

# Receivership

## Quarterly Report *and* Continuation Plan (2016-17)

*3<sup>rd</sup> Quarter - January 18, 2016 to April 15, 2016*

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
07X520: Foreign Language Academy of Global Studies	320700011520	NYC GEOG DIST # 7 - BRONX	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	Lislie Chislett	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcott, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	103

### 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 FLAGS 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.

FLAGS has implemented many programs this past year to drive student achievement, support students' social emotional development, prepare them for college and careers, and engage families in their child's education. Progress this year is indicated on many fronts:

- First semester scholarship reports from 2015-2016 reveal that 75% of our students have gained 6 credits or more in the first semester compared to first semester of 2014-15 where 36% of our students had gained 6 or more credits.
- 82% of our active senior cohort are on track to graduate with their Regents exams - 14 out of 23 (61%) students have passed all 5 Regents exams and 5 (21%) students have passed 4 Regents exams.
- Students are being academically prepared for "college ready" scores and currently, 10 out of 23 (43%) of the seniors have scored 89% or higher on the ELA Regents exam.
- Class periods are 60 minutes this year versus 45 minutes last year, thus allowing teachers to engage students in in-depth work and employ greater flexibility in their selection of instructional strategies.



- New York City (NYC) Performance Based Assessments are used as baselines and interim assessments to determine student growth towards standards. In addition, rubrics reinforce learning outcomes leveraged by the Common Core Learning standards and provide students with opportunities for self-assessment and peer feedback.
- We have established a certified mental health clinic with services provided by Astor Services for student and family counseling. Mental health professionals from Astor also assist our teachers with classroom strategies that address behavioral needs of at-risk students, crisis prevention and de-escalation techniques.
- Attendance incentives and mentoring have assisted chronically absent students in working towards improved personal attendance and we have exceeded our attendance benchmark, with an 85.5% attendance rate.

**Part I – Demonstrable Improvement Indicators**

<b>LEVEL 1 – Indicators</b>					
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	47%	48%	<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 noticing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <ul style="list-style-type: none"> <li>• Currently, 82% of our active Senior cohort are on track to graduate with their Regents exams and 14 out of 23 (61%) students have</li> </ul>	N/A



				<p>passed all 5 Regents exams. Five (21%) students have passed 4 Regents exams.</p> <ul style="list-style-type: none"> <li>51% of students in Cohort R are projected to graduate in June 2016.</li> </ul>	
College Readiness Index	Green	9.6%	10.6%	<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 observing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <ul style="list-style-type: none"> <li>Students are being academically prepared for “college ready” scores and currently, 10 out of 23 (43%) of the seniors have scored 89% or higher on the ELA Regents exams.</li> <li>Currently 82% of our active Senior cohort are on track to graduate with their Regents exams and 51% of cohort R are on track for graduation.</li> </ul>	N/A
English Regents Percent Pass By Year 3	Green	36%	37%	<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 observing positive trends towards meeting this</p>	N/A



				<p>target. Data to evaluate this indicator will be available September 30, 2016.</p> <ul style="list-style-type: none"> <li>Students are being academically prepared for “college ready” scores and currently, 10 out of 23 (43%) of the seniors have scored 89% or higher on the ELA Regents exams.</li> </ul>	
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 observing positive trends towards meeting this target. Data to evaluate this indicator will be available pending SED release of information.</p> <ul style="list-style-type: none"> <li>51% of Cohort R students have been identified as potential graduates as per the most current data on the New Visions Data Tool.</li> <li>The number of students achieving Level 3 on a modified Measures Of Student Learning (MOSL) task has increased in each core content area when MOSL baseline trends are compared to mid-year benchmark performance tasks similar to the baseline.</li> </ul>	N/A
Math Regents Percent Pass By Year 2	Yellow	15%	16%	<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</p>	N/A



				<p>articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <ul style="list-style-type: none"> <li>• Currently 45% of Cohort (T) students have passed the Math Regents exam.</li> <li>• An increased number of 10<sup>th</sup> grade (cohort T) students are on track to pass the Algebra Regents as evidenced by formative Mock Regents assessments.</li> </ul>	
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<b><u>LEVEL 2 Indicators</u></b>					
Please list the school's Level 2 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.					
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Plan
Framework: Collaborative Teachers	Green	2.16	2.20	<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 the progress towards meeting this indicator.</p> <ul style="list-style-type: none"> <li>• Strategic programming enabled departments to have a planning day each week in which teachers engage in collaboratively unpacking and refining</li> </ul>	N/A



				<p>curricula, lesson planning, and intervisitations with the support of School Renewal Coaches.</p>	
<p>Framework: Rigorous Instruction</p>	<p>Yellow</p>	<p>2.28</p>	<p>2.32</p>	<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"> <li>• Increase in teachers earning a rating of Effective or higher on Danielson's Framework for Teaching 1e (Designing Coherent Instruction) and 3c (Engaging Students in Learning).</li> <li>• Students engaged in a minimum of two common core-aligned tasks in English Language Arts (ELA) and Math, and a minimum of one common core-aligned task in Social Studies and Science.</li> <li>• 51% of Cohort R students have been identified as potential graduates as per the most current data on the New Visions Data Tool.</li> <li>• The number of students achieving Level 3 on a modified Measures Of Student Learning (MOSL) task has increased in each core content area when MOSL baseline trends are compared to mid-year benchmark performance tasks similar to the baseline.</li> </ul>	<p>N/A</p>



				<ul style="list-style-type: none"> <li>We expect an increase in students in classes that terminate in a Regents to pass select Regents By June 2016, as well as an increase in year 2 and 3 students on track towards graduation.</li> </ul>	
Implement Community School Model	Green	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"> <li>The Center for Supportive Schools (CSS), the lead Community Based Organization (CBO) at the school, provides an array of services, including social-emotional supports for students, parent outreach, and supplemental academic supports.</li> <li>Increase in average attendance by 6%. The Year to Date (YTD) attendance is 86.4%.</li> <li>Indicators of student social emotional health such as self-reflections, behavioral incidents, teacher observations, and anecdotes show gains for all students at risk for failure due to attendance or social and emotional issues.</li> <li>Level 3 to 5 incidents from 2014-15 to 2015-16 decreased from 5 to 0 (100% decrease).</li> <li>Superintendent’s suspensions from 2014-15 to 2015-16 decreased from 4 to 2 (-50%).</li> </ul>	N/A



				<ul style="list-style-type: none"> <li>Principal’s suspensions from 2014-15 to 2015-16 decreased from 4 to 2 (-50%).</li> </ul>	
Provide 200 Hours of Extended Learning Time	Green	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"> <li>All students are registered for an Expanded Learning Time (ELT) course. ELT is used to provide students with Regents preparation as well as address credit gaps to increase the number of students on track to graduation.</li> <li>51% of cohort R is on track for graduation.</li> <li>We will meet or exceed 200 hours of ELT this school year.</li> </ul>	N/A
Regents Completion Rate	Green	20.4%	21.4%	<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 observing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p>	N/A



				<p><b>FLAGS Regents Completion Rate</b></p> <ul style="list-style-type: none"> <li>• Cohort (R) 2016 60% 3+ regents passed</li> <li>• Cohort (S) 2017 43% 2+ regents passed</li> <li>• Cohort (T) 2018 6% 1+ regents passed</li> <li>• Cohort (U) 2019 4% 1+ regents passed</li> </ul>	
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



## Part II – Key Strategies

<b>Key Strategies</b>				
<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. <b>Rigorous Instruction</b></p> <p><b>Goals:</b></p> <p>By June 2016, curricula and academic tasks will emphasize rigorous habits and higher order skills for all learners in the majority of classes observed as measured by improved teacher practice and student performance on standards-aligned formative and summative assessments. (QR 1.1)</p> <p>Measurable Indicators</p> <p>A minimum of 75% of teachers will be rated Effective on Danielson 1e and Danielson 3c, as mutually agreed upon by the DSR and Principal</p> <p>The number of students achieving Level 3 on rubrics for formative</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"> <li>• Advance observations reveal that curriculum units and individual teacher lesson planning reflect an emphasis on rigor and higher order thinking skills in daily lessons.</li> <li>• Advance observations demonstrate that students are cognitively engaged in tasks in all major subject areas.</li> <li>• Teacher teams regularly assess student work for the level of cognitive engagement and revise tasks and curricula.</li> <li>• Increase in teachers rated Effective on Danielson 1a, 1e, and 3c, as mutually agreed upon by the Director of School Renewl (DSR) and Principal.</li> <li>• Lessons and academic tasks planned and implemented reflect modifications surfaced in teacher team meetings.</li> <li>• An increase of students in classes that terminate in a Regents passing select Regents items and a corresponding increase of year 2</li> </ul>	N/A	



<p>assessments and benchmark performance tasks will increase by 15% from in each core content area as measured by the MOSL baseline, interim and end-of year assessments.</p> <p>By June 2016, at least 40.2% of year 2 and 3 students will be on track towards graduation.</p> <p>By June 2016, the 4 year graduation rate will be at least 50.4%</p> <p><b>Key Strategies:</b> To provide Professional development, coaching and feedback aligned to the Danielson Framework so that all students have access to a rigorous, compelling curricula that is aligned with the Common Core Learning Standards and NYS subject-area standards and fosters active learning resulting in high levels of engagement, thinking and learning.</p> <p><b>Renewal School Priority Areas:</b> Classroom Implementation of Curricula/Writing Strategies</p>		<p>and 3 students getting on track towards graduation.</p> <ul style="list-style-type: none"> <li>• First semester scholarship reports reveal 75% of our students have gained 6+ credits in the first semester compared to first semester of 2014-15 where 35% of our students had gained 6 or more credits and 52% received all credits attempted.</li> </ul>	
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	<p>Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</p>			
<p>2.</p>	<p><b>Supportive Environment</b>  <b>Goals:</b>                  social and emotional development and a safe, respectful environment that is conducive to learning for all constituents.</p> <p>New behaviors and Results</p> <ul style="list-style-type: none"> <li>• The school leader ensures that all staff members know and uses research-based practices and structures for referral and support for all students that address social and emotional development and academic success.</li> <li>• The school’s approach to culture building, discipline, and social-emotional support results in a safe environment and inclusive culture. Students and adults treat each other respectfully and student voice is welcome and valued.</li> </ul> <p>Measurable Indicators</p>	<p>Green</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"> <li>• Increase in school wide average attendance by 6% since last year.</li> <li>• First semester scholarship reports reveal that 75% of our students have gained 6+ credits in the first semester compared to first semester of 2014-15 where 35% of our students had gained 6 or more credits and 52% received all credits attempted.</li> <li>• Decrease in the number of referrals for student removal and in Online Occurrence Reporting System (OORS) reports.</li> <li>• Level 3 to 5 incidents from 2014-15 to 2015-16 decreased from 5 to 0 in number (100% decrease).</li> <li>• Superintendent’s suspensions from 2014-15 to 2015-16 decreased from 4 to 2 (-50%).</li> <li>• Principal’s suspensions from 2014-15 to 2015-16 decreased from 4 to 2 (-50%).</li> </ul>	<p>N/A</p>



<ul style="list-style-type: none"> <li>● Meet City average attendance benchmark of increase from 79% to 80.1%</li> <li>● Proficient rating on sub-indicator 1.4 on the 2016 Quality review (This was attained in Spring 2015)</li> <li>● Reduction in number of chronically absent students with attendance in 70 to 89% interval by 10%</li> <li>● 90% compliance rating on timely IEP annual and tri-annual reviews</li> <li>● 20% increase in percentage of stakeholders who answer on School Survey questions related to perception of safety and being known positively (agree or strongly agree)</li> <li>● Significant reduction in severely over-age under credited students (3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> year students and other with fewer than 15 credits) through transition support</li> <li>● 5 percentage points in parents satisfaction with our school on the School Environment Surveys</li> </ul> <p>By June 2016, at least 40.2% of year 2 and 3 students will be on track towards graduation. By June 2016,</p>			
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	<p>the 4 year graduation rate will be at least 50.4%</p> <p><b>Key Strategies:</b> To use research-based practices and structures rooted in PBIS for referral and support for all students that address social and emotional development and academic success.</p> <p>Attendance Systems &amp; Structures</p>			
3.	<p><b>Collaborative Teachers</b></p> <p><b>Goals:</b> Goal: By June 2016, in the majority of classrooms, teaching practices will reflect a culture of high expectations, will be aligned to the curricula and articulated set of beliefs that is informed by the Danielson Framework and Common Core Instructional shifts.</p> <p>Measurable Indicators</p> <p>1. The school will receive a rating of Proficient on indicator 2.2, 4.2 of the Spring 2016 Quality Review.</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"> <li>• Teacher teams regularly assess student work for the level of cognitive engagement and revise tasks and curricula.</li> <li>• Curriculum units and individual teacher lesson planning reflect an emphasis on rigor and higher order thinking skills in daily lessons.</li> <li>• Lessons and academic tasks planned and implemented reflect modifications surfaced in teacher team meetings.</li> <li>• Continued increase of teachers rated “Effective” on the Danielson Framework for Teaching in components 1a, 1e, and 3c, as</li> </ul>	N/A



<p>2. A minimum of 65% of teachers will be rated Effective on Danielson 1e and 3c, as mutually agreed upon by the Director of School Redesign (DSR) and Principal</p> <p>3. The percentage of students on track for graduation as measured by credit accrual and Regent passage will increase 15% by the end of year one ('15-'16) and 20% total by the end of year two ('16-'17). We aspire to a graduation rate of 58.5% by year two.</p> <p><b>Key Strategies:</b></p> <p>Through conversations in teacher professional development classrooms, faculty will understand, agree on and adopt a refined instructional focus (communicated as part of "GAPS" goals) and use common language about active learning, rigor, struggle and purposeful planning connected to student achievement.</p> <p>Through conversations in teacher professional development classrooms, faculty will understand, agree on and adopt a refined</p>		<p>mutually agreed upon by the Director of School Renewal and Principal.</p> <ul style="list-style-type: none"> <li>51% of students are projected to graduate in June 2016 in Cohort R.</li> </ul>	
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	<p>instructional focus (communicated as part of “GAPS” goals) and use common language about active learning, rigor, struggle and purposeful planning connected to student achievement.</p> <p><b>Renewal School Priority Areas:</b>                  Danielson Framework                  Implementation - Observation Cycle                  Job-embedded Instructional Coaching</p>			
4.	<p><b>Effective School Leadership</b>  <b>Goals:</b>                  By June 2016, FLAGS’ school leader will demonstrate visionary leadership to create a school community and culture that support success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement as specific indicators of school quality.</p> <p>Measurable Indicators                  1. Proficient on QR sub-indicator 3.1, 1.3 and 4.1</p>	Green	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>• Principal Performance Observation (PPO) feedback aligned to Quality Review sub-indicators 1.3, 1.4, and 3.1.</li> <li>• An increase in year 2 and 3 students on track towards graduation.</li> <li>• Average attendance rate is up over 6% to 86.23%</li> </ul>	N/A



	<p>2. By June 2016, at least 40.2% of year 2 and 3 students will be on track towards graduation. By June 2016, the 4 year graduation rate will be at least 50.4%</p> <p>3. Meet City average attendance benchmarks of 79% to 80.1%</p> <p>4. Meet City Regents completion benchmark of 27.8 % in 2016 and 35.2 % in 2017.</p> <p><b>Key Strategies:</b> The shared vision for school improvement and mission will be communicated during every faculty meeting, professional learning time, meetings with the Community Schools Team and SLT by using “GAPS” goals, the instructional focus and portions of the RSCEP.</p>			
5.	<p><b>Strong Family-Community Ties</b></p> <p><b>Goals:</b> By June of 2016, FLAGS will renew its culture to be one of partnership where school, families, parents and community foster student academic, social and emotional well-being.</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"> <li>Increase in parent attendance at Parent-Teacher Conferences compared to last year.</li> </ul>	N/A



	<p><b>Key Strategies:</b> To welcome families and provide constant communication and opportunities through a) a welcome “open door policy” to visit school and voice needs, b) increased hard copy and electronic bi-lingual communications from school including a new website, c) expanded teacher outreach to parents inviting them to come to school to meet with grade team.</p>		<ul style="list-style-type: none"> <li>• Increase in teacher’s contacting their students’ parents each marking period evidenced by SKEDULA anecdotal records.</li> <li>• 2 workshops per month with parents led by Center for Supportive Schools around student attendance.</li> <li>• Increase in projection for graduation rate.</li> </ul>	
<p><b>Green</b></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 <u>with impact</u>.</p>	<p><b>Yellow</b></p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p><b>Red</b> 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

<b>Community Engagement Team (CET)</b> 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><b>Superintendent-Approved CET Recommendations:</b>                      Students will select one spirit week foci monthly.                      Field trips for students to learn about ancient civilizations will be facilitated by Teachers of English as a Second Language (TESL) and Art teachers.</p> <p>We have reached out to Fordham for assistance with our soccer program, The Community School Director is facilitating basketball to enhance attendance.</p> <p>A survey will be deployed to afford students the opportunity to provide input to the school on clubs and resources that they need. It was suggested that this could be done through a survey.</p> <p><b>Goals/Outcome of CET meetings:</b>                      Team understanding of Quarterly Receivership Report                      Team met in January 2016 and will meet in May 2016.</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 New York City Department of Education (NYCDOE) will conduct a public hearing for the purposes of discussing the performance of the school, 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. CETs utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as School Improvement Grant and School Innovation Fund (SIG/SIF) improvement plans to track progress towards meeting school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is</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>	<p>convenient for parents – either weekday evenings or Saturday mornings.</p>
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**Powers of the Receiver**  
 Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is 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 NYCDOE will continue to engage in regular consultation with the leadership of its collective bargaining units regarding the construct of receivership and related requirements. The 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>School will be closing as of June 30, 2016.</p>



School will be closing as of June 30, 2016 due to low enrollment with a current register of 97 active students.

<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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**Part IV – Title I Schoolwide Program (SWP) Plan Required Components (As applicable)**

<b>2016-17 School Year Plan</b>			
<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.	Does this have to be completed?
2.	
3.	



**Part VI – Fiscal**

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

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

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



**Part VII – Attestation**

**RECEIVER:**

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

Name of Receiver (Print): \_\_\_\_\_

Signature of Receiver: \_\_\_\_\_

Date: \_\_\_\_\_

**COMMUNITY ENGAGEMENT TEAM:**

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

Name and Position of CET Representative (Print): Leslie Chislett\_\_\_\_\_

Signature of CET Representative: \_\_\_\_\_

Date: \_\_\_\_\_



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

2016-17

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

Continuation Plan Cover Page

<b>District Name</b>	
<b>School Name</b>	
<b>Contact Person</b>	<b>Telephone (    )</b>
<b>E-Mail Address</b>	
<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 <b>(in blue ink)</b>	Title of Chief School/Administrative Officer
Typed Name:	Date:

DRAFT

