

Receivership

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

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

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
09X328: New Millennium Business Academy Middle School	320900010328	NYC GEOG DIST # 9 - BRONX	Yellow	SCEP
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	Dorald Bastian	Aimee Horowitz, Executive Superintendent for Renewal Schools Leticia Rodriguez-Rosario, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	186

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 MS 328 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.

Now in its second year as a community school, MS 328 continues to partner with the Center for Supportive Schools (CSS) to enact several new systems, structures and strategies to support its overall community school vision. The school celebrates a vibrant school culture where children and families feel supported and welcomed as we build upon structures for improvement in following areas:

Stronger Community partnerships:

Our main community partner is the Center for Supportive Schools), through which the school has hired a Community School Director, Community Outreach and Engagement Coordinator, Student Engagement Coordinator and Success Mentors. The school also has active partnerships with the following organizations: St. Barnabas Hospital, Astor Services, Viking Global, Dream Yard Project, Hip Hop 4 Life, YWRAP, Salvadori Center, Leap, Studio in the Schools, Bronx Global Writes, AmeriCorps, Pathways to Leadership, Montefiore Hospital, and SAGA Innovations.

Strong Family Outreach Programs:

Working in tandem with our community partners and campus schools we provide the following services for families

- Parent ESL and Citizenship classes (With free child-care provided)
- Parent GED classes (forth-coming)



- Clothing and Food pantry

Facilities and Educational Technology Improvement Projects:

As a community school we are working to improve our branding in the community. In part, this effort also includes making improvements to the physical plant. Working together with the campus schools, we have successfully completed the following:

- Creating new exterior signage for all campus schools
- Redesigning the boys' locker room into a weight room
- Redesigning the girls' locker room into a dance studio
- Working in tandem with the Central Administration, installing new white boards in all classrooms and upgrading school technology
- Upgrading school-safety station to include a camera console station at desk

Curriculum Support:

In concert with the office for renewal schools, we have adopted:

- Teachers College Writing, and procured ongoing job-embedded professional development
- Literacy Design Collaborative to support writing across the curriculum
- Marilyn Burns Math Solutions curriculum and professional development
- Urban Advantage Science curriculum and professional Development
- Tomorrow's entrepreneurship program through LEAP

Expanded Learning Time & After School Enrichment Programs:

With support from our main CBO, , the school has implemented a robust ELT after school academic and enrichment program that includes the following:

- Studio in the Schools art enrichment
- LEAP ELA-based performing arts
- Step-Dancing through a 21st Century grant
- After- school tutoring through our partnership with Bronx Global Writes
- Salvadori, STEM-based architectural design program
- Digital-based math through our partner, Achieve Highpoints and Independent Reading through MYon

Attendance Mentoring

- Weekly attendance success meetings with CBO
- Cohort of success mentors for students identified as chronically absent (during 2014-15 school year-Present)
- Monthly attendance incentive program



In addition to all of the above, the school is instituting the following Community Support Services:

- Article 31 Mental Health Clinic with Astor Services
- School-based Health Clinic with Montefiore
- English Language Learners Saturday Academy

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
3-8 Math Growth Percentile	Yellow	45.9	46.9	<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 noticing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <ul style="list-style-type: none"> • Unit assessments, administered in four-to-six week cycles indicate that the majority of students across grades are demonstrating improvement between pre- and post-unit assessments, including English Language Learners (ELLs) and Students with Disabilities (SWD’s). 	N/A



				<ul style="list-style-type: none"> • All students receive targeted mathematics support using a digital mathematics program, Achieve HighPoints, for 2.5 hours during Extended Learning Time (ELT) every day of the week. • <u>Grade 6 Baseline</u>: The assessment tested following grade 6 standards: Ratio and Proportion, Expressions and Equations, and Number Sense. Students were only given multiple choice questions. Of the 63 students, 24 students scored above 60%. The average score was 35.4%. <u>Grade 6 Midline</u>: The assessment tested the following grade 6 standards: Ratio and Proportion, Expressions and Equations and Number Sense. The students had multiple choice, short response, and extended response questions. Of the 60 students tested, 12 scored above 60%. The average score was 27.6% with scores among the multiple choice questions averaging 41%. • <u>Grade 7 Baseline</u>: The assessment tested the following grade 7 standards: Ratio and Proportion, Expressions and Equations and Number System. Students were only given multiple choice questions. Of the 67 students tested, 22 students scored above 60%. The average score was 39.72%. • <u>Grade 7 Midline</u>: The assessment tested the following grade 7 standards: Ratio and Proportion, Expressions and Equations and Number System. The students were given 	
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				<p>multiple- choice, short response, and extended response questions. Of the 56 students tested, 14 scored above 60%. The average score was 43.72%, with the multiple choice questions averaging 42.95%.</p> <ul style="list-style-type: none"> • Grade 8 Baseline: The assessment tested grade 8 Standards: Expressions and Equations and Functions, and some number system questions. Students were only given multiple choice questions. Of the 50 students tested, 22 students scored above 60%. The average score was 39.72%. • Grade 8 Midline: The assessment tested g following grade 8 standards: Expressions and Equations and Functions. The students had multiple choice and extended response questions. Of the 47 students tested, 10 scored above 60%. The average score was 45.19% with the multiple choice questions averaging 50.53%. • Mathematic Endlines are pending in Grades 6,7, 8 	
3-8 Math Percent Level 2 & Above	Yellow	35%	36%	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	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 August 31, 2016.</p> <ul style="list-style-type: none"> • Targeted students (Level 2 and higher) receive daily on-site tutoring based upon skill deficits revealed in their classroom assessment item analysis. • Structured time is embedded in the schedule for all mathematics teachers to meet with the mathematics Peer Collaborative Teacher (PCT) and assistant principal to monitor and revise curriculum, analyze student performance data using a structured protocol, plan, and demonstrate model mathematics lessons. • <u>Grade 6 Baseline:</u> The assessment tested the following grade 6 standards: Ratio and Proportion, Expressions and Equations and Number Sense. Students were only given multiple choice questions. Of the 63 students were tested. 24 students scored above 60%. The average score was 35.4%. • <u>Grade 6 Midline:</u> The assessment tested the following grade 6 standards: Ratio and Proportion, Expressions and Equations and Number Sense. The students had multiple choice, short response, and extended response questions. Of the 60 students 	
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				<p>tested, 12 scored above 60%. The average score was 27.6% with the multiple choice questions averaging 41%.</p> <ul style="list-style-type: none"> • <u>Grade 7 Baseline</u>: The assessment tested the following grade 7 standards: Ratio and Proportion, Expressions and Equations and Number System. Students were only given multiple choice questions. Of the 67 students tested 22 scored above 60%. The average score was 39.72%. • <u>Grade 7 Midline</u>: The assessment tested the following grade 7 standards: Ratio and Proportion, Expressions and Equations and Number System. The students had multiple choice, short response, and extended response questions. Of the 56 students, tested, 14 scored above 60%. The average score was 43.72% with the multiple choice questions averaging 42.95%. • <u>Grade 8 Baseline</u>: The assessment tested the following grade 8 standards: Expressions and Equations and Functions, and some number system questions. Students were only given multiple choice questions. Of the 50 students tested, 22 scored above 60%. The average score was 39.72%. • <u>Grade 8 Midline</u>: The assessment tested the following grade 8 standards: Expressions and Equations and Functions. The students had multiple choice and extended response questions. Of the 47 students tested, 10 scored above 60%. The average score was 	
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				<p>45.19% with the multiple choice questions averaging 50.53%.</p> <ul style="list-style-type: none"> Mathematics Endlines are pending in grades 6, 7, and 8. 	
Average ELA Proficiency Rating	Yellow	2.10	2.11	<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 noticing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <ul style="list-style-type: none"> Content area teachers administer standards-based end-of-unit writing assessments that are analyzed using common rubrics and a shared protocol for looking at student work in 6-8 week cycles. All students' reading levels have been assessed and students are provided structured time for daily independent reading using the 100 Book Challenge reading program. Teachers' conference logs and running records reveal an overall school growth of .38 in 4 months. <p>Reading Data</p>	N/A



				<ul style="list-style-type: none"> In grades 6-8, there was an increase in students' reading proficiency from 13.9% of our students reading at grade level in September to 29.8% of students reading at grade level by April, 2016. A 15.9% increase. <p>Writing Data</p> <ul style="list-style-type: none"> In grades 6-8, there was an increase in students meeting/exceeding standards-based narrative writing from 11% of students meeting the standards in September to 45% meeting the standards in February, 2016. A 34% increase. In grades 6-8 there was an increase in students meeting/exceeding standards-based Argument writing from 9% of students meeting the standards in September to 53% meeting the standards in March, 2016. A 44% increase. In grade 6-8, 10% of students met/exceeded the standards in Information writing administered in September 2015. Progress in this standard is still being assessed. Endline data is pending. 	
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	35%	36%	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 August 31, 2016.</p> <ul style="list-style-type: none"> We are implementing a new science curriculum through Urban Advantage. Teachers attend regular professional development sessions to broaden their pedagogical practices. Through our partnership with Teachers College and Literacy Design Collaborative (LDC), our science teachers receive ongoing professional development to expand their capacity to teach content area writing. 	
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 observing positive trends towards meeting the target. Data to evaluate this indicator will be available pending the release of information from the State Education Department (SED).</p>	N/A



				<ul style="list-style-type: none">• Student Achievement: The school carefully monitors student progress in the four content areas through baseline and interim assessments using existing structures to evaluate students writing.• The school monitors and tracks student achievement toward meeting and exceeding the Common Core Learning Standards.• Every student completed writing-on-demand baselines in mathematics, ELA, social studies and science.• Baseline results are used by teacher teams to set instructional goals that are time bound.• Teachers communicate learning goals clearly for students and families and celebrate student achievement along the continuum of the school year.• Every student completes a minimum of 24 writing pieces for the school year which is organized into portfolios that are reviewed with families at three parent-teacher conferences.• Our tool for assessing learning progress is our students' writing. The school closely analyzes and monitors student progress by analyzing standards-based student work regularly using designated data protocols.	
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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
Framework: Effective School Leadership	Green	3.24	3.28	<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"> • The school is on track to completing all observations in Advance. • Actionable feedback, rooted in the Danielson Framework for Teaching rubric, is provided to all teachers. • The principal communicates a clear instructional vision and focus for the school. • Strong social-emotional support systems are provided through the school-based Positive Behavior Interventions and Supports (PBIS) structures, school community organization peer-mentoring program, and mental health services. • School leaders support teacher development through ongoing professional development provided by several partners including the 	N/A



				<p>New Teacher Center, Teachers College, and Urban Advantage.</p> <ul style="list-style-type: none"> School Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the Renewal Comprehensive Educational Plan (RSCEP), including teacher practices measured through the Danielson Framework for Teaching and structures for monitoring student achievement progress. 	
Implement Community School Model	Yellow	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 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"> The school implements the following structures to monitor daily attendance which is up to 92.2% on the year, a 2.3% increase over last year. School personnel identify all chronically absent students and assign a targeted group for mentorship. Attendance Team staff meet weekly to monitor student attendance, compile data across individual students and multiple data sources to unpack common barriers to 	N/A



				<p>attendance, and ensure that students receive appropriate supports.</p> <ul style="list-style-type: none"> • Members of the Attendance Team communicate data trends and encourage positive participation and competition toward meeting our annual goal. • School leaders coordinate monthly celebrations to recognize student achievement and encourage all learners to achieve near to perfect attendance. • The Community Based Organization (CBO), the Center for Supportive Schools, has implemented the Community School Model focusing on the following: <ul style="list-style-type: none"> • Social/Emotional Programming (Astor Services, P2L: Pathways to Leadership, Success Mentoring through Achievement Mentoring; • Leadership Programming such as the Peer Group Connection (PGC); • Expanded Learning Time (ELT)/After school programming such as Salvadori, DreamYard, Leap, Studio in a School, and Achieve HighPoints); • School Structures and Supports, such as student success summits, daily absent student phone call, professional learning team consultation); • Campus Alignment (connecting three campus community schools to align under same umbrella) has improved; 	
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				<ul style="list-style-type: none"> Family Engagement, including the alignment of campus Parent Coordinators, engaging families in Community School Teams, program/event outreach, and engagement. <p>As a result of the aforementioned efforts, there was a significant decrease in the total number of incidents reported in 2014-15 (141) compared to the total number of incidents reported in 2015-16 (59). In addition:</p> <ul style="list-style-type: none"> The number of level 3 infractions decreased from 35 in 2014-15 to 22 in 2015-16. The number of level 4 infractions decreased from 36 in 2014-15 to 23 in 2015-16. The number of level 5 infractions increased from 3 in 2014-15 to 4 in 2015-16. 	
Performance Index on State ELA Exam	Yellow	52	54	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 observing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.	N/A



				<ul style="list-style-type: none"> • The school has identified “pushable” students, whom are just below a performance level and “slippable” students, whom are just above or on the cusp of proficiency, to create lessons with multiple points of entry. • The school has systems and structures for monitoring student progress that includes administering simulated New York State assessments, rigorous writing assessments, common assessment rubrics, and structured time for teachers to collaborate to analyze student work, monitor, and revise curricula. <p>Reading Data</p> <ul style="list-style-type: none"> • In grades 6-8, there was an increase in students’ reading proficiency from 13.9% of our students reading at grade level in September to 29.8% of students reading at grade level by April, 2016. A 15.9% increase. <p>Writing Data</p> <ul style="list-style-type: none"> • In grades 6-8, there was an increase in students meeting/exceeding standards-based narrative writing from 11% of students meeting the standards in September to 45% meeting the standards in February, 2016. A 34% increase. • In grades 6-8 there was an increase in students meeting/exceeding standards-based Argument writing from 9% of students meeting the standards in September to 53% meeting the standards in March, 2016. A 44% increase. • In grade 6-8, 10% of students met/exceeded the standards in Information writing 	
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				<p>administered in September 2015. Progress in this standard is still being assessed.</p> <ul style="list-style-type: none"> • Endline data is pending. 	
Performance Index on State Math Exam	Yellow	39	41	<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 August 31, 2016.</p> <ul style="list-style-type: none"> • The school has identified “pushable” students, whom are just below a performance level and “slippable” students, whom are just above or on the cusp of proficiency, to create lessons with multiple points of entry. • The school has systems and structures for monitoring student progress that includes administering simulated NYS assessments, unit pre- and post- assessments, common assessment rubrics, and structured time for teachers to collaborate to analyze student work, monitor, and revise curricula. • <u>Grade 6 Baseline</u>: The assessment tested the following grade 6 standards: Ratio and Proportion, Expressions and Equations and Number Sense. Students were only given multiple choice questions. Of the 63 students tested. 24 scored above 60%. The average score was 35.4%. 	N/A



			<ul style="list-style-type: none"> • <u>Grade 6 Midline:</u> The assessment tested the following grade 6 standards: Ratio and Proportion, Expressions and Equations and Number Sense. The students had multiple choice, short response, and extended response questions. Of the 60 students tested, 12 scored above 60%. The average score was 27.6% with the multiple choice questions averaging 41%. • <u>Grade 7 Baseline:</u> The assessment tested the following grade 7 standards: Ratio and Proportion, Expressions and Equations and Number System. Students were only given multiple choice questions. Of the 67 students tested. 22 scored above 60%. The average score was 39.72%. • <u>7th Grade Midline:</u> The assessment tested Seventh Grade Standards (Ratio and Proportion, Expressions and Equations and Number System). The students had multiple choice, short response and extended response questions. 14/56 students scored above 60%. The average score was 43.72% with the multiple choice questions averaging 42.95%. • <u>Grade 8 Baseline:</u> The assessment tested the following grade 8 standards: Expressions and Equations and Functions and Number System. Students were only given multiple choice questions. Of the 50 students tested, 22 scored above 60%. The average score was 39.72%. • <u>Grade 8 Midline:</u> The assessment tested the following grade 8 standards: Expressions and Equations and Functions. The students had multiple choice and extended response questions. Of the 47 students tested, 10 scored above 60%. The average score was 	
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				<p>45.19% with the scores on the multiple choice questions averaging 50.53%.</p> <ul style="list-style-type: none"> Mathematics Endlines are pending in grades 6, 7, and 8. 	
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 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"> Student Achievement: The school carefully monitors student progress in the four content areas through baseline and interim assessments, using existing structures to evaluate students writing, Every student completed writing-on-demand baselines in mathematics, English Language Arts (ELA), social studies and science. Baseline results are used by teacher teams to set instructional goals that are time bound. Teachers communicate learning goals clearly to students and families and celebrate student achievement along the continuum of the school year. Every student completes a minimum of 24 writing pieces for the school year which is organized into portfolios that are reviewed with families at three annual parent-teacher conferences. Our tool for assessing learning progress is our students' writing. The school closely analyzes and monitors student progress by examining and 	N/A



			<p>analyzing standards-based student work regularly using designated data protocols.</p> <ul style="list-style-type: none"> To monitor the successful achievement of this goal, the following benchmarks are used: September – October (Reading leveling (ELA only)), September – October (Baseline assessments: (math, ELA, social studies, and science), September – October (Midline (1): December, 2015 (Midline (2): February, 2016 (Midline (3) April, 2016 (Endline: June 2016) Teacher Development: The school carefully monitors teacher professional development beginning with teacher goal-setting conferences in September. Teachers review their Measures of Teacher Practice (MOTP) progress from the previous year, and set new goals and timelines for completion. Teacher progress toward goals is monitored through regular observations and implementation of actionable feedback aligned to the Danielson Framework for Teaching, mid-year goal-monitoring conferences, and end of year summative reviews. 		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part II – Key Strategies

Key Strategies			
As <i>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. Rigorous Instruction</p> <p>Goals: By June 2016, teacher teams will collaborate to design at least four rigorous CCLS-aligned writing tasks in all content areas. Student performance will be measured by a 30% increase of students in each class scoring a holistic ‘3’ or higher on end of unit benchmarks. Teacher teams will create rubrics based on the NYS Expository Rubric and content specific standards in mathematics, social studies, and science.</p> <p>Key Strategies: The entire school staff will be developed in utilizing the TC Writing Pathways rubrics and checklists to determine student-learning needs</p>	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 below evidence this work.	N/A



<p>around writing. Staff will participate in a norming session around the rubrics in September. Staff will meet in grade level teams to discuss student writing. Grade level teams will determine strategies for differentiation around student writing. Next steps will be recorded in the Analysis of Student Work document.</p> <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Expanded Learning Time Professional Development: Academics</p>	<ul style="list-style-type: none"> • Student Achievement: The school carefully monitors student progress in the four content areas through baseline and interim assessments using existing structures to evaluate students writing. • The school monitors and tracks student achievement toward meeting and exceeding the Common Core Learning Standards. • Every student completed writing-on-demand baselines in mathematics, ELA, social studies and science. • Baseline results are used by teacher teams to set instructional goals that are time bound. • Teachers communicate learning goals clearly for students and families and celebrate student achievement along the continuum of the school year. • Every student completes a minimum of 24 writing pieces for the school year which is organized into portfolios that are reviewed with families at three parent-teacher conferences. • Our tool for assessing learning progress is our students’ writing. The school closely analyzes and monitors student progress by analyzing standards-based student work regularly using designated data protocols. • To monitor the successful achievement of this goal, the following benchmarks are used: September – October (Reading leveling (ELA only)), September – October (Baseline assessments: (math, ELA, social studies, and science), September – October (Midline (1): December, 2015 (Midline (2): February, 2016 (Midline (3) April, 2016 (Endline: June 2016) 	
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		<ul style="list-style-type: none"> • Teacher Development: The school carefully monitors teacher professional development beginning with teacher goal-setting conferences in September. • Teachers review their MOTP progress from the previous year and set new goals and timelines for completion. Teacher progress toward goals is monitored through regular observations and implementation of actionable feedback aligned to the Danielson Framework for Teaching, mid-year goal-monitoring conferences, and end of year summative reviews. • Teachers are provided weekly ongoing professional development support. We continue to devote the bulk of our learning time together to engage in Lesson Study a process that includes collaborative lesson planning, intervisitations and providing low-stakes feedback and support to one another’s instructional practices and impact, as measured through a deep analysis of student work outcomes. • School leaders closely monitor teacher development by providing the following supports and interim checks, beginning with teacher goal setting conferences: <ul style="list-style-type: none"> • Peer Collaborative Teachers • Weekly professional development • Lesson Study and classroom intervisitations • Data-monitoring meetings in September, December, February, April, and June. • Grade level team meetings from September 2015—June, 2016 • Content-area team meetings from September 2015—June, 2016 • Teacher Goal setting conferences, including Teacher Improvement Plans (TIP) from September 2015– October 2015 	
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			<ul style="list-style-type: none"> • Classrooms observations from September – June • Teacher mid-point checks from February 2016 – March 2016 • Teacher End-Of-Year-Conferences in June, 2016 	
2.	<p>Supportive Environment Goals: By June 2016 our school will work in tandem with community-based partners to increase self-monitoring of their attendance as measured by a 2% increase in our annual attendance.</p> <p>Key Strategies: To foster a climate of involvement and interaction between partnerships that:</p> <ul style="list-style-type: none"> • Provides mentors for students that involve opportunities for social, emotional, or educational support. • Allows students to gain familiarity with a wide variety of community resources. 	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <p>The school implements the following structures to monitor daily attendance, which increased to 92.2%, revealing, a 2.3% increase since last year.</p> <ul style="list-style-type: none"> • Identifying all chronically absent students and assigning a targeted group for mentorship • Monitoring student attendance through weekly attendance team meetings to discuss progress and needs of students identified for monitoring and support. • Carefully monitoring monthly attendance data, organizing the data by class and communicating data in this format to encourage positive 	N/A



<ul style="list-style-type: none"> • Provides students with real-world opportunities to practice goal setting, communication, problem-solving, and flexibility, • Engages partners in classroom learning to o Develops student ability to strengthen learning at school/home o Promotes real world applications in lessons to provide authentic learning experiences for students 		<p>participation and competition toward meeting our annual goal.</p> <ul style="list-style-type: none"> • Facilitating monthly celebrations to recognize student achievement and encourage all learners to achieve near to perfect attendance. <p>Our CBO, the Center for Supportive Schools has implemented the Community School Model focusing on the following:</p> <ul style="list-style-type: none"> • Social/Emotional Programming such as Astor Services, P2L: Pathways to Leadership, and Success Mentoring through Achievement Mentoring); • Leadership Programming through the Peer Group Connection (PGC); • ELT After school programming including Salvadori, DreamYard, Learning through an Expanded Arts Program (LEAP), Studio in a School, and Achieve HighPoints) • School Structures and Supports through student success summits, daily absent student phone calls, implementing the New York City Department of Education (NYCDOE) structures and adhering to reporting procedures, and professional learning team consultation meetings • Campus Alignment (connecting three campus community schools to align under same umbrella) has improved; 	
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			<ul style="list-style-type: none"> Family Engagement, which includes the alignment of campus Parent Coordinators, engaging families in Community School Teams, program/event outreach and engagement. <p>The total number of incidents for 2015-2016 is 59 compared to 141 in 2014-15, reflecting a decrease of 82 incidents. In addition:</p> <ul style="list-style-type: none"> The number of level 3 infractions decreased from 35 in 2014-15 to 22 in 2015-16. The number of level 4 infractions decreased from 36 in 2014-15 to 23 in 2015-16. The number of level 5 infractions increased from 3 in 2014-15 to 4 in 2015-16. 	
3.	<p>Collaborative Teachers</p> <p>Goals:</p> <p>By June 2016, teachers will utilize the Japanese lesson study model and participate in Lesson Study in order to strengthen school wide practices aligned to our instructional focus. This will result in a minimum increase from 22% of teachers rated effective or highly effective in Domain 3b (as measured by MOTP scores in the 2014-2015 school year) up to 44% of teachers rated effective or highly effective Component 3b, as measured by MOTP scores in the 2015-2016 school year. 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"> Teachers are provided weekly ongoing professional development support. We continue to devote the bulk of our learning time together to engage in Lesson Study a process that includes collaborative lesson planning, intervisitations and providing low-stakes feedback and support to one another's instructional practices and impact, as measured through a deep analysis of student work outcomes. School leaders closely monitor teacher development, and provide the following supports and interim checks, beginning with teacher goal setting conferences: 	N/A



	<p>will engage in discussion, questioning and critical thinking, as measured by classrooms observations, and student work products.</p> <p>Key Strategies: Teachers will collaborate on writing and revising lesson plans, observing instruction and providing low-inference feedback aligned to our instructional focus.</p> <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry</p>		<ul style="list-style-type: none"> ○ Peer Collaborative Teachers ○ Weekly professional development ○ Lesson Study and classroom intervisitations ○ Data-monitoring meetings held bi-monthly ○ Grade level team meetings ○ Content-area team meetings ○ Teacher Goal setting conferences, including Teacher Improvement Plans (TIP) – September and October, 2015 ○ Classrooms observations ○ Teacher mid-point check-ins ○ Teacher end-of-year-conferences 	
4.	<p>Effective School Leadership</p> <p>Goals: By June 26, 2016, at least 80 percent of teachers will move at least one rating level in the Danielson Framework for Teaching in component 3b, 3c and 3d, as measured by a minimum of four teacher observations.</p> <p>Key Strategies:</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"> ● School is on track to completing all observations in Advance ● Actionable feedback rooted in the Danielson rubric is provided to all teachers ● The principal communicates a clear instructional vision and focus for the school. 	N/A



	<p>To set up structures and systems so that teachers will participate in at least five sessions of Lesson Studies as a way to determine how students learn best, have goal-setting and progress monitoring conferences with the administration, participate in at least two book study groups that concentrate on the school's instructional focus, engage in quality Interactions, set instructional goals, attend a minimum of two interim administrator-teacher progress monitoring conferences, receive ongoing instructional feedback from a minimum of four observations completed by a licensed administrator, and closely monitor their students' learning progress by analyzing data from ongoing formative and summative assessments.</p>		<ul style="list-style-type: none"> • Strong social-emotional support systems are provided through the school-based PBIS structures, school community organization peer-mentoring program, and mental health services. • School leader supports teacher development through ongoing professional development provided by several partners including the New Teacher Center, Teachers College, and Urban Advantage. • The school Leader effectively uses evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP, including teacher practices measured through a common framework (Danielson) and structures for monitoring student achievement progress. 	
5.	<p>Strong Family-Community Ties Goals: By June 2016, the school will develop collaborative partnerships with families and CBOS that will</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>	N/A



	<p>result in a 50% increase in parent attendance at school events such as workshops, conferences, orientations, and special events. In addition, there will be a positive change in parent perceptions, as measured by students and parent responses to a school survey, which is aligned to the New York City Learning Environment Survey.</p> <p>Key Strategies: To form partnerships with community based organizations to help foster parent/school relationship and implement structures that change parent perception by creating a supportive and vibrant school environment where parents are confident, comfortable, secure partners in their children’s educational experience.</p>		<ul style="list-style-type: none"> • In partnership with our lead CBO, Center for Supportive Schools (CSS), our Parent Coordinator now works in collaboration with our sister campus school Parent Coordinators to plan and execute campus wide programming and workshops for parents and families. • Weekly parent outreach time has been built into the teachers’ schedules. • CSS has contracted with Kinolved to assist teachers with continuous parent outreach utilizing a text messaging, email, and phone call platform that connects to student attendance.. • The school has a central Parent Resource Center that supports daily family-school interactions and provides resources to parents in need. • The school has a Community Schools office with additional resources and connection opportunities for families. • The school has a strong School Leadership Team (SLT) and Community School Team (CST) to further parent outreach and engagement. • Monthly school-level and campus wide family newsletter with announcements and calendar updates are sent home with students. • The schools messenger system is used to communicate important events, and 	
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			<p>schedule updates to parents as needed. In addition to the school’s messenger system, school personnel contact parents directly through email blastss and phone calls to share important information, related to updates and events.</p> <ul style="list-style-type: none"> • School outreach has expanded into the social media forum with the creation of our Facebook-Like page, which is updated monthly to inform families about upcoming events and important school announcements. • School workshops are organized throughout the year to assess and meet specific parents’ and students’ social emotional and educational needs. • In collaboration with our sister campus schools, we have developed community wide English as a Second Language (ESL) classes, Citizenship, and Test Assessing Secondary Completion (TASC) classes, which provide a pathway to a High School Equivalency Diploma for parents. • Our Parent Coordinator follows up weekly with parents to further survey their needs, interests, and expectations. • Progress monitoring is tracked through close evaluation of a minimum of three interim parent satisfaction surveys, which are aligned to the annual NYCDOE Learning Environment Survey. In addition, parent sign-in logs are available to monitor attendance at 	
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			workshops, conferences, and special events, and program evaluation and feedback forms are disseminated to gauge parent levels of satisfaction.		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

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Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET) Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p>Superintendent-Approved CET Recommendations: Parent recommended assigning students homework based on their level so that they can successfully complete assignments A parent recommended instituting a protocol for when students are disrupting a lesson that is sensitive to all students involved. A parent recommended better enforcement of the uniform policy as it distinguishes New Millenium students from others in the building. A speaker recommended a full time parent advocate to support families in getting services A parent recommended providing parents with support so they can partner with their children in doing homework A parent recommended engaging more parent /community volunteers A parent recommended increased communication about positive student behavior.</p>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET’s utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>



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

Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	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	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.



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:

This is the first year that MS 328 has implemented Student-led Parent Teacher Conferences using a specific protocol, where students select writing pieces from their portfolio and discuss the process, strengths, and next steps. Parents have the opportunity to hear directly from students, which provides our students with voice as they share their new knowledge and skills as well as the opportunity to take ownership of their learning.

Middle School 328 continues to implement the powers of receivership with fidelity to the overall benefit of the learning community.

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

2016-17 School Year Plan			
<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.	

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Part VI – Fiscal

Budget Analysis/Narrative and Budget Documents – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below. 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	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: _____

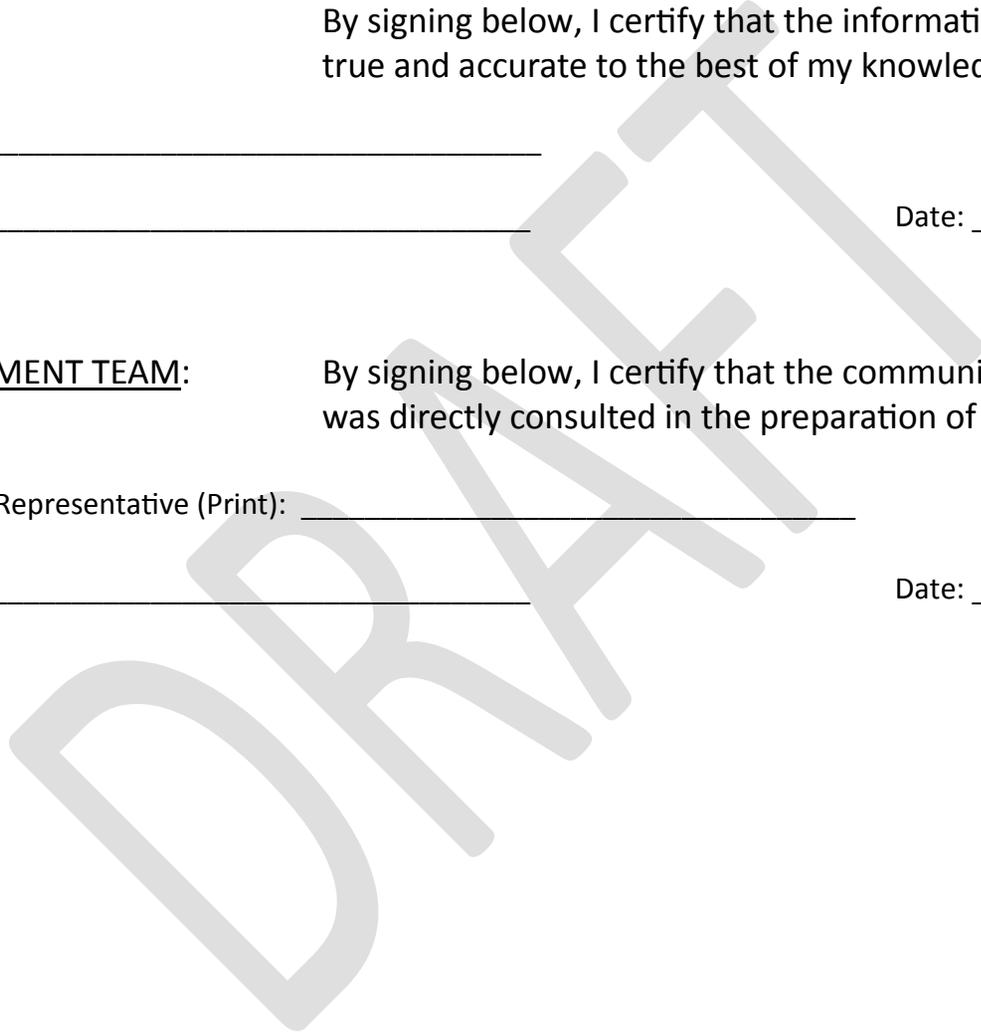
COMMUNITY ENGAGEMENT TEAM:

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

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