

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
09X329: DreamYard Preparatory School	320900011329	NYC GEOG DIST # 9 - BRONX	Yellow	SIG 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	Alicia Wargo	Aimee Horowitz, Executive Superintendent for Renewal Schools Carron Staple, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	9, 10, 11, 12	289

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 Dreamyard Preparatory School are committed to the continued improvement and the success of our students academically, socially and emotionally. Collectively, students, staff and families contribute to a school community that is safe and conducive to learning. We have aligned our resources to build systems that are informed by input and feedback from the School Leadership Team (SLT) and Community Engagement Team (CET), and implemented by school staff and leadership, which meet regularly to evaluate progress based on qualitative and quantitative data.

Dreamyard Preparatory School has a strong community that engages all stakeholders in advocating for the whole child. With a robust extended learning time program that caters to students' academic and social-emotional needs, the community has drastically improved graduation rates over the last three years, as well as implemented a number of programs that prepare students for college and career. Moreover, the uniform practice of including life-ready tasks in every unit allows students to see the connections between their academic lives and "the real world."

The school has typically struggled with meeting the needs of English Language Learners (ELLs) and students with Individual Educational Plans (IEPs), as well as chronic absentees, who also fall into the aforementioned subgroups. Through the use of academic intervention plans that are both meant to offer support, as well as celebrate growth, the school has seen an improvement in performance and attendance for all students.

Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators

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



Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
4-Year Graduation Rate	Green	33%	34%	<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"> • 29 students in Cohort R or 41% of students have all 5 Regents necessary for graduation. Prior to the 2015-16 School Year, 25 students in Cohort R or 35% of students had all 5 Regents necessary for graduation. This is a 6% improvement in number of students having all 5 Regents over the 2014-15 School Year. • 7 students in Cohort R or 10% of students have 4 Regents necessary for graduation. Prior to the 2015-16 School Year, 5 students in Cohort R or 7% of students had 4 Regents necessary for graduation. This is a 2% improvement in number of students having at least 4 Regents over the 2014-15 School Year. • According to the New Visions Data Tracker, 36% of students are on track to earn a Regents Diploma in June, and 20% of students are Almost on Track to earning a Regents Diploma in June. Prior to the 2015-16 School 	N/A



				<p>Year, 30% of students were on track and 15% of students were almost on track. This is a 6% and 5% improvement.</p> <ul style="list-style-type: none"> Increase in all students in Year 2 and Year 3 meeting progress toward graduation targets, as measured by the amount of students that have earned 5 or more credits in the academic year. 	
College Readiness Index	Green	3.3%	4.3%	<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"> 10% of all students in Cohort R have met the College Readiness Indicators for Math and ELA as measured by 75% or higher on the ELA Regents and 80% or higher on the Integrated Algebra Regents. 	N/A
English Regents Percent Pass By Year 3	Yellow	48%	49%	<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 September 30, 2016</p> <ul style="list-style-type: none"> We have seen an Increase in all students in Year 2 and Year 3 meeting progress toward graduation targets, as measured by the amount of students that have earned 5 or more credits in the academic year. We expect this to carry over into higher English Regents passing rates this June. 	
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 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 school analyzes and evaluates their data.</p> <ul style="list-style-type: none"> 29 students in Cohort R or 41% of students have all 5 Regents necessary for graduation. Prior to the 2015-16 School Year, 25 students in Cohort R or 35% of students had all 5 Regents necessary for graduation. This is a 6% improvement in number of students having 	N/A



				<p>all 5 Regents over the 2014-15 School Year.</p> <ul style="list-style-type: none"> 7 students in Cohort R or 10% of students have 4 Regents necessary for graduation. Prior to the 2015-16 School Year, 5 students in Cohort R or 7% of students had 4 Regents necessary for graduation. This is a 2% improvement in number of students having at least 4 Regents over the 2014-15 School Year. According to the New Visions Data Tracker, 36% of students are on track to earn a Regents Diploma in June, and 20% of students are Almost on Track to earning a Regents Diploma in June. Prior to the 2015-16 School Year, 30% of students were on track and 15% of students were almost on track. This is a 6% and 5% improvement. Increase in all students in Year 2 and Year 3 meeting progress toward graduation targets, as measured by the amount of students that have earned 5 or more credits in the academic year. 	
Math Regents Percent Pass By Year 2	Yellow	36%	37%	<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> <ul style="list-style-type: none"> There has been an increase in all students in 	N/A



				Year 2 and Year 3 meeting progress toward graduation targets, as measured by the amount of students that have earned 5 or more credits in the academic year. We expect this to carry over into higher Math Regents passing rates this June.	
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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																
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"> • Overall attendance at Dreamyard Prep will exceed 83%, as measured by ATS, a nearly 4% increase year over year. • Serious incidents and suspensions are substantially lower this year as seen in the chart below <table border="1"> <thead> <tr> <th>YEAR</th> <th>Level 3-5 Incidents</th> <th>Principal Suspensions</th> <th>Superintendent Suspensions</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>29</td> <td>19</td> <td>4</td> </tr> <tr> <td>15-16</td> <td>13</td> <td>12</td> <td>1</td> </tr> <tr> <td>Change</td> <td>-55%</td> <td>-37%</td> <td>-75%</td> </tr> </tbody> </table>	YEAR	Level 3-5 Incidents	Principal Suspensions	Superintendent Suspensions	14-15	29	19	4	15-16	13	12	1	Change	-55%	-37%	-75%	N/A
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<p>Progress Toward Graduation-Years 2 and 3</p>	<p>Yellow</p>	<p>37.5%</p>	<p>38.5%</p>	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016</p> <ul style="list-style-type: none"> • Increase in all students in Year 2 and Year 3 meeting progress toward graduation targets, as measured by the amount of students that have earned 5 or more credits in the academic year. 	<p>N/A</p>
<p>Provide 200 Hours of Extended Learning Time</p>	<p>Green</p>	<p>N/A</p>	<p>Implement</p>	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> • 10% of all students in Cohort R have met the College Readiness Indicators for Math and ELA as measured by 75% or higher on the ELA Regents and 80% or higher on the Integrated Algebra Regents. • School is on track to meet or exceed the 200 hours of ELT programming for students 	<p>N/A</p>



Regents Completion Rate	Yellow	30.9%	31.9%	<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> <ul style="list-style-type: none"> • According to the New Visions Data Tracker, 36% of students are on track to earn a Regents Diploma in June, and 20% of students are Almost on Track to earning a Regents Diploma in June. Prior to the 2015-16 School Year, 30% of students were on track and 15% of students were almost on track. This is a 6% and 5% improvement. • Increase in all students in Year 2 and Year 3 meeting progress toward graduation targets, as measured by the amount of students that have earned 5 or more credits in the academic year. 	N/A
Student Attendance: HS	Yellow	80%	81%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and</p>	N/A



				progress towards meeting this indicator. <ul style="list-style-type: none"> Overall attendance at Dreamyard Prep is currently exceeding 83% YTD, as measured by ATS, a nearly 4% increase year over year. 	
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				
<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. Rigorous Instruction Goals: By June of 2016, all teachers will implement WITSI strategies that will increase writing across the curriculum that will result in a 5% increase of students in Cohort R meeting College Readiness Benchmarks as measured by 75% or	Green	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. <ul style="list-style-type: none"> 29 students in Cohort R or 41% of students have all 5 Regents necessary for graduation. Prior to the 2015-16 School Year, 25 students in Cohort R or 35% of students had all 5 Regents necessary for graduation. This is a 6% 	N/A	



	<p>higher on the ELA Regents and 80% or higher on the Integrated Algebra Regents.</p> <p>Key Strategies: All teachers will receive regular professional development in WITSI (Writing is Thinking - Strategic Inquiry) and will implement WITSI strategies in their classrooms to improve student writing across all content areas.</p> <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Course Offerings Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students Professional Development: Educating All Students</p>		<p>improvement in number of students having all 5 Regents over the 2014-15 School Year.</p> <ul style="list-style-type: none"> • 7 students in Cohort R or 10% of students have 4 Regents necessary for graduation. Prior to the 2015-16 School Year, 5 students in Cohort R or 7% of students had 4 Regents necessary for graduation. This is a 2% improvement in number of students having at least 4 Regents over the 2014-15 School Year. • According to the New Visions Data Tracker, 36% of students are on track to earn a Regents Diploma in June, and 20% of students are Almost on Track to earning a Regents Diploma in June. Prior to the 2015-16 School Year, 30% of students were on track and 15% of students were almost on track. This is a 6% and 5% improvement. • Increase in all students in Year 2 and Year 3 meeting progress toward graduation targets, as measured by the amount of students that have earned 5 or more credits in the academic year. • 10% of all students in Cohort R have met the College Readiness Indicators for Math and ELA as measured by 75% or higher on the ELA Regents and 80% or higher on the Integrated Algebra Regents. 	
2.	<p>Supportive Environment</p> <p>Goals: By June 2016, all stakeholders will engage in activities to address the social-emotional needs of our community that will result in an</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>overall attendance increase to 81.5% from 79% in the 2014-15 School Year, as measured by ATS reports.</p> <p>Key Strategies: Professional Development for Life-Coaches on tracking data, working with Students with Disabilities, English Language Learners and SIFE Life-Ready and Leadership Classes for all students</p> <p>Community Schools</p>		<ul style="list-style-type: none"> Overall attendance at Dreamyard Prep will exceed 83%, as measured by ATS, a nearly 4% increase year over year. Serious incidents and suspensions are substantially lower this year as seen in the chart below <table border="1" data-bbox="760 467 1354 743"> <thead> <tr> <th>YEAR</th> <th>Level 3-5 Incidents</th> <th>Principal Suspensions</th> <th>Superintendent Suspensions</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>29</td> <td>19</td> <td>4</td> </tr> <tr> <td>15-16</td> <td>13</td> <td>12</td> <td>1</td> </tr> <tr> <td>Change</td> <td>-55%</td> <td>-37%</td> <td>-75%</td> </tr> </tbody> </table>	YEAR	Level 3-5 Incidents	Principal Suspensions	Superintendent Suspensions	14-15	29	19	4	15-16	13	12	1	Change	-55%	-37%	-75%	
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3.	<p>Collaborative Teachers</p> <p>Goals: By June 2016, all DY Prep teachers will create daily learning experiences that engage students in rigorous thinking that will result in 47% of students in year 2 and year 3 meeting progress to graduation targets as measured by students earning 10 credits or more in their most recent year of high school.</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 meet regularly to engage in strategic inquiry to discuss both formative and summative student data. Teachers engage in inter-visitations and regular lesson-planning meetings with department chairs and administration. 	N/A																



	<p>Key Strategies: Weekly meeting time for Departments, SIT teams and co-teachers focused on unit and lesson planning, Looking at Student Work, inter-visitations and analyzing data.</p> <p>Professional development around the use of data to inform instruction</p> <p>Professional development on elements of rigorous instruction and multiple entry points</p>		<ul style="list-style-type: none"> Professional development sessions address rigorous instruction and multiple entry points. Increase in all students in Year 2 and Year 3 meeting progress toward graduation targets, as measured by the amount of students that have earned 5 or more credits in the academic year. 	
4.	<p>Effective School Leadership</p> <p>Goals: By June 2016, school leaders, attendance, department and sit teams will meet regularly to evaluate academic and attendance progress data of cohort R and implement strategic interventions that will result in 57% of Cohort R graduating on time.</p> <p>Key Strategies: School leaders, attendance, department and sit teams will meet</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"> 50% of students in Cohort R are on track with required credit accumulation for June 2016 graduation. 10% of all students in Cohort R have met the College Readiness Indicators for Math and ELA as measured by 75% or higher on the ELA Regents and 80% or higher on the Integrated Algebra Regents. This is a substantial increase over previous years. 	N/A



	<p>regularly to evaluate academic and attendance progress data of cohort R and implement strategic interventions in jeopardy of not graduating on time.</p> <p>Data trackers aligned to student skill (emphasizing ELLs and SWDs) will be updated and disseminated on a bi-weekly basis.</p>			
<p>5.</p>	<p>Strong Family-Community Ties Goals: By June 2016, as a result of building a more profound relationship with existing and new CBO partnerships, family and community ties will improve, particularly with parents of ELLs, as measured by an 10% increase in ELLs’ parent attendance at school functions and meetings.</p> <p>Key Strategies: Monthly workshops for families based on their area of interest, specifically targeting how to support their child in the demands of high school</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"> • The school partners with Community Based Organizations (CBO) to offer parent workshops on a monthly basis; the parent coordinator, teachers and guidance counselors host events and make extensive outreach to ensure families are attending. • As a result of building a more profound relationship with existing and new CBO partnerships, family and community ties have improved, particularly with parents of ELLs, as measured by an increase in ELL’s parent attendance at school functions and meetings. 	<p>N/A</p>

Receivership Quarterly Report – 3rd Quarter AND Continuation Plan (2016-17)

January 18, 2016 to April 15, 2016

(As required under Section 211-f(11) of NYS Ed. Law)



Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Red	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	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: Continue to support instruction for all students and provide academic intervention services Increase parent and student attendance and partner with CBO to build trust and meet social emotional needs of students and their families Increase expanded learning time to improve student academic outcomes and build strong ties with students, their families and the community at-large.</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</p>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conduct a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET's utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>



	<p>selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school</p>	
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Powers of the Receiver

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

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

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		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)

<u>Best Practices</u>	
The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.	
List the best practice currently being implemented in the school.	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	
2.	
3.	



Part VI – Fiscal

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

DRAFT

