

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
23K646: Aspirations Diploma Plus High School	332300011646	NYC GEOG DIST #23 - BROOKLYN	Yellow	SIF 3
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	Sherma Fleming	Paul Rotondo, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	234

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

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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

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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 Aspirations Diploma Plus High School 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.

Aspirations Diploma Plus High School is a transfer school within New York City whose mission is to enroll and teach students who have previously dropped out of high school or fallen off track to graduate by no less than two school years upon enrollment. The school has an open enrollment policy and accepts students who wish to return to school or continue academic classes throughout the school year, making instructional coherence and data analysis of student progress challenging, but rewarding. The school has experienced poor results in past years; however, it has embarked on an improvement plan discussed in detail in the School Innovation Fund grant and within the School's Comprehensive Educational Plan. The District made the decision to change administrative leadership. Students are making progress toward meeting benchmarks and goals under the guidance of the new principal. The school is currently working to address all focus areas in need of improvement; as of January, 2016, 23K646 has made significant progress toward meeting these "Demonstrable Improvement Indicators" by attaining the benchmark goals established for this school and, therefore, has been removed from the State Accountability List for the 2016-2017 school year.

Evidence of the school's progress is contained within each section of this quarterly report; Aspirations Diploma Plus High School has shown improvement in effectively developing a positive learning environment for students and families, while also supporting the social and emotional needs of its students. Where progress is incremental, specifically in academic improvement, it is evident that with additional support resources and the guidance of the new principal and leadership team, the school will meet or exceed the Demonstrable Improvement Indicators for this school year.

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
Credit Accumulation Rate for students with 0.00-11.00 Credits	Yellow	7.7	7.8	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>Because this school is a Transfer High School and the student register is often changing throughout the school year, data is frequently unavailable for all students who are, or have been, enrolled.</p>	N/A
Credit Accumulation Rate for students with 11.01-22.00 Credits	Yellow	7.55	7.65	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available</p>	N/A

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				<p>September 30, 2016.</p> <p>As of February 2016, there has been a slight decrease in the credit accumulation as measured by scholarship reports. For instance, in 2014-2015, we had a 55.29% credit accumulation, while currently in the 2015-2016 school year, we have 52.29% in credit accumulation. Although, this number is low, we have one more semester in which students can accumulate credits because we are a trimester school. This means students are able to earn credits three times a year.</p>	
Credit Accumulation Rate for students with 33.01-38.00 Credits	Yellow	8.51	8.61	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>As of February 2016, there has been a slight decrease in the credit accumulation as measured by scholarship reports. For instance, in 2014-2015, we had a 55.29% credit accumulation, while currently in the 2015-2016 school year; we have 52.29% in credit accumulation. Although, this number is low, we have one more semester in which students can accumulate credits because we are a trimester school. This means students are able to earn credits three times a year.</p>	N/A

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School Survey - Safety	Yellow	3.00	3.04	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>As of February 2016, there has been a 1% increase in attendance and a decrease in OORS incidents as a result of improved CBO supports. There have been numerous innovative strategies put in place, such as early morning home visits, daily wake-up calls, late calls to parents, monthly parent letters with cumulative absences and lateness, and mandatory parent meetings with students with excessive absences.</p> <p>In addition, the suspension report indicates a reduction of student suspensions from 23 during the 2013-2014 school year, 13 in 2014-2015 and 7 in the current school year of 2015-2016. This is due to the collaborative effort of working with students who may experience social-emotional issues. Students are being provided with socio-emotional services through the Child Center of New York, which includes weekly counseling, outside referrals, and programs to implement strategies to assist these students.</p> <p>In addition, we have implemented a mentorship program to monitor student behavior and academics on a monthly basis. There are meetings for students and their parents who are failing classes, high absenteeism and those who demonstrate disruptive behavior in the classroom.</p>	N/A
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<p>Transfer School Graduation Rate</p>	<p>Green</p>	<p>41.8</p>	<p>42.8</p>	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Final data to evaluate this indicator will be available September 30, 2016, however at this time the school has met this indicator’s target objective.</p> <p>As of February 2016, there has been a 1% increase in the number of students on track to graduate as compared to February 2015. According to our reports, the number of students who are on track to graduate has increased dramatically due to academic intervention programs, after school and during our Saturday Academy.</p> <p>For instance, our graduation cohorts numbers are as follows:</p> <p>2014-2015 Cohort O = 48.39 of a total 52.42% of Cohort were on track to graduate</p> <p>2015-2016 Cohort P = 55.12 of a total 61.54% of Cohort were on track to graduate</p> <p>This increase in students on track to graduate is due to the additional supports put in place for students. These include, but are not limited to, academic intervention meetings, parent meetings, parent-teacher conferences and senior meetings to discuss</p>	<p>N/A</p>
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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
English Regents DOE Growth Percentile	Green	47	48	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016</p> <p>Scores on practice exams in English and math continue to indicate that the extended time and tutoring have shown an increase in passing rates of 5% to 10% percent on each practice test for English.</p>	N/A
Framework: Effective School Leadership	Yellow	2.80	2.84	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and</p>	N/A

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				<p>progress towards meeting this indicator:</p> <p>. As of February 2016, there has been a slight decrease in the credit accumulation as measured by scholarship reports. For instance, in 2014-2015, we had a 55.29% credit accumulation, while currently in the 2015-2016 school year, we have 52.29% in credit accumulation. Although, this number is low, we have one more semester in which students can accumulate credits because we are a trimester school. This means students are able to earn credits three times a year.</p> <p>As of February 2016, there has been a 1% increase in the number of students on track to graduate as compared to February 2015. According to our reports, the number of students who are on track to graduate has increased dramatically due to academic intervention programs, after school and during our Saturday Academy.</p> <p>For instance, our graduation cohorts numbers are as follows:</p> <p>2014-2015 Cohort O = 48.39 of a total 52.42% of Cohort were on track to graduate</p> <p>2015-2016 Cohort P = 55.12 of a total 61.54% of Cohort were on track to graduate</p> <p>This increase in students on track to graduate is due to the additional supports put in place for students. These include, but are not limited to, academic intervention meetings, parent meetings, parent-teacher conferences and senior meetings to discuss</p>	
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				graduation requirements	
Framework: Rigorous Instruction	Yellow	2.36	2.4	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>As of February 2016, there has been a slight decrease in the credit accumulation as measured by scholarship reports. For instance, in 2014-2015, we had a 55.29% credit accumulation, while currently in the 2015-2016 school year, we have 52.29% in credit accumulation. Although, this number is low, we have one more semester in which students can accumulate credits because we are a trimester school. This means students are able to earn credits three times a year.</p> <p>As of February 2016, there has been a 1% increase in the number of students on track to graduate as compared to February 2015. As of February 2016, there has been a 1% increase in the number of students on track to graduate as compared to February 2015. According to our reports, the number of students who are on track to graduate has increased dramatically due to academic intervention programs, after school and during our Saturday Academy.</p> <p>For instance, our graduation cohorts numbers are as</p>	N/A

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				<p>follows:</p> <p>2014-2015 Cohort O = 48.39 of a total 52.42% of Cohort were on track to graduate</p> <p>2015-2016 Cohort P = 55.12 of a total 61.54% of Cohort were on track to graduate</p> <p>This increase in students on track to graduate is due to the additional supports put in place for students. These include, but are not limited to, academic intervention meetings, parent meetings, parent-teacher conferences and senior meetings to discuss graduation requirements.</p>	
Math Regent DOE Growth Percentile	Green	59	60	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>Scores on practice exams in math continue to indicate that the extended time and tutoring have shown an increase in passing rates of 5% to 10% percent on each practice test for Algebra.</p>	N/A
Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and</p>	N/A

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				<p>progress towards meeting this indicator:</p> <p>The increase in students on track to graduate is due to the additional supports put in place for students. These include, but are not limited to, academic intervention meetings, parent meetings, parent-teacher conferences and senior meetings to discuss graduation requirements. The greatest support has been in Extended Learning Time. Regents prep courses in major content areas continue to be offered after school and Sports and Arts provide small group instruction until 6 PM 3 days per week.</p>		
Student Attendance	Yellow	64%	65%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>As of February 2016, there has been a 1% increase in attendance as a result of improved CBO supports. We have implemented strategies to address chronically absent students through phone outreach and home visits.</p>	N/A	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .		Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

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.

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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: Rigorous Instruction</p> <p>By June, 2016, as a result of increased student cognitive engagement and student-led classroom discussion, there will be a 5% increase in credit accumulation across all grades as measured by scholarship reports.</p> <p>Key Strategies: Create school wide curriculum maps, unit plans and course outline templates during the yearlong PD. Templates will include a section on NYS Standards and CCLS alignment, content specific instruction, literacy instruction and plan for differentiation.</p>	Green	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <p>As of February 2016, there has been a slight decrease in the credit accumulation as measured by scholarship reports. For instance, in 2014-2015, we had a 55.29% credit accumulation, while currently in the 2015-2016 school year, we have 52.29% in credit accumulation. Although, this number is low, we have one more semester in which students can accumulate credits because we are a trimester school. This means students are able to earn credits three times a year.</p> <p>Regents support for students scheduled to take the exams this school year includes CCLS aligned tasks that reflect skills needed on exams. In addition, the school has implemented a comprehensive and rigorous curriculum in all classes aligned with the Common Core Standards. Continued monitoring, reviewing and revising this curriculum has become the work of Teaching Matters, our SIF partner, administrative teams and teacher development teams. Curriculum from the NYC Core Curriculum and the HMM Collections have been modified to meet the needs of our students and have contributed to the overall effectiveness of instructional planning. This in turn has resulted in more effective lessons.</p>	N/A
<p>2. Supportive Environment</p> <p>Goals: By June, 2016, as a result of increased CBO programs and</p>	Green	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements</p>	N/A

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	<p>supports during and after school, there will be a 2% increase in student attendance.</p> <p>Key Strategies: We will continue to create school wide curriculum maps, unit plans and course outline templates during the yearlong PD. Templates will include a section on NYS Standards and CCLS alignment, content specific instruction, literacy instruction and plan for differentiation.</p>		<p>below evidence this work:</p> <p>CBO representatives continue to implement effective attendance outreach and an advisory system that monitors student attendance and provides supports through early identification of students who have exhibited absentee issues has been established. Staff, administrators and guidance counselors are engaged in providing incentives to students who meet attendance targets and goals.</p> <p>Counselors are implementing mentorship programs for girls and boys. The school’s supportive environment has been improved upon and the restorative justice/advisory program has been embedded within the school. This work exposes students to practices that help foster self-efficacy and self-awareness.</p> <p>This has led to improvement in the environment evidenced by the dramatic decrease in student behavioral issues.</p>	
3.	<p>Collaborative Teachers</p> <p>Goals: By June 2016, as a result of professional development on how to implement cognitively engaging lessons that include higher order questions and student led discussions, the English and Math growth percentile will increase by 1 point.</p> <p>Key Strategies: Teachers meet in department teams and inquiry teams to improve teacher practice and increase</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <p>Data tools for looking at student work and uncovering gaps continue to be utilized by teacher teams to collaboratively explore the instructional lessons of every teacher. 100% of the teachers have embedded higher level questioning techniques within their lessons and instructional practices. They have worked with students to support the use and development of critical thinking through accountable talk, text dependent questioning techniques, and Socratic seminars.</p> <p>As of February 2016, there has been a 1% increase in</p>	N/A

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	student achievement outcomes.		the number of students passing English and Math Regents compared with January 2015 as a result of common planning time. In 2014, the number of students passing the English Regents was 42.11%, while in the 2015-2016 school year the English Regents pass rate is 68.42%. On the other hand, the Mathematics regents pass rate decreased from the 27.66% in 2014-2015 to 23.53% this year due to students never being scheduled to take the Algebra Common Core prior to this January. However, the principal has implemented after-school tutoring and regents prep programs to assist the students who are having difficulty with the content to prepare them to take the Algebra examination in June 2016.	
4.	<p>Effective School Leadership</p> <p>Goals: By June 2016, as a result of the implementation of school-wide teams that use data to analyze curriculum, pedagogy, school programs and social-emotion supports, there will be a 1% increase in the over-all graduation rate.</p> <p>Key Strategies: Aspirations will continue to provide after-school advisory. Additionally, Tuesdays will allow the community school to blossom as teachers are use blocks of time, twice per month, to communicate with families.</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <p>As of February 2016, there has been a 1% increase in the number of students on track to graduate as compared to February 2015. According to our reports, the number of students who are on track to graduate has increased dramatically due to academic intervention programs, after school and during our Saturday Academy.</p> <p>This increase in students on track to graduate is due to the additional supports put in place for students. These include, but are not limited to, academic intervention meetings, parent meetings, parent-teacher conferences and senior meetings to discuss graduation requirements</p>	N/A
5.	Strong Family-Community Ties	Yellow	During the February progress monitoring period,	N/A

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	<p>Goals: By June 2016, as a result of improved outreach to families and the community, there will be a 4% increase in Safety on the NYC School Survey.</p> <p>Key Strategies: Curriculum Nights will continue to take place at the beginning of each trimester so Parents can receive their child’s schedule for that trimester and meet the teachers.</p>	<p>schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <p>As of February 2016, the school has reviewed progress towards meeting the annual goal and has made adjustments to the action plan to improve community involvement. There have been more parental workshops for families. For example, Gun Violence, Transcript and Graduation Requirement, The Importance of Attendance and Credit Accumulation, etc. We have partnered with outside organizations to address the socio-emotional needs of the students. We have partnered with an organization called Gemnasium and G.I.A.N.T Thinking. Both of these organizations work with families and students on issues they encounter as a whole.</p>	
<p>Green</p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p>	<p>Yellow</p> <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>

Part III – Community Engagement Team and Receivership Powers

<p>Community Engagement Team (CET)</p>		
<p>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.</p>		
<p>Status (R/Y/G)</p>	<p>Analysis / Report Out</p>	<p>2016-17 School Year Plan</p>
<p>Green</p>	<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>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</p>

	<p>Superintendent-Approved CET Recommendations:</p> <ul style="list-style-type: none"> -Look at data as a means of identifying skill gaps and determining supports -Increase post-secondary planning for students -Support teachers with individualized PD, collaborative inquiry, and common assessments (to track progress) -Ensure clear tracking of progress; create a contingency plan to support student achievement in the event that the current plans are not successful -Ensure funding for parent activities -Ensure transparency of programs and status updates of goals for all stakeholders so that things can be modified if need be in order for all targets to be met. -Expand Regents Prep program; Utilize effective strategies/programs to support struggling readers; -Encourage students to attend tutoring -Ensure that ELT options reflect student interests and present programs are successfully improving grades/attendance <p>Goals/Outcome of CET meetings:</p> <p>The CET meets monthly to discuss the school Receivership status.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school. The goals are being shared with the team members and as of February they indicate the progress</p>	<p>receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET’s utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings.</p> <p>The school leadership has at this time made significant progress toward meeting the recommendations made by the superintendent and as such this progress has resulted in the school’s removal from the State Accountability List of Priority and Focus schools published this February, 2016.</p>
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	<p>made listed above. The school leadership has at this time made significant progress toward meeting the recommendations made by the superintendent and as such this progress has resulted in the school's removal from the State Accountability List of Priority and Focus schools published this February, 2016.</p>		
<p>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.</p>			
<p>Status (R/Y/G)</p>	<p>Analysis / Report Out</p>	<p>2016-17 School Year Plan</p>	
<p>Green</p>	<p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver:</p> <p>The school has requested and received the support and assistance of the district in meeting the targets indicated and their work has resulted in removal of this school from the State Accountability List for the 2016 school year.</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>The school leadership has at this time made significant progress toward meeting the recommendations made by the superintendent and as such this progress has resulted in the school's removal from the State Accountability List of Priority and Focus schools published this February, 2016.</p>	
<p>Green</p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy</p>	<p>Yellow Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will</p>	<p>Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being</p>

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	<u>with impact.</u>			be able to achieve desired results. 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			
<i>As applicable</i> , please provide additional information to describe 2016-17 school year plans and rationale for required components of a Title I Schoolwide Program plan. If a required component has already been addressed in one or more section above, please use the “2016-17 School Year Plan” column to indicate which sections contain this information. A brief rationale should be included for <u>each</u> 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	N/A	N/A

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	and Programs -	
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Part V – Best Practices (Optional)

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

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

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Part VI – Fiscal

Budget Analysis/Narrative and Budget Documents – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below. <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 on instructional practices/key strategies/student engagement.</u>		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.		

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Part VII – Attestation

RECEIVER:

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

Name of Receiver (Print): ___ Paul Rotondo, Supt. _____

Signature of Receiver: _____

Date: _____

COMMUNITY ENGAGEMENT TEAM:

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

Name and Position of CET Representative (Print): _____

Signature of Receiver: _____

Date: _____

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

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

Continuation Plan Cover Page

District Name: NYC GEOG DIST #23 - Brooklyn	
School Name Aspirations Diploma Plus High School	
Contact Person Sherma Fleming	Telephone (718) 498-5257
E-Mail Address SFlemin22@schools.nyc.gov	
I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.	
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer Principal
Typed Name: Sherma Fleming	Date: May 4, 2016