



DRAFT

Receivership Quarterly Report

2nd Quarter - November 1, 2015 to January 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
32K556: Bushwick Leaders High School for Academic Excellence	333200011556	NYC GEOG DIST #32 - BROOKLYN	Y	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	Catherine Reilly, Principal	Karen Watts, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	9, 10, 11, 12	280

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. This 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 Bushwick Leaders High School for Academic Excellence 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.



Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcome of key strategies related to Receivership, and as such should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.

Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators				
Please list the school’s Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
5-Year Graduation Rate	G	51%	52%	The 4-year Graduation Rate is currently calculated to be at 64.9%. This indicates a trajectory that the 5-year Graduation Rate will meet or surpass this percentage by August of 2016.
College Readiness Index	Y	12.5%	13.5%	Regents pass rates in ELA are meeting targets compared to mathematics. The school is supplementing support with programs such as Extended Learning Time (ELT), Regents Prep and other supports to reinforce mathematics.
Make Priority School Progress	G	N/A	Meet progress criteria	Analysis of the school’s current status indicates that four out of five Level 1 Priority Indicators are meeting or approaching the target and 5/5 of the Level 2 Priority Indicators are meeting or approaching the



				target.
Math Regents Percent Pass By Year 2	Y	49%	50%	An action plan is in place to support students to success during the June 2016 and August 2016 Regents Exams administration. Academic Intervention Services (AIS) services are being used to reinforce intervention strategies in Math. Expanded Learning Time is being used to support students in math, including intervention, as well as Regents preparation.
Progress Toward Graduation-Years 2 and 3	Y	44.4%	45.4%	Analysis of credit accumulation data as of Fall 2016 indicates that Cohort T and Q (identified Years 2 and 3) are on track to graduate by the respective graduation year. The 11 th grade is on target with continued supports for the 10 th grade being implemented in the Spring 2016 Semester.

<u>LEVEL 2 Indicators</u>				
Please list the school's Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
College and Career Preparatory Course Index	Y	24.1%	25.1%	More students (19 students) have been scheduled for Advance Placement Examinations and classes. We are increasing outreach to students regarding AP coursework; through our overall guidance department initiative.
Framework: Rigorous Instruction	G	2.80	2.84	The data indicates that we will meet the baseline presented in this report. Utilization of CCLS aligned curriculum throughout the content areas, in all grades. Evidence of Rigorous instruction is captured through Formative Observations in Advance on a weekly basis.
Framework: Supportive Environment	G	3.84	3.88	The data indicates that we will meet the baseline. This data will be collected by the completion of the School



				Learning Survey. We are ensuring that Social Emotional services are implemented with Fidelity, in conjunction with our CBOs. Parent outreach takes place on a daily basis to ensure that students' families are aware of progress, and to ensure students are attending school, on task, and making progress to meet graduation requirements. Our attendance team meets on a daily basis to ensure proper outreach is in place for at risk students.		
Provide 200 Hours of Extended Learning Time	G	N/A	Implement	ELT has been implemented since September 2015 and has been fully implemented for all students.		
Regents Completion Rate	Y	33.2%	34.2%	Current analysis of Regents Pass rates indicates that we are approaching target by August 2016. The supports and Extended Learning Time (ELT) programs are targeted towards Regents prep and students will be scheduled to take their exams to the maximum extent possible in June 2016 and August 2016.		
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	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part II – Key Strategies

Key Strategies As applicable, identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.		
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	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.
1. Rigorous Instruction Goals: By June 2016, each core teacher team will collaboratively develop rigorous CCLS- aligned units of study that incorporate formative and summative assessment strategies that guide students to self assess and that direct teachers to assess and to adjust instructional practices based on those assessments. Teachers will develop 5 units of study. Key Strategies: <ul style="list-style-type: none"> • Provide teachers with quality professional development and coaching on how to effectively integrate and use formative and summative assessment into their units of study, • Professional development strategies to address the needs of English Language Learners will be provided utilizing SIO, Sheltered Instructional Observation Protocol. • To address the needs of Special Education students we will provide professional development utilizing the Universal Design for 	G	<p>The focus this year has been to support the professional development (PD) plan (refer to key strategies) and all the individual teachers. The structural and functioning group is the Collaborative Teacher Teams. Using this model, teachers through self-identification of individual support and needs selected from four instructional strands.</p> <p>Strand 1 Sheltered Instruction Observation Protocol (SIO) Strand 2 (Using assessment in instruction) Strand 3 (UDL with focus on differentiation) Strand 4 (Using questioning and discussion techniques)</p> <p>The Principal and instructional teams work to incorporate the “lessons learned” through this collaborative PD model into their units of study. The focus of the collaborative instructional team is to turnkey the strategies to the entire staff during full day PD sessions as well as team meetings/workshops.</p> <p>The Principal has utilized and implemented the professional development offerings of the BFSC as well as the Superintendent’s Office to deepen the support for all her teachers around rigorous instruction.</p>



	Learning.		
2.	<p>Supportive Environment Goals: By June 2016, we will increase our attendance rate by 3% from 82.6% to 85.6% as measured by the ATS reports.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Attendance Team will identify students who were chronically absent the year before early in the school year. Notify parents via letter and advisors/school counselors will make ongoing student/parent outreach and intervention. • Create incentive program for students who demonstrate satisfactory to excellent attendance, as well as, students who are making consistent gains in improving personal attendance. • Identify trends in sub-group attendance and create Guidance Team groups depending on needs of the students. • Provide individual counseling through the Guidance team. • Provide opportunities for meaningful dialogue between the school and the family in various venues such as Curriculum Night, College Night, Open School Day and Night, PTA meetings on specific topics such as improving attendance and college and career readiness. 	G	<p>All Key Strategies have been implemented and are currently duplicated for the Spring 2016 Semester.</p> <ul style="list-style-type: none"> • Attendance Team will identify students who were chronically absent the year before early in the school year. Notify parents via letter and advisors/school counselors will make ongoing student/parent outreach and intervention. • Create incentive program for students who demonstrate satisfactory to excellent attendance, as well as, students who are making consistent gains in improving personal attendance. • Identify trends in sub-group attendance and create Guidance Team groups depending on needs of the students. • Provide individual counseling through the Guidance team. • Provide opportunities for meaningful dialogue between the school and the family in various venues such as Curriculum Night, College Night, Open School Day and Night, PTA meetings on specific topics such as improving attendance and college and career readiness. <p>The principal and the attendance team meet regularly to carefully track individual students' attendance. Students are scheduled and meet with their guidance counselors to discuss attendance and academic improvement to promote individual accountability as well as continue with their parent outreach.</p> <p>The current daily attendance is at 84.0% and is a clear indicator that this benchmark will be reached by June 2016.</p> <p>Increased students outreach (such as parent notification and student reports to students gives them individual accountability and focus towards improving individual student attendance.</p>



3.	<p>Collaborative Teachers Goals: By June 2016, core teacher teams will collaborate in developing and integrating strategies that fosters student self assessment resulting in a 3% increase in the percent of students who are accepted and articulate to 4 year colleges. This data will come from our school's Quality Snapshot.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Align syllabi in core subjects to reflect expectations of a college curriculum and provide scaffolding to encourage a rigorous academic environment. Provide an office hour for academic support and advisory workshops in core subjects to reflect expectations of a college curriculum and provide scaffolding to encourage a rigorous academic environment. Encourage students with College Readiness scores to participate in College Now and other Enrichment activities that support college rigors. 	G	<p>The implementation of additional Advance Placement (AP) courses and College Now program has increased the number of Seniors on the 4-year college track. (Students have an opportunity to earn college credit if they successfully complete an AP course.) The Principal has implemented a program called Creative Connections (21st Century Grant funding) and a college coach who works with all the Senior advisories (Advisories are programs that facilitate a senior student's ability to complete high school successfully.) as well as the implementation of parent workshops for the College Application Process. This will help to further deepen parents' appreciation and awareness for the college process.</p> <p>Professional Learning (PL) strands to support the implementation of a college going curriculum at the school are planned collaboratively and the Principal completes a staff survey to incorporate teacher feedback for more targeted planning and implementation. After each PL session, the efficacy and effectiveness is evaluated.</p> <p>The Principal has utilized and implemented the professional development offerings of the Borough Field Support Center (BFSC) as well as the Superintendent's Office to deepen the supports for all her teachers around rigorous instruction.</p>
4.	<p>Effective School Leadership Goals: By June 2016, school leaders will create and implement a professional development plan that builds teacher's capacity to use assessment in instruction, resulting in</p>	G	<p>The focus this year has been to support the professional development plan (refer to Key Strategies) and for all the individual teachers professional growth. The structural and functioning group is the Collaborative Teacher Teams. Using this model, teachers through self-identification of individual support and needs selected from four</p>



	<p>5% increase in teachers improving one performance level in component 3D Using Assessment in Instruction in Advance.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Professional Development provided by the Office of Teacher Effectiveness for a core team of teachers who will then turnkey to other staff members. Provide feedback to teachers using Advance, with a focus on 3D. 		<p>instructional PL strands. Strand 1 (SIOP) Strand 2 (Using assessment in instruction) Strand 3 (UDL with focus on differentiation) Strand 4 (Using questioning and discussion techniques)</p> <p>The principal aligned all informal and formal observations with these strands along with the Danielson Framework and the school-wide instructional focus this year.</p> <p>These PD strands are planned collaboratively and the Principal completes a staff survey to incorporate teacher feedback for more targeted planning and implementation of the PD strands. After each PD session the efficacy and effectiveness is then evaluated.</p> <p>The Principal has utilized and implemented the professional development offerings of the BFSC as well as the Superintendent’s Office to deepen the support of all her teachers around rigorous instruction.</p>
5.	<p>Strong Family-Community Ties</p> <p>Goals: Increase the number of parents who attended PTA meetings and workshops from an average of 20 parents to an average of 30+ parents. These meetings will be focused on student learning and success and how to best use and understand data and how it relates to their child’s academic success.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Create a team of teachers and staff members who will own this process and be accountable for its success. The team will meet weekly to 	G	<p>The Principal in consultation with the School Leadership Team (SLT) and PTA has altered the meeting schedule for all meetings to better increase parent participation. Meetings were shifted from Saturdays to evenings. This will increase the number of parents able to attend meetings.</p> <p>During the meetings, workshops and speakers to promote/inform parents about College and the College Going Process have been implemented to further align with other Framework components.</p>



	focus progress. <ul style="list-style-type: none"> Individual meetings with parents and small groups of parents to determine needs of parents and how to best address those needs as they relate to student learning. 				
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.	
Status (R/Y/G)	Analysis / Report Out
G	<p>Superintendent-Approved CET Recommendations: AVID (a Superintendent’s Initiative was integrated this year) is a schoolwide program which was incorporated into the SCEP.</p> <p>Ensure implementation of AVID with fidelity.</p> <p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p>[INSERT PRE-POPULATED SUPERINTENDENT-APPROVED RECOMMENDATIONS]</p> <p>During the first week of the 2015-16 school year, written notice was sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school. Once the school’s hearing was held, a summary of recommendations was provided to the school based on commentary from speakers captured in a transcript of the public hearing, a recommendations form provided to participants at the hearing, an online survey on our NYCDOE website, any email feedback received to our receivership@schools.nyc.gov email address, or by mail. The CET met to review the public input and finalize school improvement plan recommendations, which were submitted to the Superintendent, acting on behalf of the Chancellor as Receiver, for review. Upon Superintendent determination of which CET recommendations would be incorporated, the improvement plan was revised and resubmitted.</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.</p>



Powers of the Receiver	
Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.	
Status (R/Y/G)	Analysis / Report Out
G	<p>Implementation of the School Renewal Program Strategy:</p> <p>The core values held as essential for the success of the School Renewal Program:</p> <ol style="list-style-type: none"> 1. A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners. 2. A “theory of action” must guide the work to ensure clarity and coherence. 3. Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal 4. Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members. 5. Strong professional development/learning is a fundamental part of our work. 6. The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three-year period of renewal. <p>The organizing Theory of Action that guides the <u>School Renewal Program</u> strategy: <i>By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.</i></p> <p>The arc of the School Renewal Program strategy: In order to attain high levels of achievement for all students in Renewal Schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring</p>



of implementation and ongoing feedback and revisions as needed. Further, as previously mentioned in Level 2 Indicator Implement a Community School Model, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and Extended Learning Time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

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 – 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. Community School Model in place and funded through private and state funding since 2008.	We have had a Community based organization (CBO), Good Shepherd Services (GSS), in our school since September of 2008. Through private funding and funding received by GSS through state grants, we have a full program during the instructional day and afterschool, five days per week. We have access to 5 full time social workers as well as resources to support parents and teachers in their practices to support students. This was instrumental in being part of the principal’s five year plan to turn around the school, and it began with our increase in graduation rate from 42% to nearly 70%. The school’s vision of serving the whole child has been a part of the school’s development years before the mayor’s initiative.
2. Providing professional development to meet ENL students using SIOP strategies.	We have been providing Sheltered Instruction and Observation Protocol (SIOP) strategies to meet the needs of our English as new language (ENL) students for several years, helping to move our ENLs toward graduation.
3. Full Advisory Program	Part of the vision and mission of BLHS has been to provide support to students through a well thought out and focused Advisory program. Our program is gender and grade-based and meets daily. The curriculum is aligned to the Common Core Learning Standards and designed so teachers are with students for the 4 years they are in high school. This has proven to be an additional support to students and a place where students may connect with other students and a significant adult in the school building.



Part V – Attestation

ATTESTATION: 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): Superintendent, Karen Watts

Signature of Receiver: _____

Date: February 2016

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