



DRAFT

Receivership Quarterly Report

2nd Quarter - November 1, 2015 to January 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, Principal	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. This 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 reveal 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
- 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.

- Class periods are 60 minutes this year versus 45 minutes last year allowing teachers to engage students in in-depth work.
- NYC Performance Based Assessments are used as baselines and interim assessment to determine student growth towards standards while their rubrics reinforce Common Core Learning standards in student learning tasks and provide a tool for student self-assessment.
- 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.

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcome of key strategies related to Receivership, and as such should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.



Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators				
Please list the school’s Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
4-Year Graduation Rate	Green	47%	48%	<p>Our RSCEP action plans include effective programming to ensure each student registers for the courses he/she needs to progress towards graduation while avoiding redundancies in programs. We have implemented academic interventions in the form of before and after school tutoring, Saturday school (“Super Saturday”), and make-up classes during ELT. We have also created credit-bearing electives to reinforce standards in multiple content areas and the CCLS such as “Global Themes and Arguments” and increase student achievement. In the past, students were programmed for non-credited AIS support (AIS) that hindered them from accruing needed credit in electives. Our new approach accomplishes needed standards and skill reinforcement and, at the same time, allows students to gain credit. Use of the New Visions Data tool during weekly cabinet and grade team meetings has assisted us in understanding and responding to student credit and Regents passage gaps. Additionally, in December, we paired each senior with a coach/mentor and launched “Operation Graduation”.</p> <p>We are on track to meeting the target for an increased graduation rate for the 2015-16 school year. This is evidenced by the fact:</p> <ul style="list-style-type: none"> • First semester scholarship reports reveal 75% of our students have gained 6 credits in the first semester or more compared to first semester of 2014-15 where 36% of our students had gained 6 or more credits that semester. • All resolvable credits gaps in students 2nd semester programs have been addressed



				<ul style="list-style-type: none"> • 21 out of the 23 active students (91%) in the 2016 cohort have no credit gaps when factoring in anticipated 2nd semester course credit • 14 out of 23 (61%) students have passed all 5 Regents exams, 5 out of 23 (21%) students have passed 4 Regents, 3 out of 23 students (13%) have passed 3 Regents, 2 out of 23 (8%) students have passed 1 Regents, and 2 students (8%) passed 0 Regents. <p>Our projected graduation rate is over 65% when calculated with active student roster and around 50% when calculated with the original cohort number of 35 students. Therefore, we will meet or exceed the benchmark.</p>
College Readiness Index	Green	9.6%	10.6%	<p>Through partnership with the CUNY LINCT program we have implemented math and ELA curriculum aligned with the CCLS and CUNY entrance exam requirements. Student development of personal attributes such as persistence and <i>Habits of Work and Learning</i> that correlate with college readiness, along with aspiration for college ready scores on Regents exams are being emphasized in all classes and in advisory thorough use of College Board advisory curriculum. Most importantly, we have provided the Regents prep classes previously described and registered students to re-take the Regents exams to obtain higher “college ready” scores. Currently, 10 out of 23 (43%) of the seniors scored 89% or higher on the ELA Regents. One student out of 23 scored over 80% on the Integrated Algebra, and 6 students scored 70% or higher on the Common Core Algebra Regents (where 70% is the college-ready metric). Consequently, we are on track to meet the College-Readiness index target.</p>
English Regents Percent Pass By Year 3	Green	36%	37%	<p>The RSCEP action plans already support increased passage of the ELA Regents by Year 3. In addition, we have adopted CCLS –aligned curricula (Engage New York) 9-12 to increase alignment of enacted curricula with the standards. We are embedding literacy strategies and tracking their effectiveness on student writing performance through the WiTSI (Writing is Strategic Thinking with Inquiry) program. Evidence collected that demonstrates we are on track to meet or exceed this target is that currently the following percentage of students have passed the ELA Regents in Year 3</p> <ul style="list-style-type: none"> • During the January administration of ELA Regents 8 out of 19 (42%)



				<p>students currently in their 3rd year of high school (2017 cohort) took and passed the Regents <u>prior</u> to June when they typically would take the test</p> <ul style="list-style-type: none"> At the end of the 2014-15 school year, the 17 out of 23 (%) of the 2016 cohort has passed the ELA Regents. (73%). <p>As this data shows, we have already exceeded the target for the ELA Regents by Year 3.</p>
Make Priority School Progress	Yellow	N/A	Meet progress criteria	We are on track to meet this target based on aforementioned interventions for Regents pass rates and credit accumulation.
Math Regents Percent Pass By Year 2	Yellow	15%	16%	<p>Our current sophomore, cohort 2018, will take the Algebra Regents after their second year of high school this June 2016. Currently 2 out of 30 students took and passed the Regents after one year. In keeping with our assessment plan, we have used CCLS-aligned performance tasks as Measures of Student Learning to assist us in tracking student growth in relationship to the standards. In analyzing this data, we have observed students demonstrating standards-based competencies necessary for success on Common Core Regents tasks. Additional mid-term assessments with Regents tasks show at least 50% of the students demonstrating success on these tasks as indicated by passing scores. However, currently 44% of the class of 2018 has credit gaps due to failure in one semester of Algebra indicating deficits that could affect Regents performance. We are using the following interventions to address student needs and meet the benchmark of well over 16% of our students passing the Algebra Regents by Year 2:</p> <ul style="list-style-type: none"> Lengthened the day to offer credit make-up classes or math electives such as a Math and Technology course during ELT to address deficits or reinforce Algebra skills Lengthened our periods to provide increased instructional time Providing academic intervention in the form of before and after school tutoring and Saturday academy Adopted and implemented Engage NY for Algebra Leveraging Renewal Team coaches to work with math teachers to increase their capacity to provide rigorous, differentiated



- instruction
- Offering additional tutoring with CBO-provided tutors

LEVEL 2 Indicators
 Please list the school’s Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
Framework: Collaborative Teachers	Green	2.16	2.20	Since our class periods are now longer than last year (60 minutes versus 45 minutes), teachers have been able to engage students in in-depth work. In addition, due to creative scheduling where classes occur for students during varied periods across the week and twice on one day a week, department teacher teams have an identified “planning day” with at least 3 hours of planning time. Renewal coaches are working with teachers and assisting the facilitation of collaboration and inquiry. The result has been our core content areas teachers along with teachers of ELLs and SWDs working together to implement curriculum units aligned with the standards (New Visions in science and social studies and Engage NY in math and ELA) and to conduct collaborative analysis of student work. Inquiry methodology is also being used during grade team meetings where literacy strategies are embedded in student tasks and materials and the resulting student work is analyzed to determine impact on student growth towards targeted skills. Consequently, students have made gains in writing more complex sentences and comprehending difficult texts. They are also using these writing skills to demonstrate their conceptual understanding in all content areas with increased clarity according to a review of student work and classroom observations.
Framework: Rigorous Instruction	Yellow	2.28	2.32	As mentioned above, we are working to implement rigorous curricula and instruction aligned with the Danielson Framework for Teaching. While practice across classroom is still inconsistent in light of Danielson indicators 3b (questioning and discussion techniques) and 3c (student engagement), teachers have made



				<p>growth. This is particularly evident in our ELA and math classes. Observations of teachers in the areas of 3b and 3c are mostly developing with some teachers demonstrating effective practice consistently in these areas (approximately 6 out of 15). However, we will make the incremental target for this indicator. Teacher turn-over and some new hires this year have helped to improve the school-level picture of consistency in rigorous instruction.</p>
Implement Community School Model	Green	N/A	Implement	<p>Working with our lead CBO the Center for Supportive Schools (CSS), we have met our goals to implement various services to support students socially and emotionally, increase attendance and parent involvement. The following has been accomplished:</p> <ol style="list-style-type: none"> 1) <u>Mental Health Clinic</u>: We have established a certified mental health clinic with services provided by Astor Services for student and family counseling. The clinic was “up and running” as of Feb. 2, 2016. Since Fall of 2015, mental health professionals from Astor have assisted our teachers with classroom strategies that address behavioral needs of at-risk students, crisis prevention and de-escalation techniques. 2) <u>Peer Group Connection (PGC)</u>: Beginning Fall 2014, our teachers were trained by CSS to implement a leadership course for juniors and seniors who are prepared serve as advisors to freshmen. Twice weekly these peer leaders facilitate the freshmen advisory to aid 9th graders’ transition to high school. This evidenced-based program has supported our students’ social and emotional growth. 3) <u>Achievement Mentoring</u> The CSS has assisted us by training our AmeriCorps volunteer in a research-based approach to mentoring who has in turn been meeting with 10-15 students who are chronically absent 20 minutes a week. Other staff will be training this year and in Year 2. 4) <u>Connect with Kids</u> Our teachers have been trained to use resources for advisory that incorporate media and focus on social and emotional development. Implementation of this curriculum has been inconsistent, but we continue to work to learn how best to utilize these web-based resources for students and parents with



				<p>fidelity.</p> <p>5) <u>Kinvolved</u>: Some teachers and staff (attendance teacher, parent coordinator, and counselors) have been trained and are using this technology to text parents about student absences or important events at school. As a result, we have seen improved attendance and parent involvement. Our first parent-teacher conferences were attended by 50% of our parents which is a 35% increase compared to last year. Our attendance rate is up from 79% last year to 85.5% year to date.</p> <p>6) <u>Attendance Incentive Programs</u> We have held numerous attendance incentive programs that include pizza parties, award ceremonies, door prizes and spirit days.</p> <p>7) <u>WEDIKO</u>: This CBO has assisted us with parent education by running workshops for parents on topics relevant to their needs.</p> <p>8) <u>SAT Prep and Academic tutoring through Brienza</u>: This support has been offered to seniors; Regents tutoring will begin this semester.</p> <p>9) <u>CUNY LINCT (Lessons in Navigating Transition to College) program for college readiness</u> (Previously described.)</p>
Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	<p>We have succeeded in lengthening our school day; it is now longer and occurs between 8:40 am and 4:00 pm. This has allowed us to incorporate new learning opportunities for students that are based on our knowledge of their needs such as credit make-up opportunities for students who failed previous semesters of core courses, and “Regents prep” taught through unique approaches with CBO partners that appeal to various learning styles and integrate technology. Examples include Fresh Prep with Urban Arts Partnership, Achieve 3000 or Pearson’s iLit program for ELLs or students with disabilities and others who struggle with literacy... In addition, we have succeeded in offering enrichment (arts) clubs that are led by CBOs and funded by 21st Century grant to further extend the school day until 6:00 pm. Our ELT offerings are led by FLAGS’ teachers’ and CBO to provide an integrated and seamless learning day for students. The <u>impact</u> has been 100% of our</p>



Regents Completion Rate	Green	20.4%	21.4%	<p>students participating in ELT.</p> <p>Understanding that the metric is calculated where the numerator is the # of junior students who passed at least 3 Regents exams and sophomore who passed 2 exams, we examined the data for 2nd and 3rd year students who are now in their 3rd and 4th year. The number of active students in the cohort is the denominator when calculating the percent. This equates to approximately 22% for our school which exceeds the target set by the state.</p> <p>One major organizational strategy we are using is to have freshmen take the living environment Regents this June to lessen the burden in their sophomore year where we have traditionally given 3 Regents.</p>		
Green	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> .		Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part II – Key Strategies

Key Strategies <i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.		
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	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.
<p>1. Rigorous Instruction Goals: 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> <ol style="list-style-type: none"> 1. 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 2. The number of students achieving Level 3 on rubrics for formative 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>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</p>	<p>Yellow</p>	<p>As previously explained, we are adopting CCLS-aligned curricula in all classes that terminate in Regents exams. Renewal coaches and a Generation Ready coach are assisting implementation and supporting teachers’ development of effective instructional strategies and the CCLS instructional shifts. Other strategies used to improve the consistency of rigorous instruction include:</p> <ul style="list-style-type: none"> • Use of NYC Performance Based Assessments (MOSL PBA) as baselines and interim assessment to determine growth towards standards • Use of MOSL PBA rubrics to reinforce CCLS standards and traits in student learning tasks and student self-assessment • Professional development in Sheltered Instructional Observation Protocol (SIOP) delivered by Pearson (February 1, 2016 and two dates in Feb. and March) • Effective feedback and clear instructional next steps provide in teacher evaluations • Student and teachers schedules that permit extended common planning time for each department <p>Evidence that speaks to some progress aligned with the target gleaned from the NYC Advance platform reports and other sources is as follows:</p> <ol style="list-style-type: none"> 1. Danielson 1e has been rated 25 times in Advance observations during the first semester. The results have been evaluated in cabinet and when coaching logs, evidence from formative



	<p>50.4%</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> 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>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies; Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</p>		<p>observations are considered and the Advance data is further disaggregated effective practice is most consistently observed in planning (1e) in the English, math and science teachers.</p> <ol style="list-style-type: none"> Interim assessments using teacher created MOSL-like tasks show students demonstrating growth in CCLS-aligned traits in ELA with approximately 65% of our students meeting grade-level expectations on these assessments. Teachers have received regular professional development aligned with our key strategy and Renewal School Priority Areas as follows: <ol style="list-style-type: none"> Weekly PD time (55 minutes) has involved teachers in Danielson calibration exercises and use of tennis charts to analyze each component (1e, 3b, 3c and 3d). They have also participated in intra-visitations led by a consultant from the CSS to focus on “active learning” (3c) and other effective questioning, discussion and assessment practices aligned with Danielson 3b and 3d. Math and ELA teachers have attended Engage NY trainings, science and social studies teachers have attended New Vision’s curriculum PD, and all faculty have participated in SIOP training. In addition, 9th and 10th grade teachers receive WITSI training.
2.	<p>Supportive Environment</p> <p>Goals: Support social and emotional development and ensure a safe, respectful environment that is conducive to learning for all constituents. New behaviors and Results</p> <ul style="list-style-type: none"> 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. The school’s approach to culture building, discipline, 	Green	<p>Evidence that supports our assessment of implementation and impact of key strategies, and attainment of goals and targets:</p> <ul style="list-style-type: none"> Attendance incentives and mentoring have assisted chronically absent students in working towards improved personal attendance. FLAGS had 24 students last year (2014-15) with 70-89% attendance. Of these students, 19 (79.2%) have improved their attendance this year (2015-16) to date. 6 of these students (25%) have improved their attendance by 10% or more this year. 11 of the 24 students (46%) who had 70-89% attendance last year now have attendance of 90% or above for this school year. We have <u>exceeded</u> the attendance benchmark and are now at 85.5% averaged attendance rate. Teachers have been supported through the grade team structure



	<p>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.</p> <p>Measurable Indicators</p> <ul style="list-style-type: none"> ● Meet City average attendance benchmark of increase from 79% to 80.1% ● Proficient rating on sub-indicator 1.4 on the 2016 Quality review ● Reduction in number of chronically absent students with attendance in 70 to 89% interval by 10% ● 90% compliance rating on timely IEP annual and tri-annual reviews ● 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) ● Significant reduction in severely over-age under credited students (3rd , 4th and 5th year students and others with fewer than 15 credits) through transition support ● 5 percentage points in parents satisfaction with our school on the School Environment Surveys <p>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>in using data to effectively respond to student social, emotional needs. Teachers and counselors are also working with Astor services and families to identify students needing mental health clinic support.</p> <ul style="list-style-type: none"> ● New advisory program curriculum resources (Connect with Kids) along with the Peer Group Connection program ensure the focus on developing personal attributes and nurturing social, emotional wellness. Other structures such as regular support group meetings for students who are at risk for self-harm have been formed and are facilitated by one of our guidance counselors. ● Suspensions have been reduced from last year. ● Proficient rating on sub-indicator 1.4 (Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults) on the 2016 Quality review was attained in Spring 2015. ● Our over-age under-credited students continue to get support to transition to other settings including Transfer Schools and YABC Programs. ● The SIG grant has enabled us to hire a bi-lingual counselor that has worked consistently with juniors and seniors on college aspiration and access and to further support them socially and emotionally in college aspirations. <p>We are solidly on track to meet these metrics by June 2016 where at least 40.2% of year 2 and 3 students will be on track towards graduation and the 4 year graduation rate will be at least 50.4%.</p>
3.	<p>Collaborative Teachers</p> <p>Goals:</p> <p>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</p>	Yellow	<p>Since our class periods are now longer than last year (60 minutes versus 45 minutes), teachers have been able to engage students in in-depth work. In addition, due to creative scheduling where classes occur for students during varied periods across the week and twice on one day a week, department teacher teams have an identified “planning day” with at least 3 hours of planning time. Renewal coaches are working with</p>



<p>Danielson Framework and Common Core Instructional shifts.</p> <p>Measurable Indicators</p> <ol style="list-style-type: none"> 1. The school will receive a rating of Proficient on indicator 2.2, 4.2 of the Spring 2016 Quality Review. 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 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>Key Strategies:</p> <ul style="list-style-type: none"> • 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. • 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>Renewal School Priority Areas:</p>		<p>teachers and assisting the facilitation of collaboration and inquiry. The result has been our core content areas teachers along with teachers of ELLs and SWDs working together to implement curriculum units aligned with the standards (New Visions in Science and Social Studies and Engage NY in Math and ELA) and to conduct collaborative analysis of student work. Inquiry methodology is also being used during grade team meetings where literacy strategies are embedded in student tasks and materials and the resulting student work is analyzed to determine impact on student growth towards targeted skills. Consequently, students have made gains in writing more complex sentences and comprehending difficult texts. They are also using these writing skills to demonstrate their conceptual understanding in all content areas with increased clarity according to a review of student work and classroom observations.</p> <ul style="list-style-type: none"> • Teachers have been supported through the grade team structure in using data to effectively respond to student social, emotional needs. Teachers and counselors are also working with Astor services and families to identify students needing mental health clinic support. • Proficient rating on sub-indicator 1.4 (Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults) on the 2016 Quality review was attained in Spring 2015. • Use of the New Visions Data tool during weekly cabinet and grade team meetings has assisted us in understanding and responding to student credit and Regents passage gaps. • In December, we paired each senior with a coach/mentor and launched "Operation Graduation".
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	Danielson Framework Implementation - Observation Cycle Job-embedded Instructional Coaching		
4.	<p>Effective School Leadership Goals: 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</p> <ol style="list-style-type: none"> 1. Proficient on QR sub-indicator 3.1, 1.3 and 4.1 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% 3. Meet City average attendance benchmarks of 79% to 80.1% 4. Meet City Regents completion benchmark of 27.8 % in 2016 and 35.2 % in 2017. <p>Key Strategy:</p> <ul style="list-style-type: none"> • 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. 	Green	<ul style="list-style-type: none"> • Use of NYC Performance Based Assessments (MOSL PBA) as baselines and interim assessment to determine growth towards standards • Use of MOSL PBA rubrics to reinforce CCLS standards and traits in student learning tasks and student self-assessment • Effective feedback and clear instructional next steps provide in teacher evaluations • Student and teachers schedules that permit extended common planning time for each department <p>Evidence that speaks to some progress aligned with the target gleaned from the NYC Advance platform reports and other sources is as follows:</p> <ol style="list-style-type: none"> 4. Danielson 1e has been rated 25 times in Advance observations during the first semester. The results have been evaluated in cabinet and when coaching logs, evidence from formative observations are considered and the Advance data is further disaggregated effective practice is most consistently observed in planning (1e) in the English, math and science teachers. 5. Interim assessments using teacher created MOSL-like tasks show students demonstrating growth in CCLS-aligned traits in ELA with approximately 65% of our students meeting grade-level expectations on these assessments. 6. Teachers have received regular professional development aligned with our key strategy and Renewal School Priority Areas as follows: <ol style="list-style-type: none"> a. Weekly PD time (55 minutes) has involved teachers in Danielson calibration exercises and use of tennis charts to analyze each component (1e, 3b, 3c and 3d). b. Teachers participate in intra-visitations led by a consultant from the CSS to focus on "active learning" (3c) and other



			<p>effective questioning, discussion and assessment practices aligned with Danielson 3b and 3d.</p> <p>c. Math and ELA teachers have attended Engage NY trainings, science and social studies teachers have attended New Vision’s curriculum PD, and all faculty have participated in SIOF training. In addition, 9th and 10th grade teachers receive WiTSI training.</p>
5.	<p>Strong Family-Community Ties Goals: 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> <p>Key Strategy:</p> <ul style="list-style-type: none"> • To welcome families and provide constant communication and opportunities through <ul style="list-style-type: none"> 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. 	Yellow	<p>Working with our lead CBO the Center for Supportive Schools (CSS), we have met our goals to support students socially and emotionally and increase attendance and parent involvement.</p> <ul style="list-style-type: none"> • <u>Mental Health Clinic</u>: We have established a certified mental health clinic with services provided by Astor Services for student and family counseling. The clinic was “up and running” as of Feb. 2, 2016. Since fall of 2015, mental health professionals from Astor have assisted our teachers with classroom strategies that address behavioral needs of at-risk students, crisis prevention and de-escalation techniques. • <u>Peer Group Connection (PGC)</u>: Beginning Fall 2014, our teachers were trained by CSS to implement a leadership course for juniors and seniors who are prepared serve as advisors to freshmen. Twice weekly these peer leaders facilitate the freshmen advisory to aid 9th graders’ transition to high school. This evidenced-based program has supported our students’ social and emotional growth. • <u>Achievement Mentoring</u>: The CSS has assisted us by training our AmeriCorps volunteer in a research-based approach to mentoring who has in turn been meeting with 10-15 students who are chronically absent 20 minutes a week. Other staff will be training this year and in Year 2. • <u>Connect with Kids</u>: Our teachers have been trained to use resources for advisory that incorporate media and focus on social and emotional development. Implementation of this curriculum has been inconsistent, but we continue to work to learn how best to utilize these web-based resources for students and parents



			<p>with fidelity.</p> <ul style="list-style-type: none"> • <u>Kinvolved</u>: Some teachers and staff (attendance teacher, parent coordinator, and counselors) have been trained and are using this technology to text parents about student absences or important events at school. As a result, we have seen improved attendance and parent involvement. Our first parent-teacher conferences were attended by 50% of our parents which is a 35% increase compared to last year. Our attendance rate is up from 79% last year to 85.5% year to date. • <u>Attendance Incentive Programs</u>: We have held numerous attendance incentive programs that include pizza parties, award ceremonies, door prizes and spirit days. • <u>WEDIKO</u>: This CBO has assisted us with parent education by running workshops for parents on topics relevant to their needs. • <u>CUNY LINCT (Lessons in Navigating Transition to College) program for college readiness</u>: (Previously described.)
6.			
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.	
Status (R/Y/G)	Analysis / Report Out
Yellow	<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: Students will select one spirit week foci monthly. Field trips for students to learn about ancient civilizations will be facilitated by ESL and Art teachers</p> <p>We have reached out to Fordham for assistance with soccer program, Community School Director is facilitating basketball to enhance attendance. 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>During the first week of the 2015-16 school year, written notice was sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school. Once the school’s hearing was held, a summary of recommendations was provided to the school based on commentary from speakers captured in a transcript of the public hearing, a recommendations form provided to participants at the hearing, an online survey on our NYCDOE website, any email feedback received to our receivership@schools.nyc.gov email address, or by mail. The CET met to review the public input and finalize school improvement plan recommendations, which were submitted to the Superintendent, acting on behalf of the Chancellor as Receiver, for review. Upon Superintendent determination of which CET recommendations would be incorporated, the improvement plan was revised and resubmitted.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on</p>



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.

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
Green	Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver:

Green	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> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part IV – Best Practices (Optional)

<p><u>Best Practices</u> The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.</p>	
List the best practice currently being implemented in the school.	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	
2.	
3.	



Part V – Attestation

ATTESTATION: 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): Superintendent, Michael Alcott

Signature of Receiver: _____

Date: _____

DRAFT