

# 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
10X438: Fordham Leadership Academy for Business and Technology	321000011438	NYC GEOG DIST #10 - BRONX	Yellow	Cohort 6
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Fiorella Cabrejos	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcott, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	397

### 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 The Fordham Leadership Academy for Business and Technology 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.

Fordham Leadership Academy for Business and Technology is located on the Roosevelt campus in the Fordham Road section in the Bronx, New York. Our diverse student body (420 students) is comprised of 68% Hispanic, 28% Black, 3% White, and 2% Asian students. The percentage of students in Special Education is 29% and those students who receive English as a New Language (ENL) services make up 17% of the total population, which means that almost half of the students have special needs. As a Renewal school, now in its second year, the school has been the recipient of targeted support to improve the quality of instruction, attendance rate, and strengthen parent and community ties. This process is enabling us to build a community of active intellectual learners who will graduate to become leaders in their communities, careers, and promote leadership values. Fordham Leadership Academy caters to the "whole child" by an unwavering commitment to develop future leaders that are prepared for the challenges of the 21st century via academic excellence and character development. Students at Fordham Leadership Academy will experience leadership curricula across all grade levels which will enable them to develop core leadership values at the end of each of their four years in high school.

Key strategies are being implemented in alignment with the Renewal School Comprehensive Educational Plan (RSCEP). Fordham Leadership Academy knows that students learn best when they are respected members of their school community, when they find meaningful connections to their lives in their classrooms, and when teachers provide high expectations coupled with high support.



The Office of the High School Superintendent and Office of Renewal Schools provides support to Bronx High School of Business through various means. The Field Support Liaison (FSL) acts as the direct liaison between the Borough Field Support Center (BFSC) and the school. Supports and services provided by the BFSC include professional development, student support services, operations, academic policy and systems, performance and assessment, finance and human resources are monitored by the FSL. The Director of School Renewal (DSR) supports the school leadership directly in monitoring progress towards meeting the goals articulated in the RSCEP and the receivership benchmarks. In addition, instructional coaches provide instructional support to English Language Arts (ELA), math, science, and social studies teachers in the form of unpacking and adapting curriculum, lesson planning, implementing Hochman writing strategies, strategic inquiry, and pedagogical moves through a participatory coaching model. Coaches are working with selected teachers to build their capacity in becoming teacher leaders.

**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	Yellow	38%	39%	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	N/A



				<p>we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016</p> <p>Throughout the year, the school monitors its credit accumulations for all cohorts. The data below demonstrates the percentage of students on track as well as the percentage of students who have 3+ regents completed.</p> <p><b>Students on-track in credits per Cohort:</b></p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>On-track Credits %</th> </tr> </thead> <tbody> <tr> <td>R – 2016</td> <td>71%</td> </tr> </tbody> </table> <p><b>Regents Completion Rate by Cohorts</b></p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>Regents Completion Rate</th> </tr> </thead> <tbody> <tr> <td>R – 2016</td> <td>59% 3+ regents</td> </tr> </tbody> </table>	Cohort	On-track Credits %	R – 2016	71%	Cohort	Regents Completion Rate	R – 2016	59% 3+ regents	
Cohort	On-track Credits %												
R – 2016	71%												
Cohort	Regents Completion Rate												
R – 2016	59% 3+ regents												
College Readiness Index	Yellow	3.7%	4.7%	<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								



				<p>September 30, 2016</p> <ul style="list-style-type: none"> <li>Throughout the year, the school tracks its college readiness index. In addition, 62 students (Juniors and Seniors) enrolled in College Now courses at Borough of Manhattan Community College (BMCC)</li> <li>College Readiness Index for Cohort 2016 n=112</li> </ul> <table border="1"> <tr> <td>ELA</td> <td>36.6%</td> </tr> <tr> <td>Math</td> <td>3.6%</td> </tr> </table>	ELA	36.6%	Math	3.6%	
ELA	36.6%								
Math	3.6%								
English Regents Percent Pass By Year 3	Yellow	32%	33%	<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>Throughout the year the school analyzes and evaluates their data.</p> <ul style="list-style-type: none"> <li>12% of the Junior cohort have passed the ELA regents with the bulk taking the exam in June.</li> </ul>	N/A				
Make Priority School Progress	Yellow	N/A	Meet progress criteria	<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</p>	N/A				



				<p>articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available pending SED release of information.</p> <p>Throughout the year the data is tracked to assess progress towards graduation as well as academic and social emotional performance. The data points below demonstrate impact:</p> <ul style="list-style-type: none"> <li>• 12% of the Junior cohort have passed the ELA regents with the bulk taking the exam in June.</li> <li>• 17% of the 2018 Cohort (T) have passed their first math regents</li> <li>• College Readiness Index for Cohort 2016 (n=112) is 36.6% in ELA and 3.6% in Math.</li> <li>• 71% of students are on track in Cohort R for credits and 59% of students in Cohort R have taken 3+ regents exams.</li> </ul>	
Math Regents Percent Pass By Year 2	Yellow	30%	31%	<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



				<p>September 30, 2016</p> <p>Throughout the year the school analyzes and evaluates their data.</p> <ul style="list-style-type: none"> <li>• 17% of the 2018 Cohort (T) have passed their first math regents.</li> <li>• Expanded Learning Time (ELT) and Academic Intervention Services (AIS), include double period math, tutoring after school for algebra regents.</li> <li>• Fordham University tutors provided as intervention to support students in passing the math regents.</li> </ul>	
School Survey - Safety	Yellow	1.76	1.80	<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>Throughout the year the school engages in a process of monitoring their academic and social emotional data. The following activities and data points demonstrate such:</p> <ul style="list-style-type: none"> <li>• Weekly meetings to monitor attendance and establish follow up practices</li> </ul>	N/A



				<ul style="list-style-type: none"><li>• Review of mid-year attendance data showing slight improvement (= .22%) used to adjust effort and strategies of attendance team.</li><li>• Review of Online Occurrence Reporting System (OORS) data to monitor impact of interventions on student discipline and safety.</li><li>• Young Men and Young Women’s groups to target students with history of behavioral issues and curb their negative behavior.</li><li>• To date there has been a decrease in the number of Superintendent Suspensions from SY 14-15 to present.</li></ul>	
--	--	--	--	---	--

DRAFT



**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
Framework: Collaborative Teachers	Yellow	2.68	2.72	<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> <ul style="list-style-type: none"> <li>• School leaders continuously review observations and Advance data to determine progress in Domain 3 and revise professional development plans to address teacher needs.</li> <li>• Strategic programming allows departments to have a planning day in which teachers engage in collaboratively unpacking and refining curriculum, lesson planning, and intra-visitations with the support of School Renewal coaches.</li> <li>• Interdisciplinary teams in 9<sup>th</sup> and 10<sup>th</sup> grade use strategic inquiry to look at student writing tasks to inform levels of support needed to help students master writing skills and content. Additionally, an 11<sup>th</sup> grade interdisciplinary inquiry team meets to look</li> </ul>	N/A



				<p>at specific regents student data.</p> <ul style="list-style-type: none"> <li>Weekly cabinet-level inquiry meetings are held around teacher practice aligned to sub-skills of Danielson components 1a, 1e, 3b, 3c, and 3d.</li> <li>The school has developed a system to track formal and informal observations.</li> </ul> <p><b><u>As a result of these strategies/activities, the following data points have been realized:</u></b></p> <ul style="list-style-type: none"> <li>12% of the Junior cohort have passed the ELA regents with the bulk taking the exam in June.</li> <li>17% of the 2018 Cohort (T) have passed their first math regents</li> <li>College Readiness Index for Cohort 2016 (n=112) is 36.6% in ELA and 3.6% in Math.</li> <li>71% of students are on track in Cohort R for credits and 59% of students in Cohort R have taken 3+ regents exams.</li> </ul>	
Framework: Supportive Environment	Yellow	2.60	2.64	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.	N/A



				<ul style="list-style-type: none"> <li>Weekly meetings to monitor attendance and establish follow up practices</li> <li>The attendance team reviews data routinely and uses makes adjustments to strategies employed based upon the patterns and trends.</li> <li>Ongoing review of OORS data to monitor impact of interventions on student discipline and safety</li> </ul> <p><b><u>As a result of these strategies/activities, the following data points have been realized:</u></b></p> <ul style="list-style-type: none"> <li>Out of school, Superintendent Suspensions, down from 38 in 2014-2015 to 10 in 2015-2016.</li> <li>There has been a slight increase in YTD attendance</li> </ul>	
Implement Community School Model	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 progress towards meeting this indicator.</p> <ul style="list-style-type: none"> <li>The attendance team reviews data routinely and uses makes adjustments to strategies employed based upon the patterns and trends.</li> <li></li> <li>Ongoing review of OORS data to monitor impact of interventions and social-emotional supports on student discipline and safety.</li> </ul> <p><b><u>As a result of these strategies/activities, the</u></b></p>	N/A



				<p><b>following data points have been realized:</b></p> <ul style="list-style-type: none"> <li>• Out of school, Superintendent Suspensions, down from 38 in 2014-2015 to 10 in 2015-2016.</li> <li>• There has been a slight increase in YTD attendance</li> </ul>	
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 progress towards meeting this indicator.</p> <ul style="list-style-type: none"> <li>• The school has implemented 200 hours of ELT.</li> <li>• Additionally, College and career readiness opportunities for students (internships, College Now exposure and college trips) are provided after school and on weekends.</li> </ul>	N/A
Regents Completion Rate	Yellow	28.0%	29.0%	<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>	N/A



				<p>Throughout the year the school tracks their regent's completion rate by cohort. The graph below demonstrates the completion rate by cohort.</p> <p style="text-align: center;"><b>Regents Completion Rate by Cohorts</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Cohort</th> <th>Regents Completion Rate</th> </tr> </thead> <tbody> <tr> <td>R – 2016</td> <td>59% 3+ regents</td> </tr> <tr> <td>S – 2017</td> <td>45% 2+ regents</td> </tr> <tr> <td>T – 2018</td> <td>57% 1+ regents</td> </tr> <tr> <td>U – 2019</td> <td>8% 1+ regents</td> </tr> </tbody> </table>	Cohort	Regents Completion Rate	R – 2016	59% 3+ regents	S – 2017	45% 2+ regents	T – 2018	57% 1+ regents	U – 2019	8% 1+ regents	
Cohort	Regents Completion Rate														
R – 2016	59% 3+ regents														
S – 2017	45% 2+ regents														
T – 2018	57% 1+ regents														
U – 2019	8% 1+ regents														
<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	
1. <b>Rigorous Instruction</b> <b>Goals:</b> By June 2016, 85% of teachers will implement rigorous Common Core	Yellow	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	N/A	



<p>aligned lessons and tasks in all content areas as evidenced by:</p> <p>( 80 % of teachers will earn a rating of Effective or higher on Danielson 1e</p> <p>( 80 % of students will complete 4 CCLS aligned performance based assessments in ELA and Math and 2 CCLS aligned tasks in Science and Social Studies.</p> <p>The impact on student achievement will be:</p> <p>( a six percent (6%) increase in the four-year graduation rate</p> <p>( a two percent (2%) increase in the four-year college readiness index</p> <p><b>Key Strategies:</b> Teachers will utilize strategic inquiry and Writing is Thinking strategies in order to modify curriculum across the 9th and 10th grades in order to make data driven instructional decisions and meet the needs of struggling students.</p> <p><b>Renewal School Priority Areas:</b> Classroom Implementation of</p>	<p>below evidence this work.</p> <ul style="list-style-type: none"> <li>Review of regent’s data, credit accumulation and scholarship reports show progress is being made towards June 2017 goals for teacher implementation of curricula, student progress/performance and number of students on track to graduate.</li> <li>Weekly cabinet-level inquiry around teacher practice aligned to sub-skills of Danielson components 1a, 1e, 3b, 3c, and 3d</li> <li>The school has developed a system to track formal and informal observations</li> </ul> <p>Preliminary Quality Review ratings demonstrate that the school received a proficient in 1.1 Curriculum, an increase from last year’s developing rating.</p> <p><b><u>The data below demonstrates evidence towards the strategies/activities discussed above:</u></b></p> <p><b>Students on-track in credits per Cohort</b></p> <table border="1" data-bbox="772 1052 1350 1333"> <thead> <tr> <th>Cohort</th> <th>On-track Credits %</th> </tr> </thead> <tbody> <tr> <td>R – 2016</td> <td>71%</td> </tr> <tr> <td>S – 2017</td> <td>65%</td> </tr> <tr> <td>T – 2018</td> <td>82%</td> </tr> <tr> <td>U – 2019</td> <td>96%</td> </tr> </tbody> </table> <p><b>Regents Completion Rate by Cohort</b></p> <table border="1" data-bbox="762 1419 1339 1453"> <thead> <tr> <th>Cohort</th> <th>Regents Completion</th> </tr> </thead> <tbody> </tbody> </table>	Cohort	On-track Credits %	R – 2016	71%	S – 2017	65%	T – 2018	82%	U – 2019	96%	Cohort	Regents Completion	
Cohort	On-track Credits %													
R – 2016	71%													
S – 2017	65%													
T – 2018	82%													
U – 2019	96%													
Cohort	Regents Completion													



	Curricula/Writing Strategies Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students		<table border="1"> <thead> <tr> <th></th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>R – 2016</td> <td>59% 3+ regents</td> </tr> <tr> <td>S – 2017</td> <td>45% 2+ regents</td> </tr> <tr> <td>T – 2018</td> <td>57% 1+ regents</td> </tr> <tr> <td>U – 2019</td> <td>8% 1+ regents</td> </tr> </tbody> </table>		Rate	R – 2016	59% 3+ regents	S – 2017	45% 2+ regents	T – 2018	57% 1+ regents	U – 2019	8% 1+ regents	
	Rate													
R – 2016	59% 3+ regents													
S – 2017	45% 2+ regents													
T – 2018	57% 1+ regents													
U – 2019	8% 1+ regents													
2.	<p><b>Supportive Environment</b>  <b>Goals:</b>                  By June 2016 the targeted                  chronically absent students                  including SWD’s, ELLs, SIFE and STH                  will improve their attendance rate                  as evidenced by a 6% increase in                  the overall school wide attendance                  rate.</p> <p><b>Key Strategies:</b>                  Fordham Leadership Academy will                  utilize structures and protocols for                  prevention and intervention by                  referring students to services that                  support social and emotional                  development, mental health and                  academic success.</p> <p>Attendance Systems &amp; Structures</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>• Weekly meetings to monitor attendance and                      establish follow up practices</li> <li>• Review of mid-year attendance data showing                      very slight improvement (+.22%) used to                      adjust effort and strategies of attendance                      team.</li> <li>• Preliminary Quality Review ratings                      demonstrate that the school received a                      proficient in 3.4 High Expectations, an                      increase from last year’s developing rating.</li> </ul> <p><b><u>As a result of these strategies/activities, the                      following data points have been realized:</u></b></p> <ul style="list-style-type: none"> <li>• Out of school, Superintendent Suspensions,                      down from 38 in 2014-2015 to 10 in 2015-                      2016.</li> <li>• There has been a slight increase in YTD                      attendance</li> </ul>	N/A										



<p>3.</p>	<p><b>Collaborative Teachers</b></p> <p><b>Goals:</b> By June 2016, 85% of all teachers will demonstrate teacher practices that promote high levels of student achievement in CCLS aligned rigorous tasks as measured by the Danielson Framework 3b, 3c, 3d, in ratings of both formal and informal observations.</p> <p><b>Key Strategies:</b> Fordham Leadership Academy teachers will actively participate in inquiry based teacher teams on a weekly basis in order to assess student work and craft CCLS aligned tasks in response to collected data.</p> <p><b>Renewal School Priority Areas:</b> Danielson Framework Implementation - Observation Cycle Inquiry</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>• School leaders continuously review observations and Advance data to determine progress in Domain 3 and revise professional development plans to address teacher needs.</li> <li>• Preliminary Quality Review ratings demonstrate that the school received a proficient in 4.2 Teacher Teams and Leadership Development.</li> </ul>	
<p>4.</p>	<p><b>Effective School Leadership</b></p> <p><b>Goals:</b> By June 2016, school leaders will consistently communicate high expectation resulting in 30% of all teachers moving from developing to</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>	<p>N/A</p>



	<p>effective in Danielson Domains 3 (b,c)</p> <p><b>Key Strategies:</b> Leadership will utilize the Danielson framework to provide feedback to teachers on pedagogical practices as well as identify professional development topics to support areas for growth</p>		<ul style="list-style-type: none"> <li>• School Leaders review teacher performance data, student periodic assessment and scholarship data, as well as attendance and OORS data to understand teacher practice, student progress, and to revise strategies, as needed.</li> <li>• Weekly cabinet-level inquiry around teacher practice aligned to sub-skills of Danielson components 1a, 1e, 3b, 3c, and 3d</li> <li>• Preliminary Quality Review ratings demonstrate that the school received a proficient in 4.2 Teacher Teams and Leadership Development.</li> </ul>	
5.	<p><b>Strong Family-Community Ties</b></p> <p><b>Goals:</b> By June 2016, all families will have access to the resources and support of the Community School, and as a result there will be an increase in parent engagement, as measured by participation data in meetings and adult offerings.</p> <p><b>Key Strategies:</b> The Community Schools Partnership (CSP) will provide individual, family and group counseling; in addition to stress management and life skills</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>• A review of meeting and workshop agendas, sign-in sheets, and surveys show improved parental participation and satisfaction.</li> </ul>	N/A



	<p>workshops. Groups providing these services will include St. Barnabas, Puerto Rican Family Institute and St. Rita’s Immigration Services. CSP will also offer support to the physical health of FLA’s students and their families through linkages with the Bronx Health Link, a coalition of health care providers. The CSP will also sponsor an Adolescent Health and Wellness Fair which will include information about free and low-cost medical coverage, Medicaid and New York State’s Child and Family Health Plus programs.</p>			
<p><b>Green</b></p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p>	<p><b>Yellow</b></p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p><b>Red</b></p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>

DRAFT



### Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)		
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p><b>Superintendent-Approved CET Recommendations:</b>                      Continue to offer a stand alone ENL program in compliance with CR Part 154.                      Expand foreign language department to include language options other than Spanish. Target students for Advanced Placement foreign language courses</p> <p>This school has to think innovatively about "Supportive Environment" domain of Great 'Schools Framework.</p> <p><b>Goals/Outcome of CET meetings:</b>                      CET reviews Quarterly Reports and with SLT reviews data and discusses strategies to address student academic and socio-emotional progress.                      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,</p>	<p>During the first week of the 2016-17 school year, written notice was sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent reviewed and provided approved recommendations to the school which were 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>provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school.</p>	
--	--	--

**Powers of the Receiver**  
 Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver:</p> <ul style="list-style-type: none"> <li>• Hiring decisions are made in collaboration with the Director of School Renewal and/or members of the Superintendent’s team as well as central UFT staff</li> <li>• Engage NY ELA and Math, New Visions Social Studies and Science curriculum are used school-wide</li> </ul>	<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> <ul style="list-style-type: none"> <li>• Hiring decisions are made in collaboration with the Director of School Renewal and/or members of the Superintendent’s team as well as central UFT staff</li> <li>• Engage NY ELA and Math, New Visions Social Studies and Science curriculum are used school-wide</li> <li>• Implementation of strategic inquiry teams at the teacher level and administrative level to ensure continuous monitoring of student and teacher data to increase student achievement and improve teacher pedagogy</li> </ul>



	<ul style="list-style-type: none"> <li>Implementation of strategic inquiry teams at the teacher level and administrative level to ensure continuous monitoring of student and teacher data to increase student achievement and improve teacher pedagogy</li> </ul>	
<p><b>Green</b></p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p>	<p><b>Yellow</b></p> <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>
<p><b>Red</b></p>	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>	

DRAFT



**Part IV – Title I Schoolwide Program (SWP) Plan Required Components (As applicable)**

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



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

**Best Practices**

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

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

DRAFT



**Part VI – Fiscal**

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

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

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



**Part VII – Attestation**

**RECEIVER:**

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

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

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

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

**COMMUNITY ENGAGEMENT TEAM:**

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

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

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: