

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
19K659: Cypress Hills Collegiate Preparatory School	331900011659	NYC GEOG DIST #19 - BROOKLYN	Yellow	SIG Cohort 4
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	Amy Yager	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcoff, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	227

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 Cypress Hills Collegiate Prep 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 school uses these key strategies to address Level 1 and 2 indicators and to engage the community:

- Community Based Organizations (CBO) are shared across three schools and have a history with this community for thirty years.
- Working with New Visions (NV) for ongoing data tracking to determine how close the school will come to meeting targets. The ongoing use of the NV tools has allowed school administration to identify and address issues of programming, credit gaps, Regents progress, and attendance.
- Technical Assistance Center for Disproportionality (TAC-D) – Located at New York University (NYU) is allowing us to address disproportionality by providing professional development trainings, coaching, training follow-ups, materials and resources in relation to proportionality assignment of various subgroups to special education
- Emerging Leaders programs – our school already has one Peer Collaborative Teacher and two additional teachers have been selected by the principal to move forward with the next round of applications
- As a Renewal school, we have access to 3 Instructional Coaches (math, ELA, and SWD/social studies) who provide job-embedded coaching with targeted teachers, co-facilitate teacher teams, support the work of Cabinet Level Inquiry, and provide small group and whole-school Professional Development to address topics resulting from Inquiry.
- Our school works with its Director of School Renewal (DSR) to ensure we implement Renewal initiatives with fidelity. The DSR also provides us with

leadership support as a means to align workflows across the multiple offices, initiatives, and metrics. Our DSR helps support inquiry, strengthens coaches' ability to support teachers, and coordinates between the superintendent's office, central offices, and other non-DOE agencies

19K659, Cypress Hill Collegiate Preparatory School (CHCP), has begun implementing its School Improvement Grant (SIG) plan as well as its Renewal school plan as described in the SIG Continuation Plan and the school's Renewal School Comprehensive Education Plan (RSCEP). The school has begun implementing these structures and supports to allow collaboration to occur in an efficient, supportive manner, where teachers' time is strategically programmed to allow the use of data and strategies so the needs of all students are met. Teachers have common planning time. Two days a week teachers work on inquiry based data collection and lesson design through the use of Writing is Thinking through Strategic Inquiry (WITsi) strategies. Another day teachers meet as departments to allow for vertical and horizontal alignment of curriculum. The other remaining two days allow teachers to work on common planning. Teachers participate in inter-visitations where they observe best practices and provide each other with feedback on areas of growth. In order for all of this to occur there must be trust among staff members.

Lesson and Unit Planning: Teachers collaborate to create multiple entry points in all units as well as CCLS alignment in lessons and tasks. Workshops on lesson planning will occur in the month of October. The social emotional framework the school adopted is Positive Behavior Intervention System (PBIS). This will be supported through partnerships and student advisory. Rubrics regarding appropriate examples of behavior in different spaces of the school have been created with input from the students. Social emotional skills are being promoted through specific lessons in advisory and reinforced with PBIS bucks for following those values. Teachers will be receiving data around internal referral numbers and Online Occurrence Reporting System (OORS) data. Furthermore, this will be supported by Counseling in Schools (CIS) as well as through programs such as The SPARK (a drug awareness and prevention program that is supported by Fordham University) Program and the Relationship Abuse Prevention Program. Based on attendance and referral data, adjustments to lessons, professional development (PD) and curriculum will be made. All staff will receive professional development around the social and emotional framework and support through Counseling in Schools (CIS), guidance, advisory committee and restorative justice committee. CHCP is committed to creating strong family and community ties through a genuine partnership grounded in choice, voice and collaboration in an effort to increase student achievement. CHCP believes when educators, parents and community groups work collaboratively to support learning, students tend to stay engaged, stay in school longer, and enjoy their school experience. CHCP has developed multiple tools for regular communication with scholars and families to foster their high expectations for student academic achievement. CHCP provides a welcoming environment for all members of our learning community, including families and visitors, by ensuring that everyone is treated respectfully and that all voices are heard.

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	47%	48%	<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 Renewal School Comprehensive Education Plan (RSCEP). While final data is not yet available for this indicator, we are confident that we are seeing positive trends towards meeting the target. Final data to evaluate this indicator will be available September 30, 2016</p> <p>The 3rd quarterly report evidenced the following work within this demonstrable improvement indicator: Currently, 36 seniors are “on-track” and 22 are “almost on-track” for June 2016 graduation as reported in the New Visions Data Tracker. This is a possible 69.9% graduation rate, which is a 12.3 percentage points higher than our June 2015 graduation rate. Early interventions such as, Regents review, strategic individualized programming, mental health counseling,</p>	N/A

				<p>attendance incentives, a Common Core aligned curriculum, and dedicated coaches from our DSR's team have all contributed to this improvement.</p> <p>Activities and or Strategies that have impacted this data: Teacher professional development on curriculum application, data driven instruction and lesson planning has focused on instructional objectives, planning, and task alignment, Social-emotional support provided by Counseling in Schools (CIS) Academic Intervention Services (AIS) ELT classes allowing student to take courses they have previously failed, Regents review and Regents prep, Student mentoring from our CBO, Cypress Hills Local Development Corporation, Staff mentoring and job-embedded coaching from Renewal coaches and targeted support from school administration. Our current data for Cohort R indicates the number of students and the corresponding percentage: Total in Cohort 2016 is 83 students</p> <table border="1" data-bbox="758 915 1348 1230"> <thead> <tr> <th>Diploma Type:</th> <th colspan="2">June 2016</th> <th colspan="2">August 2016</th> </tr> </thead> <tbody> <tr> <td>Regents</td> <td>31</td> <td>37%</td> <td>2</td> <td>2%</td> </tr> <tr> <td>Local</td> <td>0</td> <td>0</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Advanced</td> <td>1</td> <td>1%</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Graduated</td> <td>4</td> <td>5%</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Almost on track*</td> <td>20</td> <td>24%</td> <td>2</td> <td>2%</td> </tr> <tr> <td colspan="3">Projected 4-Yr Grad Rate</td> <td>Number of students 58</td> <td>69.9%</td> </tr> </tbody> </table> <p>*Almost on track refers to students with 35+ credits and 3 or more Regents already passed, allowing for a realistic path to graduation by August 2016</p>	Diploma Type:	June 2016		August 2016		Regents	31	37%	2	2%	Local	0	0	N/A	N/A	Advanced	1	1%	N/A	N/A	Graduated	4	5%	N/A	N/A	Almost on track*	20	24%	2	2%	Projected 4-Yr Grad Rate			Number of students 58	69.9%	
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5-Year Graduation	Green	56%	57%	The school engages in a process of evaluating their	N/A																																			

Rate				<p>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 Renewal School Comprehensive Education Plan (RSCEP). While final data is not yet available for this indicator, we are confident that we are seeing positive trends towards meeting the target. Final data to evaluate this indicator will be available September 30, 2016</p> <p>The 3rd quarterly report evidenced the following work within this demonstrable improvement indicator: August 2015 graduation rate was 58%, which is 1 percentage point higher than the June 2016 target. Currently 8 students from the 2015 cohort are attending a Young Adult Borough Center (YABC) program, 7 are still attending school at CHCP and 24 additional students dropped out of school. This data is taken from the New Visions Data Tracker and ATS cohort reports. Early interventions such as, Regents review, strategic individualized programming, mental health counseling, attendance incentives and student mentoring have contributed to this improvement.</p> <p>Activities and or Strategies that have impacted this data: Teacher professional development on curriculum development and implementation, data driven instruction, academic content, classroom management, and lesson planning, Social-emotional support provided by CIS, Academic Intervention Services (AIS), ELT classes allowing student to take courses they have previously failed, Student mentoring from our CBO, Cypress Hills Local Development</p>	
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				<p>Corporation, Staff mentoring and job-embedded coaching from Renewal coaches and targeted support from school administration</p> <p>Our current data for Cohort Q shows: Total in Cohort Q (class of 2015) = 104 students Students graduated = 64 (61%)</p> <table border="1" data-bbox="758 480 1299 716"> <thead> <tr> <th>Diploma Type:</th> <th colspan="2">June 2016</th> </tr> </thead> <tbody> <tr> <td>Regents</td> <td>1</td> <td>1%</td> </tr> <tr> <td>Local</td> <td>0</td> <td>0</td> </tr> <tr> <td>Advanced</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Graduated</td> <td>64</td> <td>61%</td> </tr> <tr> <td>Almost on track*</td> <td>1</td> <td>1%</td> </tr> </tbody> </table> <p>Projected 5-Yr Grad Rate: Number of students- 65 Graduation Rate - 63%</p> <p>*Almost on track refers to students with 35+ credits and 3 or more Regents already passed, allowing for a realistic path to graduation by August 2016</p>	Diploma Type:	June 2016		Regents	1	1%	Local	0	0	Advanced	0	0%	Graduated	64	61%	Almost on track*	1	1%	
Diploma Type:	June 2016																						
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College Readiness Index	Yellow	10.8%	11.8%	<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 Renewal School Comprehensive Education Plan (RSCEP). While final data is not yet available for this indicator, we are confident that we are seeing positive trends towards meeting the target. Final data to evaluate this indicator will be available September 30, 2016</p> <p>The 3rd quarterly report evidenced the following work</p>	N/A																		

within this demonstrable improvement indicator: Currently, 104 students for ELA and 27 students for math have met the CUNY Benchmarks to be College and Career Ready (many are the same students) school-wide. In the senior class, only 7 students have passed both the ELA and math exams, which directly impacts our College Readiness metric. Individual students have been targeted for Regents review to retake the test for a higher score. Many of them will be programmed for the last administration of the Integrated Algebra Regents because they didn't take the Common Core aligned Algebra course. They are also programmed for Saturday and after-school review classes, plus are being tutoring by their peers.

Assessment Type:	# and % of students passing	
75+ ELA	39	46%
80+ Math	9	11%
Both ELA & Math	7	8%
CUNY	27	33%

Activities and or Strategies that have impacted this data:

- CUNY Placement Test Prep class and Six AP Classes. Three of these classes are sponsored by the DOE APEX Program. Students are provided with resources and study sessions with students from other schools.
- Regular meetings to review the New Visions Data Sorter and other data systems, Campus is an SAT site so that students don't have to travel to take

				<p>the exam.</p> <ul style="list-style-type: none"> • Programed students for Algebra II/Trigonometry classes • College Now courses are offered to students either on campus or at the local CUNY colleges. <p>Yellow was selected because while we have programs to support students in reaching the college readiness index there are a few things that are limiting them attaining it such as: Shift from Regents to Common Core exams, novice math teacher teaching Alg. II/Trig course, and a student can only count once. With 21 fewer students that the previous cohort there are less students that can achieve these benchmarks.</p>	
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 Renewal School Comprehensive Education Plan (RSCEP). While final 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 upon release by SED.</p> <p>The 3rd quarterly report evidenced the following work within this demonstrable improvement indicator: Based on SED data, we met and exceeded the state’s Adequate Yearly Progress (AYP) metric in ELA and exceeded the benchmarks for 4-Year Graduation and 5-Year Graduation. However, we did not meet mathematics AYP. The math department altered the</p>	N/A

				sequencing of their courses to meet the needs of the students that required additional semesters of Algebra to pass. In addition, a Peer Collaborative Teacher Leader (a new role created between the NYC DOE and UFT) was hired in September 2015 to lead the math department. We await the new metrics to determine Priority status.	
Math Regents Percent Pass By Year 2	Yellow	56%	57%	<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 Renewal School Comprehensive Education Plan (RSCEP). 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>The 3rd quarterly report evidenced the following work within this demonstrable improvement indicator: The math department altered the sequencing of their courses to meet the needs of the students that required additional semesters of Algebra to pass. By doing this, students don't take their first math Regents until the end of their second year of high school. For Spring 2016 programming ninth grade students have been targeted for a double period of math to ensure they get the additional instruction needed to take the Common Core Algebra exam at the end of their ninth grade. A Peer Collaborative Teacher Leader was hired in September 2015 to lead the math department. Yellow was selected because our course</p>	N/A

				<p>sequence only allows students to take their first math regents at the end of their 2nd year in high school. Historically, the students need to take Algebra more than once before they passed. In addition, the students are required to take and pass the common core Algebra exam but we are taking into account this is their first year students are being taught using the common core shifts.</p>	
School Survey - Safety	Green	3.00	3.04	<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 Renewal School Comprehensive Educational Plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>The 3rd quarterly report evidenced the following work within this demonstrable improvement indicator:</p> <p>Currently, there have been 15 Principal suspensions compared to 91 at this time last school year. School Safety Officers and the CHCP assistant principal in charge of discipline have been changed from 2014-2015 school year to the 2015-2016 school year, resulting in an improved climate, sense of community, and strategic approach to discipline. A dean of student support was hired to incorporate innovative and provide engaging programs into the student's schedule. School Safety Agents (SSA) participate professional development and student led Town Hall style meetings to learn effective strategies for working with young adults and be able to voice their options in a healthy environment. We reinforce school-wide</p>	N/A

			<p>policies through our communication protocols (newsletters, website, and parent conferences), through staff presence in hallways and during transitions, with the support of our CBO, and through rewards such as trips, lunch and swag. As a result, we observe students adhering to our policies with a much greater degree of frequency and commitment as evidenced by a decrease in ODR/OORS data. The principal, dean of student support, and school counselor are participating in a series of workshops on TAC-D (Technical Assistance Center on Disproportionality), which is designed to build the schools' capacity to provide culturally responsive outcomes for students. Yellow was selected because we have no way to track data to see if we will reach or exceed the target.</p> <p>All staff can articulate the instructional focus and two common practices used in the classroom for how students learn best via Quality Review. As of April 2016, our YTD attendance is 82.9% and we continue to observe a reduction in OORS incidents. Most teachers' have received an observation rating of effective in Domain 2a, Classroom Environment, of The Danielson Framework for Teaching</p> <p>Our attendance has improved due to improved school climate : Attendance growth: 4.56%</p>	
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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	Green	2.32	2.36	<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 Renewal School Comprehensive Education Plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>22 teachers meet at least 6 times a week to engage in common planning and participate in professional development together. Their meetings are structured to always allow for teacher learning to take place and participate in collaborative and strategic inquiry. The 2014-2015 Quality Review results cited the school as Proficient in this area and preliminary results from our most recent 2015-2016 Quality Review (soon to be published) indicate we will maintain our Proficient rating, with the potential to move to Well Developed</p> <p>Activities and or Strategies that have impacted our progress include:</p> <ul style="list-style-type: none"> Monday whole-school professional development has included learning and collaborating around the following topics: student groupings, instructional objectives, 3-point assessment and 	N/A

				<p>lesson planning, resulting in all teachers following the same format for writing their instructional objective with the same intent, common practices for grouping students and using the same lesson plan template that ensure that they have 3-points of assessment in class,</p> <ul style="list-style-type: none">• Subject area coaches from Renewal office,• Strategic teacher programming to allow for common planning,• Participation in whole-school WITSi strategies and PD,• Cabinet level Inquiry, which mimics teacher inquiry and allows administrators to identify areas of support needed for teachers• DSR and coaches provide targeted support• Inter-visitations, inside and outside of the school have allowed us to refine our work resulting colleagues' feedback from across Brooklyn Renewal schools. <p>Each department has conducted 3 inter-visitations and documented observations with evidence of feedback being implemented. We hosted a borough-wide inter-visitation, which helped us re-align our focus for inquiry and some of our WITSi work.</p> <p>Impact of collaborative teacher work can be seen in the following:</p> <p>A majority of teachers have had an effective observation rating on Danielson components 1e and 3c due to the fact that teachers are working collaboratively to align their tasks driven by data gathered from the classroom and PDs that inform their practice. As of April, a majority of teachers are effective or highly effective in 1e and 14 teachers are</p>	
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				<p>effective or highly effective in 3c</p> <p>As of February 2016, 50% of cohort R has completed the Regents necessary for graduation. As of April, this number is 53%. 9th and 10th graders have overall credit accumulation of 5 or more credits. As of April, 88% of 9th graders have accumulated 5 or more credits. As of April, 22% of 9th graders have accumulated 10 or more credits. As of April, 90% of 10th graders have accumulated 10 or more credits. As of April, 88% of 10th graders have accumulated 15 or more credits. As of April, 83% 10th graders have accumulated 20 or more credits.</p>	
<p>Framework: Supportive Environment</p>	<p>Green</p>	<p>2.68</p>	<p>2.72</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 Renewal School Comprehensive Education Plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>This school year brought about a higher number of new staff than in previous years. An enormous amount of ground work has gone into strategically planning and altering professional development to meet the needs of new staff and veteran staff. The use of the coaches on the DSR’s team has helped ensure teacher with the greatest need (as identified through observational data) are provided with ongoing support around content and classroom</p>	<p>N/A</p>

				<p>management. In addition, the evolution of our Cabinet Level Inquiry has ensured we are continually able to be provide professional supports in response to the data we analyze as part of the increasingly important process.</p> <p>Activities and/or Strategies that have impacted this Demonstrable Indicator:</p> <ul style="list-style-type: none">• We have created Classroom Partners, an informal partnering of teachers in an attempt replicate successful practices inside or outside of their classrooms• Veteran teacher mentors meet with new teachers regularly through the week to focus on pedagogical responsibilities• Weekly new teacher attend CHCP workshops provided by a coach that develops teacher knowledge of the Danielson Framework, data collection and assessment• Teachers create their own SMART goals at the beginning of the year and re-evaluate them mid-year and at the end of the year.• Common planning times for teachers to plan during the day with their co-teachers and departments• Hiring of additional staff to decrease work load for all• Open door policy. Families are always welcome to visit the school. Students and staffs needs are always addressed immediately• APs supervising as content area experts• Student mentoring provided by staff members that have a relationship with the student previously	
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				<ul style="list-style-type: none"> Community School <p>As a result of this work, all staff can articulate the instructional focus and two common practices used in the classroom for how students learn best via Quality Review. As of February 2016, half of the teachers' have received an observation rating of effective or highly effective in Domain 2a of The Danielson Framework for Teaching. As of April, most teachers have an effective or a highly effective rating in 2a.</p> <p>Our CBO has assisted in providing significant supports to our students through outreach, workshops and 1:1 tutoring as well as the implementation of attendance initiatives. As of February 2016, there is over an 80% overall attendance rate. As of April, our YTD attendance rate is 82.9%. Our month of April attendance rate is lower, at 82.6%, which we attribute to a week of mock regents, a long stretch of classes before spring break and incentive trips that did not incentivize all students.</p> <p>Attendance growth: 4.56%</p> <p>SY '14-'15: 78.34% SY '15-'16: 82.9% (this data is current as of April 2016)</p>	
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 Renewal School Comprehensive Education Plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this</p>	N/A

				<p>indicator:</p> <p>The Community School Model has been implemented and the same CBO is shared with two other schools on campus. Weekly community schools meetings occur with all principals and community schools managerial staff. Campus wide events like ID NYC, housing assistance forums, Blood Drives, and Visions Screening are among some of the supports provided to families and students. Adult classes like ESL, High School Equivalency (HSE) and Commercial Driver’s License (CDL) are offered at night to the community. Activities and or Strategies that have impacted this indicator:</p> <ul style="list-style-type: none">• Community Schools Office- The Community Schools Office has become an important space for events, which has resulted in the inclusion of the underutilized 5th floor cafeteria space, now seeing much more traffic through Talent Show Rehearsals, Extended Learning Time Options, Success Mentoring, Senior Committees and Planning, Groundswell Mural Project Planning and Design, and Town Hall planning and preparation meetings.• Dual-Capacity Framework Workshop Developed a stronger system for communicating with parents. The Karen Mapp training framework led to a retooling of parent teacher conferences resulting in increased attendance at Parent Teacher Conferences. The framework has informed the toolkits and form of the upcoming Community Forum (Tuesday, May 10th.)• Attendance Monitoring and Incentives-The visibility of attendance frameworks for students and attendance incentive trips has made	
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				<p>students more aware of their own standing and conscious of their attendance in a different and more constructive way. For example, a board updated regularly with attendance numbers for each student as progress toward a trip to Six Flags has become a popular feature in the hallway. Every Day Counts!</p> <p>Attendance incentives trips throughout the year have included bowling, Hibachi Dinner, movie outings, Ice skating and more. Attendance and interest in trips has increased as students work to meet attendance goals in order to qualify for different privileges and permission slips associated with high or improving attendance. Attendance Mentors work with students with struggling attendance to provide additional support and daily text or phone calls.</p> <ul style="list-style-type: none">• Behavior Reward System (GRIT) There has been an increase in the amount of bucks collected at weekly intervals since the program began early this school year. This is indicative of student and teacher buy-in, and has created a more tangible and visible structure for GRIT. <p>A Community School Forum in May and community school team meetings have taken place. These meetings include a core group of 5 student leaders in addition to administrators, faculty, and Community School Staff. In addition, there has been staff training on effective parent engagement and tracking of ongoing engagement. Staff have become increasingly involved in outreach and support for school events through participation in parent engagement and</p>	
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				<p>dual-capacity trainings.</p> <p>As of February 2016, students have been assigned an adult in the building and parent outreach connects families to additional wrap-around resources. Students with attendance concerns receive daily communication via text message or phone call, as well as physical check ins throughout the week. The Community School Office hosts bi-monthly lunches with students and their mentors in targeted cohorts to share best practice, set goals together, and reinforce students' understanding of the support networks and resources available to them.</p>	
Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal School Comprehensive Education Plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>Students are programmed for an additional mandatory hour of class Monday-Friday; ELT is also 10th and 11th period for students that need additional classes or review to be on-track for graduation. Summer School and Saturday School also provide students with multiple ways to stay on-track for graduation. CHCP teachers teach the students Tuesday – Friday for the additional hour and students are provided with individual interest courses on Monday afternoons provided by teaching artists. Students take classes like Drivers Ed, Dance, Yoga,</p>	N/A

				<p>Theatre and Poetry. Activities and or Strategies that have impacted this data: Town Hall, Teacher Professional Development, Community Outreach and partnerships</p>	
<p>Regents Completion Rate</p>	<p>Yellow</p>	<p>36.8%</p>	<p>37.8%</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 Renewal School Comprehensive Education Plan (RSCEP). 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>The 3rd quarterly report evidenced the following work within this demonstrable improvement indicator: The January 2015 Regents administration had a 30.6% passing rate. 23 passing scores were seniors, 18 passing scores were juniors, 11 passing scores were sophomores and 6 passing scores were freshman.</p> <p>Activities and or Strategies that have impacted this data: The New Visions data tracker is regularly reviewed to develop plans for groups and individual students. After-school tutoring and regents review, Student mentoring provided by staff members that have a relationship with the student previously, Teaching Assistants in the class assisting students that still need the Regents. Yellow was selected because we do not have a useable tool that can be</p>	<p>N/A</p>

				used to track this data so we are not sure if we will meet the target.	
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: Implement a common core vertically and horizontally aligned curriculum (EngageNY in ELA and Math 9-12), with appropriate scaffolds and writing support (WITsi) to meet the needs of all students using the above listed pedagogical strategies to increase student learning. Evidence of Success:	Green	During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the Renewal School Comprehensive Education Plan (RSCEP). The benchmark statements below evidence this work. Our most recent 2015-2016 Quality Reviews highlighted an improvement in the area of rigorous instruction, with the school moving from a Developing to a Proficient in Quality Indicator 1.2 (Pedagogy). This indicator focuses on the quality of instruction in the classroom, which has been a significant focus through	N/A	

<p>By June 2016, 80% of teachers will have had an effective observation rating on Danielson components 1e and 3c by their last observation</p> <p>By June 2016, 77% of 9th and 10th graders will have an individual student work portfolio demonstrating 6 meaningful pieces of student work (3 per semester) aligned to CCLS</p> <p>By August 2016, CHCP will have a six year graduation rate of at least 70.6%</p> <p>By August 2016, CHCP will have a 4-year college readiness index of at least 11.2%</p> <p>By August 2016, CHCP will have an overall credit accumulation rate (10 or more credits a year) of 77% or higher in 9th and 10th grade</p> <p>Key Strategies: We offer six AP courses that were offered the year prior and continue to send the teachers to training and work with the NYC APEX program to ensure the curriculum is aligned.</p>		<p>Renewal, with coaches providing extensive job-embedded coaching.</p> <p>As a result of improvement in this area 30% of cohort R and T have one of the following:</p> <ul style="list-style-type: none"> • A 3 on an AP exam • A math SAT score of 480 or higher • SAT reading score of 460 or higher • A 75 or higher on the ELA regents • An 80 or higher on the math regents <p>CHCP has an overall credit accumulation rate (5 or more credits) of 77% or higher in 9th and 10th grade</p> <p>A majority of teachers have had an effective observation rating on Danielson components 1e and 3c.</p>	
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	<p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Comprehensive Academic Assessment Plan Expanded Learning Time Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students Professional Development: Academics Professional Development: Educating All Students</p>			
2.	<p>Supportive Environment Goals: CHCP is committed to developing the social and emotional health of all students in a safe learning environment that will foster academic growth leading to college and career readiness for all students. This will be achieved through the development of an advisory program with a special focus on restorative justice and Positive Behavioral Intervention Support (PBIS). Evidence of Success: All of the school’s staff can articulate the same set of beliefs</p>	Green	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the Renewal School Comprehensive Education Plan (RSCEP). The benchmark statements below evidence this work.</p> <p>In order to meet our goals, we have implemented Positive Behavior Intervention System (PBIS), hired 6 mental health personal and have a current attendance rate of 82.9%. Attendance growth from last year is 4.56%. Multiple strategies support our vision for a safe environment. All staff can articulate the instructional focus and two common practices used in the classroom for how students learn best via a survey.</p> <p>As of February 2016, there is over an 80% overall attendance rate as a result of attendance monitoring and incentives The visibility of attendance frameworks for students and attendance incentive trips has made</p>	N/A

	<p>and concrete practices about how students learn best</p> <p>By June 2016, the school’s overall attendance rate will increase to at least 82.6%</p> <p>By June 2016, 80% of teachers will have had an effective observation rating on Danielson component 2a by their last observation</p> <p>The school will score “proficient” on the Quality Review indicator 3.4 for “culture of learning”</p> <p>Key Strategies:</p> <p>Restorative Justice - students will take a lead role in school culture. We want to empower students to make changes in the school and to have a voice when resolving situations. It will also help to change the students’ culture to one of accountability and building a strong culture.</p> <p>Attendance Systems & Structures</p>		<p>students more aware of their own standing and conscious of their attendance in a different and more constructive way. For example, a board updated regularly with attendance numbers for each student as progress toward a trip to Six Flags has become a popular feature in the hallway. Every Day Counts!</p> <p>Attendance incentives trips throughout the year have included bowling, Hibachi Dinner, movie outings, Ice skating and more. Attendance and interest in trips has increased as students work to meet attendance goals in order to qualify for different privileges and permission slips associated with high or improving attendance.</p> <p>Attendance Mentors work with students with struggling attendance to provide additional support and daily text or phone calls.</p> <p>Behavior Reward System (GRIT): There has been an increase in the amount of bucks collected at weekly intervals since the program began early this school year. This is indicative of student and teacher buy-in, and has created a more tangible and visible structure for GRIT.</p> <p>As of February 2016, half of the teachers’ have received an observation rating of effective in Domain 2a of The Danielson Framework for Teaching. As of April 2016, most of the teachers are effective or highly effective in 2a, Classroom environment.</p>	
3.	Collaborative Teachers	Green	During the February progress monitoring period,	N/A

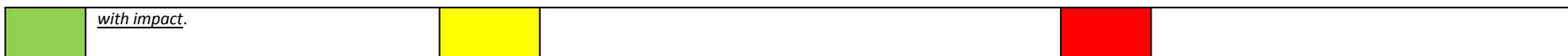
<p>Goals:</p> <p>By June 2016, a school-wide culture of sharing and collaboration will be evident in classroom teaching practices through the implementation of collaborative inquiry teacher teams that utilize data tracking systems to target at risk students and design and implement action plans to address students' deficiencies.</p> <p>By June 2016, a school-wide culture of sharing and collaboration will be evident in classroom teaching practices through the implementation of collaborative inquiry teacher teams that utilize data tracking systems to target at risk students and design and implement action plans to address students' deficiencies.</p> <p>Evidence of Success:</p> <p>By June 2016, 80% of teachers will have had an effective observation rating on Danielson components 1e and 3c by their last observation due to the fact that teachers are working collaboratively to align their EQs, FQs, IOs and tasks driven</p>	<p>schools were expected to have met their benchmarks as articulated in the Renewal School Comprehensive Education Plan (RSCEP). The benchmark statements below evidence this work.</p> <p>Every department has conducted 3 inter-visitations and documented observations with evidence of feedback being implemented. In February 2016, a survey reported that the majority of teachers feel like they are working collaboratively with their peers</p> <p>The following is evidence of impact on student achievement due to increased teacher collaboration:</p> <p>As of February 2016, 50% of cohort R has completed the Regents necessary for graduation.</p> <ul style="list-style-type: none"> • As of April, 88% of 9th graders have accumulated 5 or more credits • As of April, 22% of 9th graders have accumulated 10 or more credits • As of April, 90% of 10th graders have accumulated 10 or more credits • As of April, 88% of 10th graders have accumulated 15 or more credits • As of April, 83% 10th graders have accumulated 20 or more credits <p>A majority of teachers have had an effective observation rating on Danielson components 1e and 3c due to the fact that teachers are working collaboratively to align tasks driven by data gathered from the classroom and PDs that inform their practice</p>	
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<p>by data gathered from the classroom and PDs that inform their practice</p> <p>By August 2016, CHCP will have a six year graduation rate of at least 70.6%</p> <p>By August 2016, CHCP will have an overall credit accumulation rate (10 or more credits a year) of 77% or higher in 9th and 10th grade</p> <p>Key Strategies: Teachers use Circular - 6, in order to meet with each other to review, revise and adapt the curricula. They adjust their pacing calendars and curriculum maps to account for the changes. To ensure the teachers are using the proper curriculum observations are conducted that look at the pacing guides and the lesson plans to ensure the materials are aligned with the curriculum.</p> <p>Renewal School Priority Areas: Inquiry Job-embedded Instructional Coaching Master, Model, & Peer-</p>			
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	collaborative Teachers			
4.	<p>Effective School Leadership</p> <p>Goals:</p> <p>CHCP will develop and implement a calendar of cyclical observations and learning walks and ensure all observations (both evaluative and non-evaluative) provide teachers with actionable feedback aligned to goals in domain 1 (components a-e) and domain 3 (components a-d), with next steps for improvement.</p> <p>Evidence of Success:</p> <p>The school will be rated proficient in Quality Review Components 1.1 and 1.2</p> <p>By June 2016, 80% of 9th and 10th graders will have an individual student work portfolio demonstrating 6 meaningful pieces of student work (3 per semester) aligned to CCLS</p> <p>By August 2016, CHCP will have a six year graduation rate of 70.6%</p> <p>By August 2016, the school’s overall credit accumulation rate (10 or more credits per year) will increase to 77% or higher in 9th and 10th grades</p>	Green	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the Renewal School Comprehensive Education Plan (RSCEP). The benchmark statements below evidence this work.</p> <p>As of February 2016, 50 % of registered cohort R students have completed the Regents necessary for graduation. As of April, this is 53%</p> <p>As of February 2016, 80% of 9th and 10th graders have an overall credit accumulation rate of 5 or more credits</p> <ul style="list-style-type: none"> • As of April, 88% of 9th graders have accumulated 5 or more credits • As of April, 22% of 9th graders have accumulated 10 or more credits • As of April, 90% of 10th graders have accumulated 10 or more credits • As of April, 88% of 10th graders have accumulated 15 or more credits • As of April, 83% 10th graders have accumulated 20 or more credits 	N/A

	<p>Key Strategies: All teachers across all subject areas use the same annotation strategies and the same comment codes to provide feedback. The teachers use this when using both informational and fictional text. This supports the first two ELA shifts- Balancing Literary and Informational texts and Knowledge in Disciplines.</p>			
<p>5.</p>	<p>Strong Family-Community Ties Goals: CHCP through partnerships with Outward Bound, Counseling in Schools, and The North Shore-LIJ Health System and a dedicated Community Coordinator will engage families and stakeholders in the community school process and bring targeted resources to increase student achievement.</p> <p>Evidence of Success: At least 20% of incoming grade 9 students matched to the school by June 2015 will attend the Outward Bound facilitated week long summer orientation.</p>	<p>Yellow</p>	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the Renewal School Comprehensive Education Plan (RSCEP). The benchmark statements below evidence this work.</p> <p>A Community School Forum will occur in May and community school team meetings have taken place. These meetings include a core group of 5 student leaders in addition to administrators, faculty, and Community School Staff working in conversation to identify the most effective outreach strategies for the Forum as well as deciding together the emphasis of different working groups and the run of show for the evening.</p> <p>In addition, there has been staff training on effective parent engagement and tracking of ongoing engagement. Staff have become increasingly involved in outreach and support for school events through</p>	<p>N/A</p>

	<p>By September 2015, students will be matched with an adult through the Advisory program. On track seniors will mentor almost on track seniors with a staff member supervising the mentorship. A class of freshman will mentor kindergarten students at PS 108, along with sophomores continuing their mentorship with the first graders at PS 108.</p> <p>Students and parents will participate in a collaborative workshop customized to their needs and to provide them with information about the school's academics, social and emotional supports, enrichment activities and additional services in the neighborhood.</p> <p>Key Strategies: Parents and students have been provided with Pupil Path, an online service that informs parents and students with academic information such as progress reports, report card information, assignments and a method to communicate with teachers.</p>		<p>participation in parent engagement and dual-capacity trainings.</p> <p>As of February 2016, students have been assigned an adult in the building and help connect families to additional wrap-around resources. Students with attendance concerns receive daily communication via text message or phone call, as well as physical check ins throughout the week.</p> <p>The Community School Office hosts bi-monthly Lunches with students and their mentors in targeted cohorts to share best practice, set goals together, and reinforce students' understanding of the support networks and resources available to them.</p>	
<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</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>



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:</p> <ol style="list-style-type: none"> Rigorous Instruction: <ul style="list-style-type: none"> Create a Culinary Arts CTE program. We have the space and a class already but want a designated program to assist with enrollment and distinguish ing us from other school ls on campus. Driver's Ed classes Supportive Environment: <ul style="list-style-type: none"> Create stronger incentive programs and engaging activities to improve attendance Multiple language translators during meetings and parent- teacher conferences Updates to the educational environment, such as locks on the ba 	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Education 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</p>

	<p>3. Strong Family- Community Ties:</p> <ul style="list-style-type: none"> • Send students to the community board meetings and be involved in civic matters • Link FOT to a class so that a teacher and students can rally for the neighborhood rezoning <p>Recommendations Included these initiatives w</p> <p>This school has to think innovatively about "Supportive Environment" domain of Great 'Schools Framework.</p> <p>Goals/Outcome of CET meetings:</p> <ul style="list-style-type: none"> • Parental involvement from all renewal schools on campus • Empower parents to take on leadership roles in the school • Gather feedback to guide school-wide decisions <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. The CET is currently working on planning the Community School Forum scheduled for May 10th and beginning their leadership training.</p>	<p>that is convenient for parents – either weekday evenings or Saturday mornings</p>
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Powers of the Receiver

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

Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	Beginning in July 2015, the NYCDOE engaged in regular consultation	The NYCDOE will continue to engage in regular consultation with the

<p>with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver:</p> <p>The superintendent, and Office of Renewal Schools, ensure the powers of the receiver are utilized through:</p> <ul style="list-style-type: none"> • Approval of hiring decisions at the school level where appropriate. • Approval of major budgetary and fiscal decisions occurs with the support of the DSR • One of the initiatives under the High School superintendancy for Renewal Schools has been the Implementation of EngageNY (math and ELA) and New Visions Curriculum (Social Studies and Science) and this has been a consistent expectation supported by <ul style="list-style-type: none"> ○ Providing the school with content Instructional Coaches who provide job-embedded coaching to teachers ○ Providing the school with a Director of School Renewal who oversees Instructional Coaches, aligns the work across offices and agencies, and • Implementation of WiTSI 	<p>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>
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	<ul style="list-style-type: none"> • An additional initiative of the High School Superintendent is the implementation of Cabinet Level Inquiry, which is designed to triangulate the use of data, with classroom observations, and the professional supports provided to teachers. • The Office of Renewal Schools is implementing extensive summer programs, which will offer learning opportunities for students attending Renewal Schools 		
<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>



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

<u>2016-17 School Year Plan</u>			
<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 <u>each</u> 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.	

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. <u>Please note</u> , 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</u> on instructional practices/key strategies/student engagement.		N/A
Additionally, <u>under separate attachment</u> , 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: