

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
14K322: Foundations Academy	331400011322	NYC GEOG DIST #14 - BROOKLYN	Yellow	SIG Cohort 6
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	NEIL MONHEIT	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcott, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	67

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*.

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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.

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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.

Foundations Academy is a small high school in the Bedford Stuyvesant area of Brooklyn. With student enrollment currently at 51 from grade 9 through grade 12, the school population is comprised of 71% Black, 27% Hispanic, 0% White, and 2% Native American or Pacific Islander students. The student body includes 12% English language learners and 33% special education students. Boys account for 60% of the students enrolled and girls account for 40%. The average attendance rate for the school year 2014 - 2015 was 77%. The announcement of the closure of our school immediately impacted attendance this year, resulting in a steep decline. However, we have remained focused on targeting specific students, improving the quality of instruction, and recognizing improved attendance, which has resulted in our YTD attendance increasing from 68.2% during the last report to 75.1%

Foundations Academy is a small comprehensive high school with a focus on the humanities and writing. We are dedicated to a personalized high school experience, supported by a warm supportive staff. The school believes that students learn best when engaging in productive struggle and producing work

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they can be proud of. We are committed to meeting the needs of all students academically, socially and emotionally.

As part of the NYC DOE's Renewal program, Foundations Academy has been transitioning to a Community School, with Grand Street Settlement as the formal CBO in the process. Their support has allowed the school to initiate tutoring services for individual students and provide counseling services for non-mandated students. The CBO has also completed home visits, enabling Foundations Academy to improve school-family partnerships. Engagement of and with the community has been improved through phone calls and monthly family activities.

The key strategies that Foundations Academy has implemented under Renewal and Receivership have been:

- Extended Learning Time (ELT)
- engaging the community and strategic planning of academic interventions to meet the needs of our students
- implementation of writing strategies
- building the capacity of teachers and administrators through inquiry
 - Cabinet Level Inquiry
 - Teacher grade level inquiry teams
- developing teacher leadership

This has resulted in students engaged in courses that meet their needs, and extended opportunities for Regents preparation and credit accumulation. Teacher leaders and inquiry team members report anecdotally that they are experiencing improvements in student performance resulting from their inquiry initiative, and observational data corroborates this. We attribute this to fidelity to the inquiry process and a congruence between assessed needs delivered Professional Development, and consistent normed observational processes.

Part I – Demonstrable Improvement Indicators

<u>LEVEL 1 – Indicators</u>					
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
4-Year Graduation Rate	Green	23%	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). 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 September 30, 2016</p> <p>It is currently anticipated that 12 graduates from a cohort of 29 can graduate, representing an anticipated graduation rate of 41%. This assumption is based on the fact that our data shows 7 are currently “on track” to graduate, 4 are “almost on track” (3 or more Regents and 35+ credits), and 1 student graduated as of January 2016. The New Visions online tracker demonstrates that participation in PM school learning may yield additional graduates. 1 student is alternate assessment.</p> <p>Our current data for Cohort R shows:</p> <p>Total in Cohort 2016 (29 students)</p>	N/A

				<table border="1"> <thead> <tr> <th>Diploma Type:</th> <th colspan="2">June 2016</th> </tr> </thead> <tbody> <tr> <td>Regents</td> <td>5</td> <td>17%</td> </tr> <tr> <td>Local</td> <td>2</td> <td>7%</td> </tr> <tr> <td>Advanced</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Graduated</td> <td>1</td> <td>3%</td> </tr> <tr> <td>Almost on track*</td> <td>4</td> <td>14%</td> </tr> <tr> <td>Projected 4-Yr Grad Rate</td> <td>12</td> <td>41%</td> </tr> </tbody> </table> <p>*Almost on track refers to students with 35+ credits and 3 or more Regents already passed, allowing for a realistic path to graduation by August 2016</p> <p>This rate is potentially 17% above our Receivership target and potentially 3% above our Renewal goals, which we attribute to:</p> <ul style="list-style-type: none"> • Job-embedded professional development from school administrators and Renewal coaches on areas such as planning, instructional strategies, questioning and discussion, and the use of data • Teacher empowerment through the inquiry process, allowing them to focus very specifically on individual students • Professional Development from our Renewal coaches • Academic Intervention Services (AIS) • Renewal Hour and ELT classes such as photography and culinary arts • Regents preparation classes • Student mentoring from our CBO, Grand Street Settlement 	Diploma Type:	June 2016		Regents	5	17%	Local	2	7%	Advanced	0	0%	Graduated	1	3%	Almost on track*	4	14%	Projected 4-Yr Grad Rate	12	41%	
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5-Year Graduation Rate	Yellow	48%	49%	<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 September 30, 2016</p> <p>Two additional students have graduated in January 2016, leading to 15 out of a cohort of 35 who will graduate in 5 years, resulting in a current 5th year graduation rate of 42.9%. This is below the school’s Receivership target and is attributed to a large proportion of students that dropped out of school before the current school leader assumed leadership of the school and began the implementation of Renewal strategies.</p> <p>In response, and as a means to increase this rate, the school has identified an additional 3 potential 5 year cohort graduates and staff are working with them to complete their credits or tutor them towards Regents completion. This would increase our 5-Year Graduation rate to 51.4%, exceeding our target.</p>	N/A
College Readiness Index	Yellow	0.0%	1.0%	<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 September 30, 2016</p> <p>Since the last quarterly report, three students have met the College Readiness Standards for mathematics. A total of three students (10.3%) have met College Readiness</p>	N/A

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				<p>Standards for both ELA and math. Additionally, we have one student who met College Readiness Standards by scoring above a 480 on the SAT. This takes our total to 4 students, which equals a College Readiness score of 13.8%, exceeding our SED target.</p> <p>In response, 8 of the students identified from the data analysis are receiving daily tutoring, which will be increased or maintained as necessary. The school continues to track students' needs through formative assessment of their math ability. 7 students were eligible to test in February for the Integrated Algebra Regents exam. The other student is graduating early and will not be re-testing.</p> <p>Students are also registered for College Now and will be preparing for the CUNY assessments.</p> <p>Two students are currently College Ready resulting in a College Readiness Index of 6%, exceeding our target.</p>	
English Regents Percent Pass By Year 3	Yellow	39%	40%	<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 September 30, 2016</p> <p>We anticipate improved pass rates in June 2016. In support of this goal, student programming was designed to offer 3rd year students 3 ELA classes during the first semester. Students realizing success in their classes were programmed early for the January ELA Regents exam. Students needing more time are programmed for the traditional seating for the ELA Regents in June of their third year of high school.</p>	N/A

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				<p>At present 23% of third year students participating in standard assessments have already passed the ELA Regents, leading the school to believe that they will successfully achieve this goal.</p> <p>Foundations Academy is continuing to implement WITsi writing strategies and inquiry work based on Common Core Learning Standards (CCLS) to support student achievement and ability to succeed on the ELA Regents.</p>	
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 taking steps in order to make every effort to meet our target. Data to evaluate this indicator will be available pending SED release of information.</p>	N/A
Math Regents Percent Pass By Year 2	Yellow	31%	32%	<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 September 30, 2016</p> <p>At present, no second-year students have passed a math Regents, though one student did graduate with a General Education Diploma (GED) from an off-site program. Students are taking math in a four semester sequence and the school believes they will be well prepared at the end of their second year to pass the math Regents.</p> <p>We remain hopeful we can meet this target.</p>	N/A

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<u>LEVEL 2 Indicators</u>					
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
College and Career Preparatory Course Index	Yellow	0.0%	1.0%	<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 September 30, 2016</p> <p>Currently, 3 students for Cohort R have achieved a 65+ on the Algebra II. Additionally, 3 students are enrolled in college courses and we anticipate they will achieve at least a Grade C.</p> <p>Therefore, Foundations Academy anticipates their success and projects a 13% College and Career Preparatory Course Index because of:</p> <ul style="list-style-type: none"> 1 student who currently has college credits 2 additional students are enrolled in college 2 additional students have passed Algebra II 	N/A
Framework: Effective School Leadership	Yellow	2.20	2.24	<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</p>	N/A

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				<p>comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>As of February 2016, at least 80% of students have engaged in a minimum of one common core aligned tasks in each subject. As of April 2016, we have exceeded this goal. The instructional cabinet and School Renewal team are engaged in a weekly inquiry cycle that reveals teachers are consistently unpacking the curriculum to articulate learning targets. Teachers meet weekly to engage in inquiry, whereas the cabinet meets twice-monthly. The majority of teachers have appropriately articulated assessments for student learning for each lesson taught. As of April 2016, a majority of teachers were rated Effective or Highly Effective in 3D (Assessment in Instruction) - this is a direct result of our cabinet focus on Domain 3</p> <p>As of February 2016, teachers have demonstrated that instructional decisions are being made in response to student learning evidenced by changes made to learning objectives over time. As of April 2016, 100% of teachers engaged in inquiry in which they looked at student work and assessment data. Teachers meet twice weekly. By June 2016, we expect the majority of teachers will have consistently aligned assessments to curricula, used on-going assessment and grading practices, and analyzed information on student learning outcomes to adjust instructional decisions at the team and classroom levels as evidenced by the Advance data. As of April 2016, a majority of teachers were rated Effective or Highly Effective in 3D (Assessment in Instruction) - this is direct result of our cabinet inquiry focus on Domain 3. By June, we anticipate this to increase.</p>	
Implement	Green	N/A	Implement	The school engages in a process of evaluating their	N/A

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Community School Model				<p>formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>As of February 2016, student attendance is at least 80%. Immediately following the announcement of the school closure, attendance dipped significantly. The school has since improved attendance from a low of 66% back up to 75.4% through April 2016. Staff has established a culture for learning that consistently communicates high expectations for all students. This culture offers ongoing and detailed feedback and guidance/advisement supports that prepare students for the next level. This is demonstrated by the staff's use of the online grade book, displays of graded student work in the classrooms and the students' use of the online grade book to review their progress. Attendance growth: 0.37% School Year 2014-2015, the average attendance was 74.24%. School Year 2015-2016, the average attendance is 74.62%</p>	
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). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>The school has implemented the Renewal Hour model and is providing an additional hour of extended learning time activities as an extra 2 minutes added to each class and an extra academic</p>	N/A

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				<p>period at the end of the day daily. Additionally, twice a week the school hosts PM school, which is an opportunity for students to accumulate credits in a blended online & face to face learning environment. In addition, the school in partnership with the CBO provides after school extended learning time activities through clubs, such as photography, art, dance and cooking. The impact of this extra time is students have had the opportunity to accumulate two extra courses a year towards graduation requirements or received Regents preparation without missing out on an academic period during the regularly scheduled day.</p>	
Regents Completion Rate	Yellow	17.9%	18.9%	<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 September 30, 2016</p> <p>As of April 2016, of the 15 students in Cohort S (Class of 2017), 4 students have passed a total of 7 Regents. This equates to a 16% Regents completion rate. We anticipate that, by August 2016, we will exceed this target.</p>	N/A
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

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Part II – Key Strategies

<u>Key Strategies</u>			
<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
<p>1. Rigorous Instruction Goals: By June 2016, across content areas, 80% of all teachers will plan and implement 2 coherent, common core aligned lessons per semester, evidenced by Advance data.</p> <p>Key Strategies: Utilizing Strategic Inquiry Consultants (WiTsi), we will plan for, create, and actualize a robust CCLS-aligned ELA curriculum, which will include anchor texts, pacing calendars, assessments and lesson planning kernels (four part statements articulating the arc of learning) with multiple access points for different learners.</p> <p>Renewal School Priority Areas: Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</p>	Yellow	<p>During the February 2016 progress monitoring period, schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The statements below evidence this work:</p> <p>The school continues to use EngageNY curriculum for ELA and Math while using New Visions curriculum for science and social studies. Renewal Coaches are supporting our implementation of these curricula, specifically in the areas of ELA and Social Studies. Our current focus during cabinet inquiry has been around assessments and feedback, with data revealing a continued need to support teachers in strengthening their assessment practices and in providing actionable feedback to students. Job-embedded coaching in math, ELA and social studies from Renewal coaches enables teachers to plan for and enact curriculum that is “WiTsi-fied”, thus ensuring students engage in activities and practices that are consistent and reinforced across subject areas. The school is “on track” to meet this target, as evidenced by the review of teacher lesson plans for coherence in planning and our focus on building teacher capacity for implementation.</p> <p>As of February 2016, every student has engaged in a</p>	N/A

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			<p>minimum of one common core aligned tasks in each subject. Teachers are improving planning as evidenced by increased proficiency Danielson 1e (Designing Coherent Instruction).</p> <p>We remain committed to this focus, and see continued improvements in teachers’ planning, which we largely attribute to the job-embedded coaching from Renewal Coaches.</p> <p>As of February 2016, 5 students have earned a grade of 85 or better in Algebra II or Advanced Chemistry. 3 students from Cohort R have achieved a 65+ on Algebra II. No students have achieved above an 85.</p>	
2.	<p>Supportive Environment Goals:</p> <p>As a result of an improved school culture the impact on student achievement will be:</p> <ul style="list-style-type: none"> ● By June 2016, student attendance will be at least 80%. ● By June 2015 Graduation rate will exceed 34.5% <p>Key Strategies:</p> <p>In partnership with the Grand Street Settlement, guidance counselors, social workers, and teachers will implement an advisory program embedded in the student schedule. The Advisory will be designed to support student’s students’ socio-emotional needs as</p>	Yellow	<p>During the February 2016 progress monitoring period, schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The statements below evidence this work:</p> <p>The school successfully launched its Advisory program (starting February). Two CBO partners (CUNY Theater Arts and Outward Bound) and 3 on-staff teachers collaborate to plan and deliver quality advisory curricula, centered on personal branding, role play, and social/emotional wellness. All students participate in Advisory.</p> <p>The entire school will be involved in a mental wellness programming each day for a full academic period either before or after lunch. A review of our data reveals student lunchtime and the period after are the times that our students face the greatest challenges in managing their behaviors. We anticipate that providing wrap-around wellness activities will mitigate student misbehaviors and lead to more student on-</p>	N/A

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	<p>identified by student reports of need, referrals for misbehavior, cutting reports, attendance reports and review of student departures from the classroom</p>	<p>task behaviors in the classroom, resulting in improved academic outcomes. As of April, this now includes a Mindfulness program run by HOSH Kids, which is an opportunity specifically for our staff.</p> <p>In direct response to attendance data, the school has revised the attendance plan to reflect a proactive stance regarding student attendance and to ameliorate barriers to student success by encouraging students to report to school. There has been an increase in home visits to families, increased outreach to students who have moved schools/states/countries to ensure our attendance data is accurate, an increase in our use of the New Visions attendance heat maps to ensure we target specific students' attendance, and promoted new attendance incentives, such as student breakfasts, lunches, trips and public celebrations.</p> <p>As of February 2016, student attendance is at least 80%. Immediately following the announcement of the school closure, attendance dipped significantly. The school has since improved attendance from a low of 66% back up to 75.4% through April 2016. Staff has established a culture for learning that consistently communicates high expectations for all students and offers ongoing and detailed feedback and guidance/advisement supports that prepare students for the next level. Even though our attendance is below the expected target, we have increased from a low of 66% when the announcement of our closure was made. We attribute this to a focus on high expectations communicated to students and families and a range of supports provided through our CBO, including counseling, tutoring, and trips/incentives. This is demonstrated by staff use of the online grade</p>	
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			<p>book, displays of graded student work in the classrooms and student use of the online grade book to review their progress.</p> <p>Attendance growth: 0.37%</p> <p>School Year 2014-2015, the average attendance was 74.24%. School Year 2015-2016, the average attendance is 74.62%</p>	
3.	<p>Collaborative Teachers Goals: Teachers will collaboratively plan and implement coherent, common core aligned lessons and units with appropriate multiple entry points in all subjects based on analysis of student work and data. As a result of successful teacher collaboration the impact on teacher practice will be:</p> <ul style="list-style-type: none"> ● By June 2016, the majority of teachers will be engaged in structured, inquiry based professional collaborations that promote the achievement of school goals and the implementation of CCLS as evidenced by agendas and minutes from WITsi morning meetings. <p>Key Strategies: Teacher teams will focus on how Foundations Academy HS ensures that student needs are met, meeting multiple times weekly</p>	Yellow	<p>During the February 2016 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> <p>As of February 2016, 75% of teachers are engaged in structured, inquiry based professional collaborations that promote the achievement of school goals, the implementation of CCLS (including the instructional shifts) and strengthening the instructional capacity of teachers (QR 4.2a rating of Proficient). 100% of our teachers engage in collaborative inquiry (primarily through WITSI) In addition, 90% of students have successfully completed a minimum of one interdisciplinary common core aligned tasks. As of April 2016, we did not implement interdisciplinary tasks given the hiring barriers and staff turnover we have experienced. Curricula and academic tasks are planned and refined using student work and data so that a diversity of learners, including ELLs and SWDs, have access to the curricula and tasks are cognitively engaged as evidenced by teacher updates to the curriculum to include kernels.</p>	N/A

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	<p>(across grades and departments) to ensure innovation, sharing of best practices, group approaches to meeting challenges and goals, consistency across classrooms, as well as ensuring student academic, social and emotional success and well-being. Teachers will plan units, lessons, projects and other student activities in teams.</p> <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry Job-embedded Instructional Coaching</p>		<p>WiTSI meetings remain the predominant means by which teachers refine and update curricula, units, and lessons. As a result of successful teacher collaboration and improvement in teacher practice, there is measurable impact on student achievement. Our graduation rate is set to increase to 41% as a result of the collaborative nature of our teachers and teams</p>	
4.	<p>Effective School Leadership Goals: School leaders will nurture a collaborative school culture that values professional pride where everyone is a learner.</p> <ul style="list-style-type: none"> ● By June 2016, the majority of teachers will consistently align assessment to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels as evidenced by Advance data <p>Key Strategies: School leadership will engage in frequent cycles (6-8 weeks) of observation to ensure effective</p>	Green	<p>During the February 2016 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> <p>As of February 2016, at least 80% of students have engaged in a minimum of one common core aligned tasks in each subject. The instructional cabinet and School Renewal team is engaged in a weekly inquiry cycle that reveals teachers are consistently unpacking the curriculum to articulate learning targets. While we do not meet weekly, we do meet twice a month, on Wednesdays. A very deliberate decision was made by our Director of School Renewal (DSR) to ensure we have one Renewal Coach sit on our cabinet inquiry team and to ensure this coach plans the agenda with the principal and DSR ahead of time, as well as plan</p>	N/A

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	<p>feedback and the provision of high quality Professional Development.</p>		<p>the PD as a result of the findings/discussions from each meeting. This cycle of support ensures an alignment of the data to the PD, and to the job-embedded coaching teachers receive.</p> <p>The majority of teachers have appropriately articulated assessments for student learning for each lesson taught. As of April 2016, Advance data reveals that a majority of teachers were rated Effective or Highly Effective in Component 3D of the Danielson Framework for Teaching between January and May of this year.</p> <p>As of February 2016, teachers have demonstrated that instructional decisions are being made in response to student learning evidenced by changes made to learning objectives over time. WiTSI meetings and the job-embedded coaching continually inform the instructional decisions made by teachers.</p> <p>By June 2016, we expect the majority of teachers will have consistently aligned assessment to curricula, used on-going assessment and grading practices, and analyzed information on student learning outcomes to adjust instructional decisions at the team and classroom levels as evidenced by Advance data.</p>	
<p>5.</p>	<p>Strong Family-Community Ties Goals: The school will nurture a welcoming environment for the local community to enrich the school. This will be done by:</p> <ul style="list-style-type: none"> ● Develop a system where all families receive school 	<p>Green</p>	<p>During the February 2016 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> <p>As of February 2016, parents have reported</p>	<p>N/A</p>

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<p>communications and can communicate with teachers and other staff members in all pertinent languages.</p> <ul style="list-style-type: none">● Ensure families can establish reciprocal communication with teachers and other staff members about children’s academic, social, and emotional developmental health progress and how to best support student achievement. <p>Evidence of Success</p> <p>By June 2016, school leaders and staff will consistently communicate high expectations that are connected to a path to college and career readiness and offer ongoing feedback to help families understand student progress toward those expectations via grade meetings held with parents at least once per semester. Success will be measured by family reporting of satisfaction on a survey developed by the school in collaboration with the CBO.</p> <p>Key Strategies:</p> <p>In collaboration with our CBO (Grand Street Settlement) we will develop a system where all families receive school communications and can communicate with teachers and other staff members in all pertinent languages. Additionally, the school and CBO will ensure families can establish reciprocal communication</p>	<p>satisfaction with school processes that have established a culture for learning that consistently communicates high expectations for all students and offers ongoing and detailed feedback and guidance/advisement supports. The school culture prepares students for the next level. Since the announcement of the closure of our school, we observed a noticeable decline in parental involvement. In response, we have launched a new website, announced new incentives, and redoubled our efforts to engage families (increased communications, additional phone calls, robocalls, newsletters, and daily website updates). As of April, 2016, we have added new incentives to encourage attendance and parental involvement. These include the opportunity for parent and students to receive theater tickets to Broadway shows.</p>	
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	with teachers and other staff members about children’s academic, social, and emotional developmental health progress and how to best support student achievement.				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET) Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p>Superintendent-Approved CET Recommendations: No recommendations incorporated from public hearing.</p> <p>This school has to think innovatively about "Supportive Environment" domain of Great 'Schools Framework.</p> <p>Goals/Outcome of CET meetings Monthly CET meetings are scheduled as an extension of our PA and SLT meetings. While some parents are attending the PA meetings, SLT and CET membership attendance is sporadic.</p>	The school will no longer be in existence as of June 30, 2016
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

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<p>Green</p>	<p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver:</p> <p>The superintendent, and Office of Renewal Schools, ensure the powers of the receiver are utilized through:</p> <ul style="list-style-type: none">● Approval of hiring decisions at the school level where appropriate.● Approval of major budgetary and fiscal decisions occurs with the support of the DSR● One of the initiatives under the High School superintendancy for Renewal Schools has been the Implementation of EngageNY (math and ELA) and New Visions Curriculum (Social Studies and Science) and this has been a consistent expectation supported by<ul style="list-style-type: none">○ Providing the school with content Instructional Coaches who provide job-embedded coaching to teachers○ Providing the school with a Director of School Renewal who oversees Instructional Coaches, aligns the work across offices and agencies, monitors	<p>The school will no longer be in existence as of June 30, 2016</p>
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	<p>school progress, and provides leadership support</p> <ul style="list-style-type: none"> ● Implementation of WITSI ● An additional initiative of the High School Superintendent is the implementation of Cabinet Level Inquiry, which is designed to triangulate the use of data, with classroom observations, and the professional supports provided to teachers. ● The Office of Renewal Schools is implementing extensive summer programs, which will offer learning opportunities for students attending Renewal Schools 		
<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>

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

<u>2016-17 School Year Plan</u>			
<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

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Part V – *Best Practices (Optional)*

Best Practices

The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.

List the best practice currently being implemented in the school.	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	
2.	
3.	

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Part VI – Fiscal

Budget Analysis/Narrative and Budget Documents – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below. Please note, separate budget narratives and FS-10’s must be submitted for a SIG, SIF and/or Persistently Struggling Schools (PSS) grant.

Design Element	Status (R/Y/G)	Analysis of 2015-16 School Year
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.</u>		N/A

Additionally, under separate attachment, the LEA/school must provide a **Budget Narrative** and an **FS-10** for the upcoming 2016-17 implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the 2016-17 Continuation Plan and/or Persistently Struggling Schools (PSS) grant. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of its intervention plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need. Schools no longer receiving SIG or SIF funds need not submit budget narratives and FS-10’s.

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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: _____

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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	
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.	
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer
Typed Name:	Date: