

Receivership

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

3rd Quarter - January 18, 2016 to April 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
09X064: P.S. 064 Pura Belpre	320900010064	NYC GEOG DIST # 9 - BRONX	Yellow	Cohort 4
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	Barbara Headley	Leticia Rodriguez-Rosario, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	0K,01,02,03,04,05	133

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 Pura Belpre 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.

As a school that is phasing out in June 2016, we are best preparing our last moving up class by frequently exposing the students to college and career readiness. For example, during the month of January 2016 students researched colleges and their field of interests leading to career and work opportunities. We are also scheduling college tours to neighboring community colleges, such as Boricua and Hostos, and to senior colleges, such as Lehman and Fordham. Teachers have discussed their career pathways, the colleges they attended, and displayed their degrees. Currently, students are researching colleges they are interested in attending, and why they want to attend that college.

We are enhancing the school culture through the arts program. We partnered with Studio in the Schools and Education in Music. Both of these arts programs, for visual and performing, offer our students the opportunity to learn about the different forms of art that will broaden their horizons. This means of self-expression is crucial for students as they transition toward middle school in the Fall of 2016. This past ~~fall~~, ~~wefall~~, we had a music performance and the newly created chorus will perform this spring.



The school, which was initially a ReadyGen school, is now a Teachers College Reading and Writing School. Our teachers use the Teachers College resources, “A Guide to the Common Core Writing Workshop” and “If... Then... Curriculum: Assessment based Instruction” coupled with the units of study, by grade, to ensure implementation is integrated with fidelity. The first two units launched were informational writing and expository writing. Teachers are preparing to launch the third unit, which is on memoirs-

In combination with the school and the Community School-Based Organization, Abbot House, students are exposed to both academics and enrichment programs three days a week, for a total of three hours a daily. The other two co-located schools also benefit from the Community School model, since their students participate in the academics and enrichment programs. The Saturday Academy program is focused on academics, specifically, mathematics and English Language Arts.

On Saturdays, we also offered English Language Learning Parents workshops, where they have the opportunity to learn English language skills. This program operates in collaboration with (09x294) one of the two co - located elementary schools on campus.

Part I – Demonstrable Improvement Indicators

<u>LEVEL 1 – Indicators</u>					
Please list the school’s Level 1 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.					
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
					N/A

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LEVEL 2 Indicators					
Please list the school's Level 2 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.					
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Plan
					N/A

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Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part II – Key Strategies

Key Strategies

As applicable, identify any key strategies being implemented during the current reporting period that are *not described above*, but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.

List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
<p>1. Rigorous Instruction</p> <p>Goals:</p> <p>By June 2016, the school leader and stakeholders will create/modify the ELA curriculum to incorporate CCLS and instructional shifts, summative and formative assessments and scaffold lessons, as evidenced by 20% increase in student achievement on the ELA NYS Assessment</p> <p>Key Strategies:</p> <p>The teachers will support literacy/mathematics development by engaging students in rigorous instructional practices in order to move them from guided practice to independence. The students will, without prompting, learn to build</p>	Yellow	<p>In the framework area of Rigorous instruction, the school has focused on the following work throughout SY 15-16. As we move towards meeting this goal, we have identified evidence of improvement in the quality of student work. Teachers have increased their practices of providing students with actionable feedback. The diagnostic formative assessments demonstrate an improvement in literacy, towards mastery of end of unit benchmarks and this includes the Teachers College performance tasks and on-demand [writing] performance across the grade in the various writing genres. The teachers have supported students, using small group instruction in both literacy and mathematics in order to promote self directed learners. Additionally, the use of the workshop model (to, with, by) is the structure the school has adopted to create consistency across the grade. Students use strategies and organizational templates in order to scaffold and assist them with comprehension and problem solving. These tools are utilized to help the students articulate their ideas, build on others' ideas, confirm their understanding, promote independence,</p>	N/A



	<p>on others ideas, articulate their own ideas, confirm their understanding and become self -directed learners.</p>	<p>and become self directed learners. The 2015 New York State ELA summative data indicates that 30% of the students assessed performed at level 2 and above. Compared to the 2014 ELA summative data, the student achievement improved by 26%. The New York State math summative data indicates that 36% of the students assessed performed at level 2 and above. The 2015 math summative scores demonstrate an increase of 29% in student achievement.</p> <p>We administer the Fountas & Pinnell running records periodically. Our baseline data shows that 78% of the students were reading below grade level, 16% of the students were reading at grade level, and 6% of the students were reading above grade level. Our periodic data in January 2016, demonstrates that 52% of the students are reading below grade level, 35% of the students are reading at grade level, and 13% of the students are reading at grade level. This data indicates an improvement of over 20% in student achievement.</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"> Teachers and students began the year by setting short and long term goals. Formative assessments were administered, collected, and analyzed for next steps, every six to eight weeks. The following benchmark assessments were administered, as follows: Baseline assessments – September 2015 Mid-Line assessment – January 2016 	
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			<p>End-Line assessment – May 2016. In addition, routine daily monitoring took place via student reflections and teacher observations (e.g., checkpoints). This process ensured that we incorporated the cycle of learning (plan, implement, reflect and adjust, and share lessons learned).</p> <ul style="list-style-type: none"> <u>We administer the Fountas & Pinnell running records periodically. Our baseline data shows that 78% of the students were reading below grade level, 16% of the students were reading at grade level, and 6% of the students were reading above grade level. Our periodic data in January 2016, demonstrates that 52% of the students are reading below grade level, 35% of the students are reading at grade level, and 13% of the students are reading at grade level. This data indicates an improvement of over 20% in student achievement.</u> 	
2.	<p>Supportive Environment Goals: By the end of 2015-2016 academic years, the school will implement a social emotional curriculum that will promote a safe, supportive school culture, as evidenced by the decrease the number of OORS incidents by 20%.</p>	Yellow	<p>In the framework area, Supportive Environment, the school has focused on the following work throughout SY 15-16. As a first year community school, and in conjunction with the community based organization, the school has created a positive school culture that addresses the social emotional needs of the students, parents, families, and larger community. As a result of the strengthened partnership with the lead community based organization, Abbott House, additional learning opportunities and wraparound services have been provided for the community.</p>	N/A

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	<p>Key Strategies: PS64X will offer professional development in the management of students to teachers and staff. School leaders will monitor the quality of interactions and relationships that takes place between students and staff.</p>	<p>Some of the school initiatives are, as follows:</p> <ul style="list-style-type: none"> • Social-Emotional Learning initiative was used to promote and highlight positive behavior. • Basketball team competed with other schools and participated in the championship tournament. • Ladies' Lunch and Brothers Breaking Bread became outlets for at risk students to discuss academic, personal, and social issues with positive role models operating in various professions. <p>Student Council met regularly in order to discuss global awareness, school/community outreach, and student led discussions about social issues. Student Advisory initiative enabled every student to be assigned to a mentor in order to address social-emotional learning needs. Caught Doing Something Good charts were displayed on classroom doors in order to highlight students who exhibited positive classroom behaviors. Household Pantry was a monthly initiative where parents were able to shop for clothing, food, and household supplies for free.</p> <p>A total of fourteen incidents have been reported to the Online Occurrence Reporting System (OORS) this scholastic year. This total includes three reported accidents and one incident which was not student related. Last scholastic year, the school reported a total of 53 incidents. Thus, the school is well paced in decreasing the overall number of incidents this year. The school's YTD attendance is 93%.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks,</p>	
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		<p>as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> Teachers and students began the year by setting short and long term goals. Formative assessments were administered, collected, and analyzed for next steps every six to eight weeks. The following benchmark assessments were administered as follows: Baseline assessments – September 2015 Mid-Line assessment – January 2016 End-Line assessment – May 2016. In addition, routine daily monitoring took place via student reflections and teacher observations (e.g., checkpoints). This process ensured that we incorporated the cycle of learning (plan, implement, reflect and adjust, and share lessons learned). <p><u>A total of fourteen incidents have been reported to the Online Occurrence Reporting System (OORS) this scholastic year. This total includes three reported accidents and one incident which was not student related. Last scholastic year, the school reported a total of 53 incidents. Thus, the school is well paced in decreasing the overall number of incidents this year. The school's YTD attendance is 93%.</u></p>	
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<p>3.</p>	<p>Collaborative Teachers</p> <p>Goals:</p> <p>By the end of the 2015-2016 academic years, the teacher teams will collaborate consistently in order to develop plans which incorporate higher order questioning, as evidenced by effective lesson plans and observations. There will be a twenty percent increase in highly effective rating by formal and informal observations in <i>Advance</i>..</p> <p>Key Strategies:</p> <p>There will be additional professional learning opportunities, which support the ideas of the CCLS and Instructional Shifts. The main focus of our work will be strengthening students in the four domains of literacy and mathematical concepts to real world situations in order to move them toward independence.</p>	<p>Yellow</p>	<p>In the framework area, Collaborative Teachers, the school has focused on the following work throughout SY 15-16. Through our partnership with LitLife, which addresses literacy and Ready Generation, which addresses math, respectively, our teachers meet on a weekly basis through a common planning period and preparation period. During this time teachers create lesson plans to address the needs of individual groups of students, and revise the units of study and make the necessary adjustments, aligned to the Common Core Learning Standards.</p> <p>Through their observations, teachers receive actionable feedback that identifies areas of continued support and next steps. The teachers will continue to receive support in the four Domains of the Danielson Framework for Teaching (specifically, 1a, 1c, 3b, 3c, 3d – to target the instructional core). The teachers have supported students using small group instruction in both literacy and mathematics in order to promote self-directed learners. Additionally, the use of the workshop model (to, with, by) is the structure the school has adopted to create consistency across the grade.</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"> • End of Unit Assessments (math) – 6 weeks cycle • End of Unit Assessment literacy – 6 weeks cycle • Fountas & Pinnell – 6 weeks cycle • Administration Review & Analyze – Every 6 weeks • Assessment-driven Instruction – on going 	<p>N/A</p>
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			<ul style="list-style-type: none"> Units of study are conducted in 6 week cycles to ensure opportunities for re-teaching are embedded in the AIS program. 	
4.	<p>Effective School Leadership</p> <p>Goals:</p> <p>By the end of the 2015-2016 academic year, the school leaders will establish a professional learning environment that will enhance teachers' methodologies, as evidenced by an increase of 20% in professional learning, utilizing <i>Advance</i> .</p> <p>Key Strategies:</p> <p>Through professional development opportunities, conferencing, clear and explicit communication, and actionable feedback, administrators will support the growth of teacher pedagogy so that all are effective in effective questioning and small group instruction.</p>	Yellow	<p>In the framework area, Effective School Leadership, the school has focused on the following work throughout SY 15-16. With the support of the teacher development and evaluation coach, the school principal and assistant principal conducted the first cycle of norming the observation process, using the Danielson Framework for Teaching. The teacher development and evaluation coach is conducting job-embedded support visit. Through actionable feedback, most of the teachers are demonstrating movement towards effective and highly effective instructional practices, leading to improved ratings. One teacher who is being supported through a teacher improvement plan continues to receive support from administration.</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"> Implemented varied types of progress monitoring techniques, such as daily checks for understanding via student reflections, exit slips, conferring, and teacher recorded checks for understanding sheets. Formative assessments will also be administered, collected, and analyzed for next steps every six to eight weeks. The following benchmark assessments were administered as follows: Baseline assessments – September 2015 	N/A



			<p>Mid-Line assessment – January 2016 End-Line assessment – May 2016.</p> <ul style="list-style-type: none"> In addition, routine daily monitoring will take place via student reflections and teacher observations (e.g., checkpoints). This process ensures that we are incorporating the cycle of learning (plan, implement, reflect and adjust, and share lessons learned). 	
5.	<p>Strong Family-Community Ties Goals: By the end of June 2015-16 school year, the school will develop a partnership with families which fosters high academic expectations and reciprocal communication. Parent involvement will increase by at least 25%, as evidenced by attendance logs and parent surveys.</p> <p>Key Strategies: The school will utilize the parent coordinator to serve as the liaison between the school and families to provide monthly calendars, family activities, and adult learning opportunities. The parent coordinator will provide parents with information regarding health</p>	Yellow	<p>In the framework area, Strong Family-Community Ties, the school has focused on the following work throughout SY 15-16. As a direct result of our partnership with Abbott House, and the Community School initiative, as a community school, we are able to offer our parents and families workshops geared towards their needs and the needs of their children. Such workshops include learning English, homework help and academics, computer literacy, etc. In collaboration with Abbott House, our parent coordinator facilitates the workshops. There are several workshop scheduled for both the winter and spring.</p> <p>Parents from the community feel supported and are re-engaged in the academics of their children. Additionally, those parents that actively participate in in the school community invite other parents to participate in school activities and events. Our parent satisfaction has increased. This academic school year, we have received no 311 calls. During the public hearing, only one suggestion was offered, which was</p>	N/A



<p>issues.</p>		<p>to provide more parent workshops. Based on this suggestion, we have a monthly calendar and newsletter, and posters/fliers announcing the upcoming workshops for the month. As part of the wraparound services, we have a Montefiore Health Clinic. Through the community based organization, we have a full time licensed psychiatrist, social worker, and physician. The clinicians offer home visits, as needed, and currently 92% of our students are registered with the clinic.</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"> The school community members implement varied types of progress monitoring techniques, such as daily checks for understanding via student reflections, exit slips, conferring, and teacher recorded checks for understanding sheets. Formative assessments were also administered, collected, and analyzed for next steps every six to eight weeks. The following benchmark assessments will be administered as follows: Baseline assessments—September 2015 Mid-Line assessment—January 2016 End-Line assessment—May 2016. In addition, routine daily monitoring will take place via student reflections and teacher observations (e.g., checkpoints). This process 	
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			<p><u>will ensure that we are incorporating the cycle of learning (plan, implement, reflect and adjust, and share lessons learned). A total of fourteen incidents have been reported to the Online Occurrence Reporting System (OORS) this scholastic year. This total includes three reported accidents and one incident which was not student related. Last scholastic year, the school reported a total of 53 incidents. Thus, the school is well paced in decreasing the overall number of incidents this year.</u></p> <ul style="list-style-type: none"> • <u>The school's YTD attendance is 93%.</u> • <u>▲</u> 	
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 III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)		
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p>Superintendent-Approved CET Recommendations: Recommended that programs be made available for parents to learn alongside of their children.</p> <p>Goals/Outcome of CET meetings:</p> <ul style="list-style-type: none"> • To ensure reciprocal communication with parents and families • To ensure instruction is rigorous across all grades, including AIS and ELT, and afterschool programming • To ensure alignment in teacher practice is effective or highly effective, as noted in the performance levels of the Danielson <i>Framework for Teaching</i>, specifically in components 1e and 3c, as per district initiative. 	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will 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.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET's utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>

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

Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will</p>	<p>The NYCDOE will continue to engage in regular consultation with the leadership of its collective bargaining units regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.</p> <p>P.S. 64 continues to implement the powers of receivership with fidelity to the overall benefit of the learning community.</p>

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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:
 Campus wide collaborative meetings are ensuring that all key stakeholders are aligning their resources and instructional priorities to maximize educational impact.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part IV – Title I Schoolwide Program (SWP) Plan Required Components (As applicable)

2016-17 School Year Plan

As applicable, 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 *each* required component.

Ten Required Components of SWP		2016-17 School Year Plan	Rationale
1.	Comprehensive Needs Assessment	Diagnostic Tool School and District Effectiveness (DTSDE), both state-led and district-led satisfy this requirement.	N/A
2.	Schoolwide Reform Strategies	N/A	N/A
3.	Instruction by Highly Qualified Teachers	N/A	N/A
4.	High Quality and On-going Professional Development	N/A	N/A
5.	Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools	N/A	N/A
6.	Strategies to Increase Parental Involvement	N/A	N/A
7.	Transition Plans to Assist Pre-school Children from Early Childhood Programs to the Elementary School Program	N/A	N/A
8.	Measures to Include Teachers in Decisions Regarding the Use of Academic Assessment Data to Inform Instruction	N/A	N/A
9.	Activities to Ensure the Students Who Experience Difficulty Attaining Proficiency Receive Effective and Timely Additional Assistance	N/A	N/A
10.	Coordination and Integration of Federal, State and Local Services and Programs -	N/A	N/A



Part V – Best Practices (Optional)

Best Practices

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

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



Part VI – Fiscal

Budget Analysis/Narrative and Budget Documents – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below. <u>Please note</u> , separate budget narratives and FS-10’s must be submitted for a SIG, SIF and/or Persistently Struggling Schools (PSS) grant.		
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</u> on instructional practices/key strategies/student engagement.	N/A	N/A
Additionally, <u>under separate attachment</u> , the LEA/school must provide a Budget Narrative and an FS-10 for the upcoming 2016-17 implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the 2016-17 Continuation Plan and/or Persistently Struggling Schools (PSS) grant. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of its intervention plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need. Schools no longer receiving SIG or SIF funds need not submit budget narratives and FS-10’s.		



Part VII – Attestation

RECEIVER:

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

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____

COMMUNITY ENGAGEMENT TEAM:

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

Name and Position of CET Representative (Print): _____

Signature of Receiver: _____

Date: _____



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

**2016-17
 School Improvement Grant 1003(g)
 School Innovation Fund Grant
 Persistently Struggling Schools Grant**

Continuation Plan Cover Page

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

DRAFT

DRAFT

