

# Receivership

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

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

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
07X600: Alfred E. Smith Career and Technical Education High School	320700011600	NYC GEOG DIST # 7 - BRONX	Yellow	SIG 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	Evan Schwartz, Principal	Juan Mendez, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	410

### 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 Alfred E. Smith 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), then implemented by school staff and leadership, which meet regularly to evaluate progress based on qualitative and quantitative data.

An analysis of mid-year data such as third marking period progress, January 2016 Regents Exams, Mid-Term Exams and interim assessments, leads us to believe we will meet all target benchmarks. A review of our 2014-2015 data revealed, we met AYP for all students and sub-groups in Math, ELA and 4-year graduation rate, outperforming our peer index and geographic district data in all categories. We continue to refine curriculum to ensure alignment with the Common Core Learning Standard (CCLS) in all content areas, across grade levels as well as in our career and technical education programs such as Automobile Technology and Graphic Arts. This continual alignment has resulted in new units of studies which reflect our two CTE themes and include multiple-points of entry for all learners. As a result of our professional learning activities, teacher buy-in and consistent observation cycles focused on school-wide initiatives, we have increased the depth of rigor in all classrooms resulting in improved student outcomes as evidenced in scholarship data and four-year graduation rate.

As we enter the final marking period for the 2015-2016 school year we are maintaining our strategies and services in order to improve student outcomes. All cohort students that do not have their required examinations are all in prep courses and receiving extra AIS services. Also, the plus one option for our CTE students are being reviewed to maximize the 4 plus 1 graduation option.

## **Part I – Demonstrable Improvement Indicators**

### **LEVEL 1 – Indicators**



Please list the school’s Level 1 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
4-Year Graduation Rate	Green	51%	52%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <ul style="list-style-type: none"> <li>A review of graduation cohort data shows an estimated 66% June graduation rate and a 71% August graduation rate. This would represent the largest June graduation rate in over 15 years.</li> </ul>	N/A
College Readiness Index	Green	2.1%	3.1%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target.</p>	N/A



				<p>Data to evaluate this indicator will be available September 30, 2016.</p> <ul style="list-style-type: none"> <li>A review of the data shows an estimated college and career readiness rate in ELA of 48% and a college readiness rate in math of 20%.</li> </ul>	
Make Priority School Progress	Yellow	N/A	Meet progress criteria	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available pending SED release of information.</p> <ul style="list-style-type: none"> <li>A review of graduation cohort data show an estimated 66% June graduation rate and a 71% August graduation rate. This would represent the largest June graduation rate in over 15 years.</li> </ul>	N/A
Math Regents Percent Pass By Year 2	Yellow	45%	46%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the</p>	N/A



				<p>target. Data to evaluate this indicator will be available September 30, 2016.</p> <ul style="list-style-type: none"> <li>Interim assessments and Regents in January put us on track to meet a 46% goal with over 20% of our second year cohort students already having passed one math Regents.</li> </ul>																	
School Survey - Safety	Yellow	1.72	1.76	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> <li>As of April 11, 2016, year-to-date attendance is 84.7%, which is an increase of 1.7% over last year's attendance rate of 83.0%.</li> <li>A comparison of OORS data from last year to this year shows a large reduction in incidents and suspensions.</li> </ul> <table border="1"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Level 3-5 Occurrences</td> <td>102</td> <td>78</td> <td>-24%</td> </tr> <tr> <td>Principal Suspensions</td> <td>72</td> <td>52</td> <td>-28%</td> </tr> <tr> <td>Superintendent Suspensions</td> <td>29</td> <td>23</td> <td>-21%</td> </tr> </tbody> </table>		2014-15	2015-16	Change	Level 3-5 Occurrences	102	78	-24%	Principal Suspensions	72	52	-28%	Superintendent Suspensions	29	23	-21%	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
6-Year Graduation Rate	Green	66.0%	67.0%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <ul style="list-style-type: none"> <li>An analysis of our P and Q cohort data shows 5<sup>th</sup> and 6<sup>th</sup> year seniors and students at Young Adult Borough Center (YABC) programs are continuing to make progress and that we should meet or exceed a 67% graduation rate.</li> </ul>	N/A
Framework: Effective School Leadership	Green	2.84	2.88	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p>	N/A



				<ul style="list-style-type: none"> <li>• An analysis of our Advance (teacher observations recording system) data shows that all teachers are on track to receiving their required observations and are making progress.</li> <li>• The school administered mock Regents examinations in all Global and US History classes to determine students' readiness for the June 2016 state assessments. Item analyses were completed and areas of strength and weakness were identified and have informed unit and lesson plan refinements.</li> <li>• The school successfully implemented a new Living Environment and Earth Science curriculum and demonstrated substantial increases in both passing and participation rates on the January 2016 Regents assessments, when compared to January 2015 rates.</li> <li>• A review of graduation cohort data show an estimated 66% June graduation rate and a 71% August graduation rate. This would represent the largest June graduation rate in over 15 years.</li> </ul>	
Framework: Rigorous Instruction	Green	2.04	2.08	The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school	N/A



				<p>comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"><li>• The analysis of January 2016 Regents results shows a decrease in the number of Cohort R students who need to pass Regents examinations to meet graduation requirements.</li><li>• The school administered mock Regents examinations in all Global and US History classes to determine students' readiness for the June 2016 state assessments. Item analyses were completed and areas of strength and weakness were identified and have informed unit and lesson plan refinements.</li><li>• The school successfully implemented a new Living Environment and Earth Science curriculum and demonstrated substantial increases in both passing and participation rates on the January 2016 Regents assessments when compared to January 2015 rates.</li><li>• A review of graduation cohort data show an estimated 66% June graduation rate and a 71% August graduation rate. This would represent the largest June graduation rate in over 15 years.</li></ul>	
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Framework: Trust	Yellow	2.76	2.80	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> <li>• Our learning environment survey last year fell below our expectations. With that as an impetus, teacher meetings and professional development sessions have been built on a collaborative foundation this year, as the environment for colleagues to work together and discuss student progress and teacher practice is improving.</li> <li>• As of April 11, 2016, YTD attendance is 84.7%, which is an increase of 1.7% over last year’s attendance rate of 83.0%.</li> <li>• A comparison of OORS data from last year to this year shows a large reduction in incidents and suspensions.</li> </ul> <table border="1" data-bbox="785 1130 1371 1369"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Level 3-5 Occurrences</td> <td>102</td> <td>78</td> <td>-24%</td> </tr> <tr> <td>Principal Suspensions</td> <td>72</td> <td>52</td> <td>-28%</td> </tr> </tbody> </table>		2014-15	2015-16	Change	Level 3-5 Occurrences	102	78	-24%	Principal Suspensions	72	52	-28%	N/A
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HS ELA Level 2 & above - Students with Disabilities Subgroup	Green	30%	31%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <ul style="list-style-type: none"> <li>We made annual yearly progress in this subgroup last year and our classroom portfolio data and January Regents data suggest we will continue to make progress in this metric.</li> <li>A review of graduation cohort data shows an estimated 66% June graduation rate and a 71% August graduation rate. This would represent the largest June graduation rate in over 15 years.</li> </ul>	N/A				
Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school</p>	N/A				



				<p>comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> <li>• Our extended day program puts us on track to meeting or exceeding 200 hours of ELT for our students</li> <li>• The analysis of January 2016 Regents results shows a decrease in the number of Cohort R students who need to pass Regents examinations to meet their graduation requirements.</li> <li>• The school successfully implemented a new Living Environment and Earth Science curriculum and demonstrated substantial increases in both passing and participation rates on the January 2016 Regents assessments when compared to January 2015 rates.</li> </ul>	
Regents Completion Rate	Green	42.1%	43.1%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p>	N/A



				<ul style="list-style-type: none"> <li>A review of graduation cohort data shows an estimated 66% June graduation rate and a 71% August graduation rate. This would represent the largest June graduation rate in over 15 years.</li> <li>The analysis of January 2016 Regents results shows a decrease in the number of Cohort R students who need to pass Regents examinations to meet their graduation requirements.</li> </ul>	
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



## Part II – Key Strategies

<b>Key Strategies</b>				
<i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.				
List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan	
<p>1. <b>Rigorous Instruction</b></p> <p><b>Goals:</b> Our goal for the 2015-2016 school year is “90-80-70” – 90% attendance, 80% credit accumulation, and 70% graduation rate. By June 2016, there will be an increase by 10 points, as measured by a 70% graduation rate. The August graduation rate will increase by 5 points to 75%.</p> <p>Goals: · 75% graduation rate by August 2016</p> <p><b>Key Strategies:</b> We will build a strong academic foundation to prepare our students</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>• The analysis of January 2016 Regents results shows a decrease in the number of Cohort R students who need to pass Regents examinations to meet graduation requirements.</li> <li>• The school administered mock Regents examinations in all Global and US History classes to determine students’ readiness for the June 2016 state assessments. Item analyses were completed and areas of strength and weakness were identified and have informed unit and lesson plan refinements.</li> <li>• The school successfully implemented a new Living Environment and Earth Science curriculum and demonstrated substantial increases in both passing and participation</li> </ul>	N/A	



	<p>to become leaders in the technical field. To obtain this goal, we will improve classroom practice aligned to the citywide instructional shifts, and informed by the Danielson <i>Framework for Teaching</i> and Common Core Learning Standards (CCLS). Through these supports, we will positively impact student learning; improve the overall school climate by providing academic, social-emotional supports to students; improve attendance; and promote college and career readiness</p>		<p>rates on the January 2016 Regents assessments when compared to January 2015 rates.</p> <ul style="list-style-type: none"> <li>A review of graduation cohort data shows an estimated 66% June graduation rate and a 71% August graduation rate. This would represent the largest June graduation rate in over 15 years.</li> </ul>	
<p>2.</p>	<p><b>Supportive Environment</b> <b>Goals:</b> By June 2016, there will be a 8% increase in whole school attendance rate, as measured by the school’s annual attendance report.</p>	<p>Yellow</p>	<p>During the February progress monitoring period, schools, were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>As of April 11, 2016, YTD attendance is 84.7%, which is an increase of 1.7% over last year’s attendance rate of 83.0%.</li> </ul>	<p>N/A</p>



	<p><b>Key Strategies:</b> In order to foster a supportive environment the school will implement the following PBIS strategies:</p> <ul style="list-style-type: none"> <li>• Peer mediation</li> <li>• Formal restorative conference with adult mediation</li> <li>• Advisory</li> <li>• Classes designed to promote emotional and social growth.</li> </ul>		<ul style="list-style-type: none"> <li>• A comparison of OORS data from last year to this year shows a large reduction in incidents and suspensions.</li> </ul> <table border="1" data-bbox="764 349 1352 688"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Level 3-5 Occurrences</td> <td>102</td> <td>78</td> <td>-24%</td> </tr> <tr> <td>Principal Suspensions</td> <td>72</td> <td>52</td> <td>-28%</td> </tr> <tr> <td>Superintendent Suspensions</td> <td>29</td> <td>23</td> <td>-21%</td> </tr> </tbody> </table>		2014-15	2015-16	Change	Level 3-5 Occurrences	102	78	-24%	Principal Suspensions	72	52	-28%	Superintendent Suspensions	29	23	-21%	
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3.	<p><b>Collaborative Teachers</b></p> <p><b>Goals:</b> By June 2016, all grade teams will conduct unit and lesson plan inquiry to ensure that units are aligned with the Common Core Learning Standards.</p> <p><b>Key Strategies:</b> Teachers will engage in data-driven inquiry. The student sorter tool, in concert with the marking period analysis reports and Mock Regents data, will be used for grade teams</p>	Green	<p>During the February progress monitoring period, schools, were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>• The school continued its revision of units of study that reflect its two CTE themes, of automobile technology and graphic arts, while remaining aligned to the CCLS. The school continued its participation in the New Visions for Public Schools curriculum pilots for Global History, Living Environment, US History, and Earth Science.</li> <li>• Our learning environment survey last year fell below our expectations. With that as an</li> </ul>	N/A																



	<p>and content teams to sort data accordingly and focus on individual and groups of students to follow academic progress during common planning time. Common assessments will be used to address student deficits. Data will be compared and strategies recommended.</p>		<p>impetus, teacher meetings and professional development sessions have been built on a collaborative foundation this year, as the environment for colleagues to work together and discuss student progress and teacher practice is improving.</p>	
<p>4.</p>	<p><b>Effective School Leadership</b>  <b>Goals:</b>                  By June 2016, all social studies teachers will collaboratively develop rigorous instruction, as measured by an increase of 5% on student performance on the New York State Regents examinations in Global History and Geography and U.S. History and Government .</p> <p><b>Key Strategies:</b>                  Administrators will review the classroom observation trends observed from the cycle of observations to determine areas of support needed by all staff.</p>	<p>Green</p>	<p>During the February progress monitoring period, schools, were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>• An analysis of our Advance teacher observations recording system data shows that all teachers are on track to receiving their required observations and are making progress.</li> <li>• The school administered mock Regents examinations in all Global and US History classes to determine students’ readiness for the June 2016 state assessments. Item analyses were completed and areas of strength and weakness were identified and have informed unit and lesson plan refinements.</li> <li>• The school successfully implemented a new Living Environment and Earth Science curriculum and demonstrated substantial</li> </ul>	<p>N/A</p>



			<p>increases in both passing and participation rates on the January 2016 Regents assessments when compared to January 2015 rates.</p> <ul style="list-style-type: none"> <li>A review of graduation cohort data shows an estimated 66% June graduation rate and a 71% August graduation rate. This would represent the largest June graduation rate in over 15 years.</li> </ul>		
5.	<p><b>Strong Family-Community Ties</b></p> <p><b>Goals:</b> By June 2016, the school will develop a more collaborative partnership with families and community organizations, as measured by the number of participants at parent teacher meetings and workshops.</p> <p><b>Key Strategies:</b> The school will engage in ongoing communication with families through Skedula and the parent coordinator in order to keep them informed of student progress and learning opportunities at workshops designed to support students with college and career readiness.</p>	Yellow	<p>During the February progress monitoring period, schools, were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>The school continues to facilitate one workshop per month for parents discussing new trends in the career fields of automobile technology and graphic arts, college readiness, financial aid, and the new NYS graduation pathways related to CTE.</li> <li>Skedula is used by all teachers so parents and student can access real time data.</li> </ul>	N/A	
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



	school is fully implementing this strategy <i>with impact.</i>				
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### Part III – Community Engagement Team and Receivership Powers

<b>Community Engagement Team (CET)</b> Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p><b>Superintendent-Approved CET Recommendations:</b>                      Create smaller classes to provide more support for struggling students.</p> <p>Although the school receives extra funding, we are recommending to contact the Department of Education to provide for the placement of ATR teachers until they are able to find placement in their license area.</p> <p>Continue to implement Common Core curriculum across disciplines and provide ongoing professional development through coaches from Teachers College, New Visions (Affinity Group), and DOE Renewal School Training.</p> <p>Implement student portfolios in all classrooms that demonstrate evidence of text-based learning and assessments.</p> <p>Continue to promote the social and emotional well-being of</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 conduct 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>



students through our guidance support team and advisory. Which includes outside referrals for families, all-girls meetings, Curriculum Night, peer mediation and informational meetings for parents, Continue to Grow College and Career Program by expanding our work-based earning program and internships, College Now Opportunities, and advanced placement courses.

**Goals/Outcome of CET meetings:**

We have created student portfolios across all disciplines which emphasize text-based evidence writing. Through teacher team meetings, we have seen an increase the in the quality of student writing, which has translated to improved student scholarship.

The work-based learning program has expanded for both paid internships and career-based opportunities. We are on track to have over 50 students working in internships this summer, which is the highest level in many years.

To support our commitment to college and career readiness, we offered over 5 financial aid workshops for parents and held two on-site college career fairs during the school year. The college and career office continues to be open all day long for student access and is staffed by a full time guidance counselor and a CBO representative.

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 at 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.	
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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	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.	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.

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

<b>2016-17 School Year Plan</b>			
<i>As applicable</i> , please provide additional information to describe 2016-17 school year plans and rationale for required components of a Title I Schoolwide Program plan. If a required component has already been addressed in one or more section above, please use the “2016-17 School Year Plan” column to indicate which sections contain this information. A brief rationale should be included for <i>each</i> required component.			
Ten Required Components of SWP		2016-17 School Year Plan	Rationale
1.	Comprehensive Needs Assessment	Diagnostic Tool School and District Effectiveness (DTSDE), both state-led and district-led satisfy this requirement.	N/A
2.	Schoolwide Reform Strategies	N/A	N/A
3.	Instruction by Highly Qualified Teachers	N/A	N/A
4.	High Quality and On-going Professional Development	N/A	N/A
5.	Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools	N/A	N/A
6.	Strategies to Increase Parental Involvement	N/A	N/A
7.	Transition Plans to Assist Pre-school Children from Early Childhood Programs to the Elementary School Program	N/A	N/A
8.	Measures to Include Teachers in Decisions Regarding the Use of Academic Assessment Data to Inform Instruction	N/A	N/A
9.	Activities to Ensure the Students Who Experience Difficulty Attaining Proficiency Receive Effective and Timely Additional Assistance	N/A	N/A
10.	Coordination and Integration of Federal, State and Local Services and Programs -	N/A	N/A



**Part V – Best Practices (Optional)**

<b><u>Best Practices</u></b>	
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**

<p><b>Budget Analysis/Narrative and Budget Documents</b> – 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.</p>		
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
<p>Additionally, <u>under separate attachment</u>, the LEA/school must provide a <b>Budget Narrative</b> and an <b>FS-10</b> 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.</p>		



**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

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

DRAFT

