># of Students</th> <th>Books Completed</th> </tr> </thead> <tbody> <tr> <td>6th Grade</td> <td>178</td> <td>673</td> </tr> <tr> <td>7th Grade</td> <td>180</td> <td>392</td> </tr> <tr> <td>8th Grade</td> <td>163</td> <td>161</td> </tr> </tbody> </table>	myON	# of Students	Books Completed	6th Grade	178	673	7th Grade	180	392	8th Grade	163	161	
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Make Priority School Progress	Yellow	N/A	Meet progress criteria	<p>The school engages in a process of evaluating its 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> <ul style="list-style-type: none"> • Completed data analysis for each student • Teacher teams complete an assessment analysis document for each test administered, by grade, by total group, and by individual classes. • Teachers identify trends and patterns within assessment results, as a team and then as individual 	N/A												



				<p>pedagogues, to ensure differentiation for their classes.</p> <ul style="list-style-type: none"> • Consistent use of Mastery Connect by all teachers as a means to track student learning over time. • Completed unit plans and tasks in ELA, math, social studies and science which aligned with the CCLS • Review of <i>Advance</i> data supports teacher growth and the evidence of rigorous instruction being implemented daily. 	
School Survey - Safety	Yellow	1.40	1.44	<p>The school engages in a process of evaluating its 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"> • Monitor all reports and sources of information that provide evidence of improvement (ATS, survey, teacher logs and guidance counselor feedback. • Teachers and administrators meet in order to create intervention and action plans for at-risk students. One supervisor facilitates, along with the school -based support team members. • Student reflection/survey mid-year and at the end of the school year. 	N/A



				<ul style="list-style-type: none">Weekly meeting minutes or logs of Respect for All that address academic, attendance, social and emotional foci for town hall meetings	
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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
3-8 Math Level 2 & Above - Hispanic Students Subgroup	Yellow	37%	38%	<p>The school engages in a process of evaluating its 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> <ul style="list-style-type: none"> English Language Learner instruction utilizes the co-teaching model and provides co-planning and preparation, using the NYS Common Core Learning Standards and the Bilingual Common Core Progressions. 	N/A
Framework: Collaborative Teachers	Yellow	2.92	2.96	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p>	N/A



				<ul style="list-style-type: none"> • Teachers plan together during grade, content and interdisciplinary team meetings. • Administrator observations and a deep dive analysis of <i>Advance</i> data demonstrate that teachers of all subject areas are delivering more rigorous instruction. • Improved teacher practices aligned to the Common Core Learning Standards, as per <i>Advance</i> data • Completion of professional development activities (attendance of all teachers) and the implementation of the instructional strategies learned during professional development experiences 	
Framework: Rigorous Instruction	Yellow	2.80	2.84	<p>The school engages in a process of evaluating its 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"> • Completed data analysis for each student • Teacher teams complete an assessment analysis document for each test administered, by grade, by total group, and by individual classes. • Teachers identify trends and patterns within assessment results, as a team and then as individual pedagogues, to ensure differentiation for their classes. 	N/A



				<ul style="list-style-type: none"> • Consistent use of Mastery Connect by all teachers as a means to track student learning over time. • Completed unit plans and tasks in ELA, math, social studies and science which aligned with the CCLS • Ongoing Scope and Sequence writing by grade content teams prior to beginning of each unit • Content supervisors facilitate and monitor the progress and completion of all plans and tasks. • Review of <i>Advance</i> data supports teacher growth and the evidence of rigorous instruction being implemented daily. • Weekly co-planning meetings reviewed bi-weekly by the content supervisor. Minutes and comments are tracked electronically. • Monthly meetings and action plans reviewed by content supervisor. Minutes and comments are tracked electronically. • Weekly professional development evaluation surveys to measure the effectiveness of professional development offerings are regularly reviewed by the PD committee. 	
Implement Community School Model	Yellow	N/A	Implement	The school engages in a process of evaluating its 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.	N/A



				<ul style="list-style-type: none"> • Monitor all reports and sources of information that provide evidence of improvement (ATS, survey, teacher logs and guidance counselor feedback. Merged document reflects student improvement over time. • Teachers and administrators meet in order to create intervention and action plans for at-risk students. One supervisor facilitates along with the school-based support team members. • Student reflection/survey mid-year and at the end of the school year • Weekly meeting minutes/logs of Respect for All assemblies address academic, attendance, social and emotional foci during weekly town hall meetings. 	
Performance Index on State Math Exam	Yellow	43	45	<p>The school engages in a process of evaluating its 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>Throughout the year, the school monitors its mathematics progress, by grade. The data below demonstrates the percentage of students requiring</p>	N/A



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Provide 200 Hours of Extended Learning Time	Yellow	N/A	Implement	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> The ELT program is a targeted AIS program, based on identified high need areas. Students are tiered in groups, based on pre and post assessments aligned to target standards. Mastery Connect is used by all teachers as a means to track student learning over time and identify students for additional support in ELT. 	N/A																



				<ul style="list-style-type: none"> Teacher teams complete an assessment analysis document for each test administered, by grade, by total group, and by individual classes. Teachers identify trends and patterns within assessment results, as a team and then as individual pedagogues, to ensure differentiation for their classes. 	
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, 100% of all teachers will provide students with opportunities to experience Common Core-aligned units of study which include explicit and	Yellow	During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work. <ul style="list-style-type: none"> Completed data analysis for each student 	N/A	



<p>intentional differentiated instructional tasks. In order to promote critical thinking skills, this will be measured by classroom observations and teacher/team evaluations and reflections. This will be confirmed as written feedback, documented and acquired in the <i>Advance</i> system.</p> <p>Key Strategies: Collaborative Inquiry teams will use the analysis of students’ work protocol to gather data on student learning and to revise instructional objectives, academic goals, and skills to be taught.</p> <p>Content teacher teams meet twice per week to write curriculum maps displaying depth versus breadth, within each unit.</p> <p>Professional development activities will focus on interpreting student data to aid curriculum development.</p> <p>Renewal School Priority Areas: Expanded Learning Time</p>	<ul style="list-style-type: none"> • Teacher teams complete an assessment analysis document for each test administered, by grade, total group, and individual classes. • Teachers identify trends and patterns within assessment results, as a team and then as individual pedagogues, to ensure differentiation for their classes. • Consistent use of Mastery Connect by all teachers as a means to track student learning over time • Completed unit plans and tasks in ELA, math, social studies and science which aligned with the CCLS. • Ongoing Scope and Sequence writing by grade content teams prior to the beginning of each unit • Content supervisors facilitate and monitor the progress and completion of all plans and tasks. • Review of <i>Advance</i> data supports teacher growth and the evidence of rigorous instruction being implemented daily. • Weekly co-planning meetings reviewed bi-weekly by the content supervisor. Minutes and comments are tracked electronically. • Monthly meetings and action plans reviewed by content supervisor. Minutes and comments are tracked electronically. • Weekly professional development evaluation surveys to measure the effectiveness of professional development offerings are regularly reviewed by the PD committee. 	
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	<p>Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</p> <p>Professional Development: Academics</p>			
<p>2.</p>	<p>Supportive Environment</p> <p>Goals:</p> <p>By June 2016, 100% of our students will be supported and engaged in activities that address social and emotional needs, resulting in a 10% decrease in students’ incidences. This as evidenced by an overall increase of students’ attendance (92%) and an overall decrease (10%) in student behavioral infractions.</p> <p>Key Strategies:</p> <p>Respect for All team will monitor, disaggregate and analyze data that supports student social and emotional health.</p> <p>Respect for All team will facilitate weekly town hall meetings, parent workshops and assemblies to address the concerns of the community.</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"> • Monitor all reports and sources of information that provide evidence of improvement (ATS, survey, teacher logs and guidance counselor feedback. Merged document reflects student improvement over time • Teachers and administrators meet in order to create intervention and action plans for at-risk students. One supervisor facilitates along with the school-based support team members. • Student reflection/survey mid-year and at the end of the school year • Weekly meeting minutes/logs of Respect for All assemblies address academic, attendance, social and emotional foci during weekly town hall meetings. 	<p>N/A</p>



	Attendance Systems and Structures			
3.	<p>Collaborative Teachers</p> <p>Goals: By June 2016, 80% of all teachers at IS 339 will receive an overall of effective or above on the Measure of Teacher Practice (MOTP,) as calculated and quantified by the Charlotte Danielson <i>Framework for Teaching</i>.</p> <p>Key Strategies: The administration is being deliberate in scheduling the time for professional development and time for teacher collaboration initiatives, such as reviewing student work for improvement of instruction, engaging in Collaborative Inquiry processes and having common planning time for instruction purposes.</p> <p>The school week is broken up into A, B, C, and D days. Teachers meet for two of these days in grade-level</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"> • Teachers plan together during grade, content and interdisciplinary team meetings. • Administrator observations and a deep dive analysis of <i>Advance</i> data demonstrate that teachers of all subject areas are delivering more rigorous instruction. • Improved teacher practices aligned to the Common Core Learning Standards, as per <i>Advance</i> data. • Completion of professional development activities (attendance of all teachers) and the implementation of the instructional strategies learned during professional development experiences 	N/A



	<p>content teams and for two days in interdisciplinary grade-level teams. Teachers join together for 80 minutes on Mondays for professional development and on Tuesdays for parent contact and professional inquiry</p> <p>Renewal School Priority Areas: Danielson Framework for Teaching Implementation - Observation Cycle</p>			
4.	<p>Effective School Leadership Goals: By June 2016, administrators and teachers will participate in content specific and collaborative team meetings to ensure accelerated student learning through reflective practices and professional learning experiences. This as measured by an increase in <i>Advanced</i> data, specifically aligned to components (3b, 3c, 3d) and the School Quality Review indicator (1.2)</p> <p>Key Strategies:</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"> • On track to complete all <i>Advance</i> observations with actionable feedback to teachers with emphasis on Domains 2 and 3 • Master schedule programmed to facilitate teacher participation in two to three content/grade/interdisciplinary team meetings each week • Teacher teams complete three collaborative inquiry cycles during the school year. 	N/A



	<p>Administrators and teachers will participate in content specific team meetings to accelerate student learning through reflective practices and professional learning experiences.</p> <p>Actionable feedback rooted in the Danielson <i>Framework for Teaching</i> is given to teachers along with an improvement plan that includes actionable expectations. Follow-up informal observations will occur within two weeks. Teacher feedback will include: areas of strength, areas for growth, targeted next steps.</p>			
<p>5.</p>	<p>Strong Family-Community Ties Goals: By June 2016, there will be a 10% increase parental involvement in the areas of participation, communication, and decision-making, as measured by the School Environment section of the 2016 School Quality Snapshot and parent event attendance records.</p> <p>Key Strategies: The school will provide materials</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"> • Parent involvement is tracked and monitored by participation at all parent activities, including SLT meetings, PA meetings, Parent/Teacher conferences, Curriculum Night, Saturday Academy, parent activities, Ramapo for Children workshops, (classes, forums, Family Day, learning walk), teacher outreach to parents on Tuesday afternoons, and school website tracking form. 	<p>N/A</p>



	<p>and training to help parents work with their children to improve their children’s academic achievement through open and constant access to the parent coordinator, parent workshops for Literacy and math, curriculum workshops for parents, family literacy workshops and technology training for parents.</p> <p>Parents will be informed of all parent workshops and activities by:</p> <ul style="list-style-type: none"> • School website • E-Mail • School calendar • Parents’ Association monthly meeting • Reminder letters and phone calls, including “auto- dialer” messages 				
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: Parent recommends improvements in teacher hiring practices to ensure that the most highly qualified teachers are in the classroom to prevent classrooms from becoming 'out of control.' Parent recommends that school leaders find a way to avoid over-reliance on substitute teachers. Parent recommends that school leaders address lateness issues by becoming more attentive to unruly behavior in the school building Parent recommends that all teachers immediately inform when a child misses homework. Community member recommends that parents and other community members continue to provide feedback to increase opportunities for collaboration. Parent recommends clearer communication from teachers who speak multiple languages.</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>This school has to think innovatively about "Supportive Environment" domain of Great 'Schools Framework</p> <p>Goals/Outcome of CET meetings:</p> <p>To ensure reciprocal communication with parents and families</p> <p>To ensure instruction is rigorous across all grades, including AIS and ELT, and afterschool programming</p> <p>To ensure alignment in teacher practice is effective or highly effective as noted in the performance levels of the Danielson <i>Framework for Teaching</i>, specifically focused on components 1e and 3c, as per district-wide initiative.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school.</p>	
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Powers of the Receiver
 Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing	The NYCDOE will continue to engage in regular consultation with the leadership of its collective bargaining units regarding the construct



	<p>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. Listed below are any other efforts to utilize the powers of the School Receiver:</p> <p>The school is using a real-time formative assessment system to ensure student understanding, via Mastery Connect for iReady and Rally assessments, and Teacher Created software based assessment.</p>	<p>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> <p>Middle School 339 continues to implement the powers of receivership with fidelity to the overall benefit of the learning community.</p>	
<p>Green</p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p>	<p>Yellow</p> <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



Part IV – 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

<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

