

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
09X412: Bronx High School of Business	320900011412	NYC GEOG DIST # 9 - BRONX	Yellow	SIF 3
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	Ana De Jesus	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcott, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	294

Executive Summary

Please provide a *plain-language summary* of the current reporting quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

The new State Receivership law requires that “Persistently Struggling Schools” be given an initial one-year period to improve student performance, and “Struggling Schools” be given an initial two-year period to improve student performance. The State Education Department designated 62 New York City schools as Struggling or Persistently Struggling, which requires them to be placed in receivership under the Chancellor’s direction.

As part of this Administration’s commitment to ensure that all of our students receive a high-quality education, Mayor Bill de Blasio and Chancellor Carmen Fariña launched the Renewal School program, which included a \$150 million commitment to provide unprecedented resources to turnaround 94 of our most challenged schools. Fifty of the 62 state-designated Struggling and Persistently Struggling Schools are in the City’s Renewal Program. The remaining 12 are receiving similar resources and all 62 benefit from State-mandated supports.



Renewal Schools are implementing significant interventions to accelerate student performance and help close achievement gaps. Those interventions include an additional five hours of expanded learning time; working with partner community-based organizations to provide rich after-school programming; and, increased professional development for school leaders, teachers and other school-based staff through coaches and partnerships with institutions such as Teachers College at Columbia University. Additionally, each Renewal School is now a Community School, offering wraparound services to our students and their families.

The education reforms in the Renewal School Program have a strong record of driving improvement. First, strong, effective leadership is critical in initiating and sustaining turnaround efforts in struggling schools. Since the launch of the Renewal School Program, we have dispatched teams of experienced principals and assistant principals to strengthen leadership and to provide expertise these schools need to help change direction. Where it is needed, we have and will continue to replace school leadership to help transform a school and boost student achievement.

Second, increased high-quality professional development provides teachers and principals targeted support to develop their craft and improve classroom instruction practices. We are investing in deepening teachers' skills through professional development at every grade.

Third, expanded learning time extends the school day by one hour each day and enables struggling schools to create more time for core subject instruction, tailored academic support for students' unique needs, and enrichment activities provided in collaboration with community partners. Schools now have a more seamless school day that reinforces core subject material while providing students with helpful strategies and services that support active learning.

Finally, the Community School model, which incorporates academic and social services into the school environment, provides services to students and communities beyond the classroom needs, with the goal of helping students focus and stay on task during the school day.

To oversee these efforts we established the Office of Community Schools and the Office of Renewal Schools. We also hired a team of district-based Directors of School Renewal (DSR) to support Renewal schools. DSRs participate in monthly professional development sessions. These professional development sessions focus on building capacity and facility in the areas of continuous school improvement processes, instructional and leadership coaching, data driven progress monitoring, and establishing systems and structures for sharing best practices within and across their schools.

All Community Schools in the City have been matched with a lead community-based organization and have hired a community school director - a new leader in the school whose primary responsibility is to coordinate partnerships and interventions.

Through these partnerships, we are able to provide more time for learning, academic support, enrichment activities, health services and more. For example, some schools might have a food pantry so that hunger does not distract from learning. Others schools might have a physician's office on site to keep kids healthy so they do not miss school. Still others might offer English classes for families so parents can help kids with their homework. We are confident that these interventions and new programs will make this school year and those to come successful experiences, which will drive student achievement in our struggling schools.



We are closely tracking indicators that schools are moving in the right direction. Across Districts 1-32, attendance has increased from 91.5 percent in the 2013-14 school year to 92.1 percent in the 2014-15 school year and is at an all-time high. Citywide, we also saw a modest test score improvement over the past year, and while we are proud of this, we have much more work to do to ensure every child is reading on grade level and every student is graduating as a productive member of society.

Ensuring families are actively engaged in this work is critical. Last summer we knocked on the doors of 35,000 families of Renewal School students to tell them what it meant for their school to be a Community School. We held family nights in all Community Schools in September to welcome families back to school, and get suggestions and feedback, and we're offering a 3-day training on Dr. Karen Mapp's Dual Capacity framework for all community schools. The training will be offered to teams from each school that are comprised of administration, parents, teachers and CBO staff.

The State-mandated receivership hearings have played a critical part in our larger goal of involving families in their children's education. The DOE held public meetings at all 62 Struggling and Persistently Struggling schools to discuss receivership and its requirements, and the Renewal Schools Program. We were pleased to hear directly from parents, students, and community members about what their schools need to improve to be successful. We recognize that families are key partners in achieving academic excellence for their children, and family engagement will continue to be a key element in these efforts.

All stakeholders at The Bronx High School of Business 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.

The Bronx High School of Business (BHSB) has been making strides in meeting Receivership and Renewal benchmarks. Specific areas of focus have been increasing attendance, providing students with rigorous instruction and developing teacher pedagogy. School initiatives have encompassed consistent analysis of data; establishment of socio-emotional supports for students, building parent capacity and providing them with resources in support of their needs.

Key strategies are being implemented in alignment with the Renewal School Comprehensive Education Plan (RSCEP). At Bronx High School of Business, staff know that students learn best when they are respected members of their school community, when they find meaningful connections to their lives in their classrooms, and when teachers provide high expectations coupled with high support. These principles mean that teachers at BHSB work to create lessons that are relevant to learners, that meaningfully integrate content knowledge and that integrate literacy, as well as arts and technology, when appropriate.

The Office of the High School Superintendent and Office of Renewal Schools provides support to Bronx High School of Business through various means. The Field Support Liaison (FSL) acts as the direct liaison between the Borough Field Support Center (BFSC) and the school. Supports and services provided by the BFSC include professional development, student support services, operations, academic policy and systems, performance and assessment, finance and



human resources are monitored by the FSL. The Director of School Renewal (DSR) supports the school leadership directly in monitoring progress towards meeting the goals articulated in the RSCEP and the receivership benchmarks. In addition, instructional coaches provide instructional support to ELA, math, science, and social studies teachers in the form of unpacking and adapting curriculum, lesson planning, implementing Hochman writing strategies, strategic inquiry, and pedagogical moves through a participatory coaching model. Coaches are working with selected teachers to build their capacity in becoming teacher leaders.

Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators					
Please list the school’s Level 1 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.					
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
4-Year Graduation Rate	Yellow	43%	44%	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 observing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016	N/A



				<ul style="list-style-type: none"> 47% of Cohort R students have been identified as potential graduates as per the most current data on the New Visions Data Tool. 	
5-Year Graduation Rate	Yellow	56%	57%	<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 September 30, 2016.</p> <ul style="list-style-type: none"> 46.7% of Cohort Q students have been identified as potential 5-year graduates as per the most current data on the New Visions Data Tool. 	N/A
College Readiness Index	Yellow	7.5%	8.5%	<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</p>	N/A



				<p>target. Data to evaluate this indicator will be available September 30, 2016.</p> <ul style="list-style-type: none"> College Readiness Index n=68 <table border="1"> <tr> <td>ELA</td> <td>32.3%</td> </tr> <tr> <td>Math</td> <td>13.2%</td> </tr> </table>	ELA	32.3%	Math	13.2%	
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English Regents Percent Pass By Year 3	Yellow	34%	35%	<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 September 30, 2016.</p> <ul style="list-style-type: none"> Within this demonstrable improvement indicator, S cohort scholarship passing rates for the fall semester of 2015-2016 revealed 83.50% compared to 61.40% for the fall semester of 2014-2015. Approximately 50% to 60% of the S cohort have passed more than two of the required Regents exams. 	N/A				
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</p>	N/A				



				<p>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 pending the release of information from the State Education Department (SED).</p> <ul style="list-style-type: none"> • Students engage in a minimum of two Common Core-aligned tasks in English Language Arts (ELA) and Math, and a minimum of one Common Core-aligned task in Social Studies and Science. • 47% of Cohort R students have been identified as potential graduates as per the most current data on the New Visions Data Tool. <p>Students on-track in credits per Cohort:</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>On-track Credits %</th> </tr> </thead> <tbody> <tr> <td>R – 2016</td> <td>54%</td> </tr> <tr> <td>S – 2017</td> <td>73%</td> </tr> <tr> <td>T – 2018</td> <td>66%</td> </tr> <tr> <td>U – 2019</td> <td>80%</td> </tr> </tbody> </table>	Cohort	On-track Credits %	R – 2016	54%	S – 2017	73%	T – 2018	66%	U – 2019	80%	
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Math Regents Percent Pass By Year 2	Yellow	39%	40%	The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the School	N/A										



				<p>Comprehensive Educational Plan (SCEP). 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 September 30, 2016.</p> <ul style="list-style-type: none"> • The School’s Renewal Coach supports grade 9 and 10 Math teachers with Implementation of EngageNY math curriculum and tasks. • Current Scholarship rate in Mathematics for the U cohort is 65.48%. 	
School Survey - Safety	Yellow	2.20	2.24	<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"> • Ladder of referral and progressive discipline strategies have been implemented to ensure that there are proper interventions provided to students to reinforce positive behavior. • Peer Group Connections (PGC) has been implemented to provide students with peer support and conflict resolution skills. • The Committee for Hispanic Children and Families (CHCF), our lead Community Based Organization (CBO) provides counseling services to students in crisis, as well as 	N/A



				<p>provides organized activities to promote positive behavior during school lunch.</p> <ul style="list-style-type: none"> Systems for documenting interventions have been implemented through the reorganization of the Dean’s office to ensure that ladder of referral is being followed by all staff members. 																	
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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: Collaborative Teachers	Yellow	1.96	2.00	<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"> • Strategic programming allows departments to have a planning day in which teachers engage in collaboratively unpacking and refining curriculum, lesson planning, and inter-visitations with the support of School Renewal Coaches. • Interdisciplinary teams in 9th and 10th grade use strategic inquiry to look at student writing tasks to inform levels of support needed to help students master writing skills and content. Additionally, an 11th grade interdisciplinary inquiry team meets to examine Regents-specific student data. 	N/A
Framework: Rigorous Instruction	Yellow	2.12	2.16	The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this	N/A



				<p>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"> • Increase in teachers earning a rating of Effective or higher on Danielson's Framework for Teaching 1e (Designing Coherent Instruction), 3b (Questioning and Discussion Techniques), 3c (Engaging Students in Learning) and 3d (Assessment in Instruction). • Students engage in a minimum of two Common Core-aligned tasks in English Language Arts (ELA) and Math, and a minimum of one Common Core-aligned task in Social Studies and Science. • 47% of Cohort R students have been identified as potential graduates as per the most current data on the New Visions Data Tool. <p>Students on-track in credits per Cohort:</p> <table border="1" data-bbox="787 1114 1365 1391"> <thead> <tr> <th>Cohort</th> <th>On-track Credits %</th> </tr> </thead> <tbody> <tr> <td>R – 2016</td> <td>54%</td> </tr> <tr> <td>S – 2017</td> <td>73%</td> </tr> <tr> <td>T – 2018</td> <td>66%</td> </tr> <tr> <td>U – 2019</td> <td>80%</td> </tr> </tbody> </table>	Cohort	On-track Credits %	R – 2016	54%	S – 2017	73%	T – 2018	66%	U – 2019	80%	
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Implement Community School Model	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"> • The Committee for Hispanic Children and Families (CHCF) is the lead CBO at the school, providing an array of services to the school including social-emotional supports for students, parent outreach, and supplemental academic supports. • CHCF coordinates services provided by other community based organizations to ensure that services are not duplicated and that the school community benefits from a wide range of wraparound services. 	N/A
Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the School 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"> • All students are registered for an Expanded Learning Time (ELT) course. ELT is used to provide students with Regents preparation 	N/A



				as well as to address credit gaps and increase the number of students on track to graduation. We are on track to meet or exceed 200 hours of ELT instruction.											
Regents Completion Rate	Yellow	29.0%	30.0%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). Data is not yet available for this indicator. We are confident that we are noticing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p style="text-align: center;">Regents Completion Rate by Cohorts</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Cohort</th> <th>Regents Completion Rate</th> </tr> </thead> <tbody> <tr> <td>R – 2016</td> <td>59% 3+ regents</td> </tr> <tr> <td>S – 2017</td> <td>55% 2+ regents</td> </tr> <tr> <td>T – 2018</td> <td>29% 1+ regents</td> </tr> <tr> <td>U – 2019</td> <td>6% 1+ regents</td> </tr> </tbody> </table>	Cohort	Regents Completion Rate	R – 2016	59% 3+ regents	S – 2017	55% 2+ regents	T – 2018	29% 1+ regents	U – 2019	6% 1+ regents	N/A
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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
<p>1. Rigorous Instruction</p> <p>Goals:</p> <p>By June 2016, teachers will plan and implement coherent, common core aligned lessons and units in core subjects that are adapted to the needs of students.</p> <p>As evidenced by:</p> <p>60% of teachers will earn a rating of Effective or higher on the Danielson's Framework for Teaching components: 1e (Designing Coherent Instruction), 3b (Questioning and Discussion Techniques), 3c (Engaging Students in Learning) and Assessment in Instruction (3d)</p> <p>2. 80% of students will engage in a minimum of four common core aligned tasks in ELA and Mathematics, and a minimum of</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"> • Increase in teachers earning a rating of Effective or higher on Danielson's Framework for Teaching 1e (Designing Coherent Instruction), 3b (Questioning and Discussion Techniques), 3c (Engaging Students in Learning) and 3d (Assessment in Instruction). • Students will engage in a minimum of two Common Core-aligned tasks in ELA and Math, and a minimum of one common core aligned tasks in Social Studies and Science • 47% of Cohort R students have been identified as potential graduates as per the most current data on the New Visions Data Tool <p>Students on-track in credits per Cohort:</p>	N/A



<p>two common core aligned tasks in Social Studies and Science</p> <p>Impact on Students:</p> <ul style="list-style-type: none"> • The four-year graduation rate will meet or exceed 53.5% • The progress toward graduation rate (year 2 and 3 students) will meet or exceed 44.8% <p>Key Strategies: Coaches will provide Professional Development including on-site coaching and TC hosted events, retreats, and seminars. to develop pedagogy that leads to maximum student achievement impact and includes individualized topics that are directly related to oschool goals, teachers’ needs and students’ needs.</p> <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</p>		<table border="1"> <thead> <tr> <th>Cohort</th> <th>On-track Credits %</th> </tr> </thead> <tbody> <tr> <td>R – 2016</td> <td>54%</td> </tr> <tr> <td>S – 2017</td> <td>73%</td> </tr> <tr> <td>T – 2018</td> <td>66%</td> </tr> <tr> <td>U – 2019</td> <td>80%</td> </tr> </tbody> </table>	Cohort	On-track Credits %	R – 2016	54%	S – 2017	73%	T – 2018	66%	U – 2019	80%	
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2.	<p>Supportive Environment Goals: By June 2016 the school will establish and articulate clear school policies and procedures that will be consistently used by all stakeholders as well as monitored to promote a school culture where students feel safe, supported and challenged by their teachers and peers.</p> <p>As evidenced by:</p> <ul style="list-style-type: none"> • Teachers utilizing a strategic and comprehensive system of referral and support for all students, which will be consistently monitored by administration, Dean’s office and CBO. • Teachers and staff will continue to establish and maintain a culture for learning based on high expectations for all students. Students and families will be provided with ongoing and detailed 	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"> • Ladder of referral and progressive discipline strategies have been implemented to ensure that there are proper interventions provided to students to reinforce positive behavior. In addition, the Peer Group Connections (PGC) program has been implemented to provide students with peer support and conflict resolution. • CHCF, our lead CBO, provides counseling services to students in crisis, as well as provides organized activities to promote positive behavior during school lunch. • Systems for documenting interventions have been implemented through the reorganization of the Dean’s office to ensure that ladder of referral is being followed by all staff members. • Attendance rate as of April 11th is 81.53% in comparison to last year’s attendance rate of 78.94%, a 2.6% increase. 	N/A



feedback and guidance/advisement supports and will learn to set goals for themselves (Quality Review sub-indicator 3.4c). Impact on students : <ul style="list-style-type: none"> • By June 2016, the attendance rate will meet 81.6 %. • By June 2016, the percentage of year 2 and 3 students making progress towards graduation will meet 44.8%. <p>Key Strategies: The following support structures will be utilized to provide a positive school climate:</p> <ul style="list-style-type: none"> • Student Intervention Team (SIT): Team members meet weekly to develop and monitor intervention plans for students at highest behavioral and social risk. • Instructional Support Team (IST): Team members work closely with teachers to develop classroom-based and instructional intervention plans and ensure strategies are implemented effectively. 	<table border="1"> <thead> <tr> <th>Occurrences and Suspensions</th> <th>2014-2015</th> <th>2015-2016</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Total Level 3-5</td> <td>82</td> <td>70</td> <td>-12%</td> </tr> <tr> <td>Principal Suspensions</td> <td>113</td> <td>22</td> <td>-81%</td> </tr> <tr> <td>Superintendent Suspensions</td> <td>9</td> <td>7</td> <td>-22%</td> </tr> </tbody> </table>	Occurrences and Suspensions	2014-2015	2015-2016	Change	Total Level 3-5	82	70	-12%	Principal Suspensions	113	22	-81%	Superintendent Suspensions	9	7	-22%
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	<ul style="list-style-type: none"> Core Team: This team addressed school-wide matters of policy and practice that impacted overall school climate. <p>Attendance Systems and Structures Supportive Environment</p>			
3.	<p>Collaborative Teachers</p> <p>Goals:</p> <p>Teachers will collaboratively plan and implement common core aligned lessons, which provide multiple entry points based on analysis of student work.</p> <p>This will be evidenced by:</p> <ul style="list-style-type: none"> By June 2016, curricula and tasks are planned and refined using student work and data so that a diversity of learners, including ELLs and SWDs, have access to the curricula (QR 1.1c rating of Proficient). By June 2016, 80% of teacher teams consistently analyze assessment data and student work for students they share or on whom they are focused, resulting in improved teacher practice and progress toward goals for groups of 	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"> Strategic programming allows departments to have a planning day in which teachers engage in collaboratively unpacking and refining curriculum, lesson planning, and intra-visitations with the support of School Renewal Coaches. Interdisciplinary teams in 9th and 10th grade use strategic inquiry to analyze student writing tasks to inform levels of support needed to help students master writing skills and content. Additionally, an 11th grade interdisciplinary inquiry team meets to examine Regents-specific student data. 	N/A



	<p>students (QR 4.2b rating of Proficient).</p> <p>Increase in scholarship by individual goals set by teachers for subject classes.</p> <p>The impact on student achievement will be:</p> <ul style="list-style-type: none"> • The progress toward graduation rate (year 2 and 3 students) will meet 44.8% • The four-year graduation rate will meet 53.5% <p>Key Strategies: Leverage teacher grade teams and professional learning experiences to develop a consistent set of teaching practices across the school that develop critical thinking, literacy, and communication skills.</p> <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle</p>			
4.	<p>Effective School Leadership</p> <p>Goals: School leaders will devise a strategy</p>	Yellow	During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive	N/A



<p>that will promote understanding and sense of urgency about school wide goals by putting systems in place and monitoring the systems to improve student achievement.</p> <p>This will be evidenced by:</p> <ul style="list-style-type: none"> • By June 2016 school leaders will have created systems that support the school wide goals. • By June 2016 school leaders will have documentation revealing specific and actionable feedback to staff that holds them accountable for meeting the school wide goals. • By June 2016, 100% of the school administrators will provide specific and actionable feedback to teachers using the Danielson's Framework for Teaching with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that 	<p>Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • School leaders conduct frequent cycles of observation to provide teachers with timely, specific, and actionable feedback. As a result, Advance data from April 2016 reveals that the Percent of Completion of observations is 89%. • School leaders engage in cycles of cabinet level inquiry using the Danielson Framework for Teaching and focusing on specific skills to move teacher practice, primarily in Components 1e and 3c. 	
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<p>promote professional growth and reflection.</p> <p>By June 2016 80% of the staff would have trust in the school administration in communicating school priorities and instructional support as per the School Learning Environment Survey.</p> <p>The impact on student achievement will be:</p> <ul style="list-style-type: none"> ● The progress toward graduation rate (year 2 and 3 students) will meet 44.8%. ● The four-year graduation rate will meet 53.5%. ● The school attendance rate for the year would be 81.6%. <p>Key Strategies:</p> <p>Through the direct support of a Leadership Coach, school leaders and teacher leaders will be able to seek advisement and support as they continue to implement teacher teams. The coach will help develop promising practices for all teacher and staff teams, which will lead to increased capacity, effectiveness and sustainability.</p>			
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5.	<p>Strong Family-Community Ties Goals: In order to positively impact parental engagement, student attendance, and ensure all students benefits from a robust home-school connection, school stakeholders will develop a system of communication to foster a collaborative culture where school, families and the community support students and families.</p> <p>This will be evidenced by:</p> <ul style="list-style-type: none"> ● 25% increase in parent attendance at parent conferences from first semester 2015 compared to previous year’s data. ● By June 2016, there will be an increase in student attendance to 81.6%. ● By June 2016 100% of the staff will be trained in culturally relevant parent engagement practices. ● By June 2016, school staff communication outreach efforts will increase by 80% 	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"> ● CHCF, our lead CBO, has been an integral partner in increasing parental participation through outreach, special events, workshops, and referrals to services ● There has been an increase in the use of Skedula as a means for teachers to communicate progress of students to parents. 	N/A



<ul style="list-style-type: none"> ● By June 2016, there will be a 10% increase in parents attending workshops <p>The impact on student achievement will be:</p> <ul style="list-style-type: none"> ● The progress toward graduation rate (year 2 and 3 students) will meet 44.8%. ● The four-year graduation rate will meet 53.5%. ● The school attendance rate for the year would be 81.6% ● There will be a 5% positive increase for parental responses in the School Learning Environment Survey. <p>Key Strategies: The school will build on the initiatives begun in 2014-15 and develop and implement structures for increasing regular contact between teachers and parents through school newsletters and parent outreach. Parental English as a Second Language (ESL) services will be made available for parents</p>			
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	as part of the school's outreach effort.			
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: To continue improving the quality of instruction our Bronx Business teachers are delivering to students, Bronx Business teachers be given the opportunity to continue to work with teachers from other high schools in sharing lessons. To continue the presence and support of the SRI coaches with whom our teachers are working.</p> <p>The relationships with the Community School partner, Committee for Hispanic Children and Families continue to be supported.</p> <p>This school has to think innovatively about "Supportive Environment" domain of Great Schools Framework</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-</p>	<p>During the first week of the 2016-17 school year, written notice was sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The New York City Department of Education (NYCDOE) conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent reviewed and provided approved recommendations to the school which were used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CETs utilize the goals and benchmarks in the RSCEP as well as the School Improvement Grant (SIG) and School Innovation Fund (SIF) 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>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	<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</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> <ul style="list-style-type: none"> • Hiring decisions are made in collaboration with the Director of School Renewal and/or members of the Superintendent’s team as well as central UFT staff. • Engage NY ELA and Math, New Visions Social Studies and Science curriculum are used school wide.



	<p>bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver:</p> <ul style="list-style-type: none"> • Hiring decisions are made in collaboration with the Director of School Renewal and/or members of the Superintendent’s team • Engage NY ELA and Math, New Visions Social Studies and Science curriculum are used school-wide • Implementation of strategic inquiry teams at the teacher level and administrative level to ensure continuous monitoring of student and teacher data to increase student achievement and improve teacher pedagogy 	<ul style="list-style-type: none"> • Implementation of strategic inquiry teams at the teacher level and administrative level to ensure continuous monitoring of student and teacher data to increase student achievement and improve teacher pedagogy. 	
<p>Green</p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p>	<p>Yellow</p> <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>

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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

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: _____

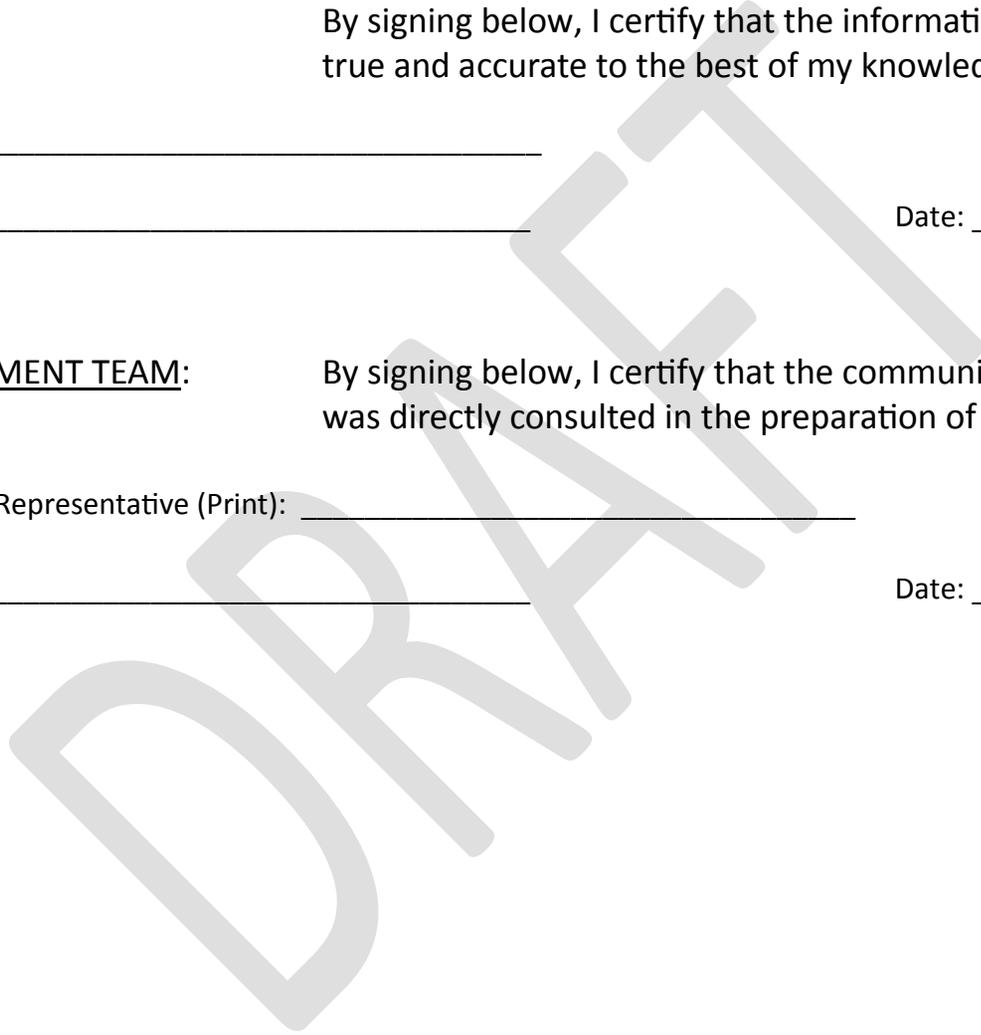
COMMUNITY ENGAGEMENT TEAM:

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: