

## `Receivership

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

*3<sup>rd</sup> Quarter - January 18, 2016 to April 15, 2016*

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
14K071: Juan Morel Campos Secondary School	331400011071	NYC GEOG DIST #14 - 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	Eric Fraser	Aimee Horowitz, Executive Superintendent for Renewal Schools Alicja Winnicki, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08,09,10,11,12	618

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

Juan Morel Campos Secondary School (JMCSS) is a Title I SWP school located in the South Williamsburg neighborhood of Brooklyn, NY and serves students and families who mostly reside in the communities surrounding the school, Williamsburg, Bedford-Stuyvesant, and Bushwick. The student body is 82% Hispanic, 15% Black, and 3% White and boys and girls make up roughly equal percentages of the population. The school is completing its third full year of support under a federal School Improvement Grant (SIG) in the Transformation model. This grant has helped to augment existing programs and provides for additional resources, coaching, and professional learning opportunities. The school tends to diverse needs and is proud of the adult teams who work tirelessly to individualize their efforts to meet the many social, health, and academic needs of the student body while holding them to high expectations academically.



The school's vision and mission statements encapsulate this delicate balance between meeting students where they are developmentally as social and academic beings while holding all students to high expectations for post-secondary and adulthood outcomes.

An analysis of available data indicates that JMCSS is making progress towards meeting its Demonstrable Improvement Indicators. To monitor middle school student progress in ELA and math, students take interim Performance based assessments aligned to the CCLS as well as multiple choice assessments (DRP and Scantron). January results indicate that students are on track to meet the academic targets set. In grades 9-12, January results indicate that there needs to be a focused effort in preparing students for upcoming Regents exams as well as increased opportunities for students to take credit-bearing courses during Extended Learning time.

JMCSS has several programs in place to assist with College readiness. Additional Advanced Placement courses in Literature and Composition are being offered as well as a comprehensive choice of Arts enrichment programs. The school is also partnering with CUNY "At Home in College" which supports Seniors in making the transition to the post-secondary setting. Student agency is being developed through the high school's participation in the Peer Enabled Restructured Classroom (PERC) program which has initiated the structuring of classrooms with students as one-on-one tutors and small group instructional leaders in classrooms beyond the scope of PERC.

School culture has made significant progress; as restorative practice grows throughout the school community, students are encouraged to voice their opinions in a structured environment. This is done through their partnership with Grand Street Settlement, the Community Based Organization. Other partnerships such as Outward Bound, have assisted in the creation of "CREW" which is an advisory group of 8 and 9th graders who work with the implementation of Restorative Circles, a strategy used as an alternative to suspension. Staff is also trained in Restorative Circles and leverages this approach to community building and restoration with 6<sup>th</sup> and 7<sup>th</sup> grade students. The school has implemented a for-credit mediation course in the high school this year, and students trained as mediators work daily to mediate conflicts with their peers and younger students. Additionally, these students have been placed in the hallways during their lunch periods to assist with maintaining a calm and positive school tone.

The Parent Association works with the CBO to organize family outreach, and activities for the entire family. A team of staff, parents and students generate a public calendars of events, including spirit events, fundraising, and professional learning for parents. This has increased the number of opportunities to actively support families' personal and professional development.



**Part I – Demonstrable Improvement Indicators**

<b>LEVEL 1 – Indicators</b>					
Please list the school’s Level 1 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.					
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
3-8 ELA Growth Percentile	Yellow	43.5	44.5	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>The school has been consistently engaging in formative progress monitoring throughout this reporting period. At the conclusion of the fourth marking period (of six), inquiry teams reviewed student performance data for the “Top Five” middle school literacy standards being taught and tracked. These skills are important across content areas and are high frequency skills on standardized assessments. The skills being monitored are annotation, citing evidence, identifying main idea, academic vocabulary, and summary. The highlights of that analysis are as follows: 90% of 6th grade students and 77% of 8th grade students were citing textual evidence proficiently. 49% of 7th and 64% of 8th graders are identifying main ideas proficiently. Also, 50% of 8th graders were able to summarize information proficiently. The inquiry teams used this data and student work samples to make curricular adjustments for the remaining marking periods and in advance of the middle school State exams.</p>	N/A



3-8 ELA Percent Level 2 & Above	Yellow	36%	37%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>The school has been consistently engaging in formative progress monitoring throughout this reporting period. At the conclusion of the fourth marking period (of six), inquiry teams reviewed student performance data for the “Top Five” middle school literacy standards being taught and tracked. These skills are important across content areas and are high frequency skills on standardized assessments. The skills being monitored are annotation, citing evidence, identifying main idea, academic vocabulary, and summary. The highlights of that analysis are as follows: 90% of 6th grade students and 77% of 8th grade students were citing textual evidence proficiently. 49% of 7th and 64% of 8th graders are identifying main ideas proficiently. Also, 50% of 8th graders were able to summarize information proficiently. The inquiry teams used this data and student work samples to make curricular adjustments for the remaining marking periods and in advance of the middle school State exams</p>	N/A
3-8 Math Growth Percentile	Yellow	45.1	46.1	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>The school has been consistently engaging in formative progress monitoring throughout this reporting period. At the conclusion of the fourth marking period (of six), inquiry teams reviewed</p>	N/A



				<p>student performance data for the “Top Five” middle school math standards being taught and tracked. These skills are high frequency skills on standardized assessments. The inquiry teams used this data and student work samples to make curricular adjustments for the remaining marking periods and in advance of the middle school State exams.</p> <p>Recent assessment data indicates the following:          6<sup>th</sup> grade students have improved 10.4 % in understanding ratio and proportion and 21.7% in solving expressions and equations.          7<sup>th</sup> grade students have improved 31% in understanding ratio and proportion and 30.3% in solving expressions and equations.          8<sup>th</sup> grade students have improved 11.8% in understanding functions and 22% in solving expressions and equaions.</p>	
3-8 Math Percent Level 2 & Above	Yellow	30%	31%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>The school has been consistently engaging in formative progress monitoring throughout this reporting period. At the conclusion of the fourth marking period (of six), inquiry teams reviewed student performance data for the “Top Five” middle school math standards being taught and tracked. These skills are high frequency skills on standardized assessments. The inquiry teams used this data and student work samples to make curricular adjustments for the remaining marking periods and in advance of the middle school State exams.</p> <p>Recent assessment data indicates the following:          6<sup>th</sup> grade students have improved 10.4% in understanding ratio and proportion and 21.7% in solving expressions and equations.          7<sup>th</sup> grade students have improved 31% in understanding ratio and proportion and 30.3% in solving expressions and equations.          8<sup>th</sup> grade students have improved 11.8% in understanding functions and 22% in solving expressions and equaions.</p>	N/A



4-Year Graduation Rate	Green	0.48	49%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>As of now, the percentage of students on track for 10+ credits is as follows: 76% of first year students, 71.7% of second year students, and 70.2% of third year students. After the January Regents exam administration, the school has improved the percentage of students who may be eligible for graduation, increasing both the 4 and 5-year graduation rates. The school is projecting the following: Between 56-66% of students in the 4-year cohort will count as graduates, and 51-64% of students will count as 5-year graduates. Both of these ranges include the Receivership benchmark and reflect improvements since the Fall 2015 data capture. After the January Regents exam administration, 56% of English Language Learners (ELLs) and 57% of students with disabilities (SWDs) are graduated, on track, or almost on track for a Regents or local diploma as 4-year graduates. 28% of ELLs and 23% of SWDs are graduated or on track for a Regents diploma at the end of their fourth year.</p>	N/A
5-Year Graduation Rate	Green	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 school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>After the January Regents exam administration, the school has improved the percentage of students who may be eligible for graduation, increasing both the 4 and 5-year graduation rates. The school is projecting the following: Between 56-66% of</p>	N/A



				<p>students in the 4-year cohort will count as graduates, and 51-64% of students will count as 5-year graduates. Both of these ranges include the Receivership benchmark and reflect improvements since the Fall 2015 data capture. After the January Regents exam administration, 56% of ELLs and 57% of students with disabilities (SWDs) are graduated, on track, or almost on track for a Regents or local diploma as 4-year graduates. 28% of ELLs and 23% of SWDs are graduated or on track for a Regents diploma at the end of their fourth year.</p>	
College Readiness Index	Green	17.9%	18.9%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>After the January 2016 Regents exam administration, 5.6% of this year’s graduating cohort is College Ready in both subjects. 30.3% of them are College Ready (CR) in ELA, 12.4% in Math. Also, even more students are already meeting College Ready thresholds in the third year cohort, where 12.9% of students are College Ready in both subjects. The balance is also more aligned, 25.9% are CR in ELA, 20.0% in Math.</p>	N/A
English Regents Percent Pass By Year 3	Green	39%	40%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>After the January 2016 Regents exam administration the school is on track to meet the Receivership target for “English Regents Percent Passed by Year 3”. After January 2016 , 36.8% of students in their third year of high school have already passed</p>	N/A



				the English Regents, and the target is 40%.	
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	10%	11%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>The school has been consistently engaging in formative progress monitoring throughout this reporting period. The school has determined that students need the most support in writing for the Science exam. At the conclusion of the fourth marking period (of six), inquiry teams reviewed student performance data for the “Top Five” middle school literacy standards being taught and tracked. These skills are important across content areas and are high frequency skills on standardized assessments. The skills being monitored are annotation, citing evidence, identifying main idea, academic vocabulary, and summary. The highlights of that analysis areas follows: : 90% of 6th grade students and 77% of 8th grade students were citing textual evidence proficiently. 49% of 7th and 64% of 8th graders are identifying main ideas proficiently. Also, 50% of 8th graders were able to summarize information proficiently. The inquiry teams used this data and student work samples to make curricular adjustments for the remaining marking periods and in advance of the middle school State exams</p>	N/A
Make Priority School Progress	Yellow	N/A	Meet progress criteria	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP) Data is not yet available for this indicator. We are taking steps in order to make every effort to meet our target. Data to evaluate this</p>	N/A



				<p>indicator will be available pending SED release of information.</p> <p>As of now, the percentage of students on track for 10+ credits is as follows: 76% of first year students, 71.7% of second year students, and 70.2% of third year students. After the January 2016 Regents exam administration, the school has improved the percentage of students who may be eligible for graduation, increasing both the 4 and 5-year graduation rates. The school is projecting the following: Between 56-66% of students in the 4-year cohort will count as graduates, and 51-64% of students will count as 5-year graduates. Both of these ranges include the Receivership benchmark and reflect improvements since the Fall 2015 data capture. After the January 2016 Regents exam administration 56% of ELLs and 57% of students with disabilities (SWDs) are graduated, on track, or almost on track for a Regents or local diploma as 4-year graduates. 28% of ELLs and 23% of SWDs are graduated or on track for a Regents diploma at the end of their fourth year.</p>	
Math Regents Percent Pass By Year 2	Green	29%	30%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016</p> <p>The school is also making progress towards “Math Regents Percent Passed by Year 2” as 20.2% of second year students have already passed a Math exam after the January 2016 administration and the target is 30%.</p>	N/A
School Survey - Safety	Yellow	2.96	3.00	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p>	N/A



			<p>The school engages in monthly awards ceremony to recognize student growth in attendance, character building and academic achievement. Staff conducts peer mediation and hall monitoring daily and the CBO staff response to at-risk students in crisis. The school's implementation of restorative practices (mentoring, mediation, Restorative Circles, etc.) continue to reduce the number of suspensions. By April 30, 2015 the school had recorded 148 and at the same point this year the school has only recorded 94 suspensions.</p> <p>Additionally, the school has reduced the number of level 3, 4, and 5 incidents being reported as "Office Discipline Referrals" (ODRS). To date, the school has only received 52 Level 3, 47 Level 4, and 8 Level 5 referrals. At the end of 2013-14 the school received 73 Level 3, 53 Level 4, and 15 Level 5 referrals.</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
Average ELA Proficiency Rating	Yellow	2.01	2.02	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP) Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>The school has been consistently engaging in formative progress monitoring throughout this reporting period. At the conclusion of the fourth marking period (of six), inquiry teams reviewed student performance data for the “Top Five” middle school literacy standards being taught and tracked. These skills are important across content areas and are high frequency skills on standardized assessments. The skills being monitored are annotation, citing evidence, identifying main idea, academic vocabulary, and summary. The highlights of that analysis are as follows: 90% of 6th grade students and 77% of 8th grade students were citing textual evidence proficiently. 49% of 7th and 64% of 8th graders are identifying main ideas proficiently. Also, 50% of 8th graders were able to summarize information proficiently. The inquiry teams used this data and student work samples to make curricular adjustments for the remaining marking periods and</p>	N/A



				in advance of the middle school State exams	
Framework: Supportive Environment	Green	3.04	3.08	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>At the end of March 2016 the school was exceeding its Renewal benchmarks for middle and high school attendance. Year-to-date middle school attendance is 90.2%, high school is at 87.0%. Whereas last year’s percentage of students registering as chronically absent was 46%, the school has reduced that to 33% of this year’s population. The school credits ongoing attendance monitoring, outreach, and intervention systems for these improvements. A Success Mentoring program, which began in late February 2016, has improved daily attendance for 53.5% of students being mentored, and an additional 11.9% have maintained their attendance rates.</p> <p>The school’s implementation of restorative practices (mentoring, mediation, Restorative Circles, etc.) continue to reduce the number of suspensions. By April 30, 2015 the school had recorded 148 and at the same point this year the school has only recorded 94 suspensions.</p> <p>Additionally, the school has reduced the number of level 3, 4, and 5 incidents being reported as “Office Discipline Referrals” (ODRS). To date, the school has only received 52 Level 3, 47 Level 4, and 8 Level 5 referrals. At the end of 2013-14 the school received 73 Level 3, 53 Level 4, and 15 Level 5 referrals.</p>	N/A
Implement	Yellow	N/A	Implement	The school engages in a process of evaluating their	N/A



Community School Model				<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 school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>The CBO has a full staff of social workers who work full-time with students. We will be hosting a Community School Forum on May 25, 2016 with workshops for parents as well as multiple resources for students.</p> <p>The CBO director meets weekly with the principal and bi-monthly with the cabinet. In addition, the CBO director co-facilitates weekly Student Success Team Meetings, which has an impact on student attendance. Furthermore, the school has reduced the number of level 3, 4, and 5 incidents being reported as “Office Discipline Referrals” (ODRS).</p>	
Performance Index on State ELA Exam	Yellow	42	44	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>The school has been consistently engaging in formative progress monitoring throughout this reporting period. At the conclusion of the fourth marking period (of six), inquiry teams reviewed student performance data for the “Top Five” middle school literacy standards being taught and tracked. These skills are important across content areas and</p>	N/A



				<p>are high frequency skills on standardized assessments. The skills being monitored are annotation, citing evidence, identifying main idea, academic vocabulary, and summary. The highlights of that analysis are the following: 90% of 6th grade students and 77% of 8th grade students were citing textual evidence proficiently. 49% of 7th and 64% of 8th graders are identifying main ideas proficiently. Also, 50% of 8th graders were able to summarize information proficiently. The inquiry teams used this data and student work samples to make curricular adjustments for the remaining marking periods and in advance of the middle school State exams</p>	
<p>Progress Toward Graduation-Years 2 and 3</p>	<p>Yellow</p>	<p>30.1%</p>	<p>31.1%</p>	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>As of now, the percentage of students on track for 10+ credits is as follows: 76% of first year students, 71.7% of second year students, and 70.2% of third year students. After the January 2016 Regents exam administration the school is on track to meet the Receivership target for “English Regents Percent Passed by Year 3”. After January 2016, 36.8% of students in their third year of high school have passed the English Regents, and the target is 40%. The school is also making progress towards another target, “Math Regents Percent Passed by Year 2” as 20.2% of second year students have passed a Math exam after the January Regents exam administration and the target is 30%.</p>	<p>N/A</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 school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>This school is on track to complete the 200 hours. This has been accomplished through the renewal hour and/or Saturday Academy. During this time classes have been offered in Regents preparation, and credit accumulation on the high school level. On the middle school level classes have been offered to support instruction in ELA and Math in both remediation and enrichment.</p>	N/A
Regents Completion Rate	Yellow	31.1%	32.1%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016</p> <p>After the January 2016 Regents exam administration, the school has improved the percentage of students who may be eligible for graduation, increasing both the 4 and 5-year graduation rates. The school is projecting the following: Between 26-66% of students in the 4-year cohort will count as graduates, and 51-64% of students will count as 5-year</p>	N/A



			<p>graduates. Both of these ranges include the Receivership benchmark and reflect improvements since the Fall 2015 data capture.</p> <p>After the January 2016 Regents exam administration, the school is on track to meet the Receivership target for “English Regents Percent Passed by Year 3”. After January 2016, 36.8% of students in their third year of high school have passed the English Regents, and the target is 40%. The school is also making progress towards another target, “Math Regents Percent Passed by Year 2” as 20.2% of second year students have passed a Math exam after the January 2016 Regents exam administration and the target is 30%.</p>		
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

## Part II – Key Strategies

<b>Key Strategies</b> <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.	<b>Rigorous Instruction</b> <b>Goals:</b> During the 2015-2016 school year,	Green	During the February progress monitoring period schools were expected to have met their benchmarks as articulated in the school comprehensive	N/A



<p>school leaders and teachers will collaborate to enhance the existing Common-Core aligned curricula for all students, and implement more student-centered pedagogy, to support our target of increasing the average student proficiency rates to 2.09 for ELA and 2.04 for math, as evidenced by data from the NYS ELA and math exams, and our target of increasing the Regents Completion Rate to 34.8%, all by July 2016.</p> <p><b>Key Strategies:</b> The school will focus curriculum design and revisions on ensuring that appropriate entry points and scaffolds are in place for sub-groups like ELLs and SWDs. Inquiry teams will focus common planning time to design experiences and materials to help students grow with regard to the “Top Ten Skills” identified during their inquiry cycles.</p> <p><b>Renewal School Priority Areas:</b> Classroom Implementation of Curricula/Writing Strategies Planning and Refinement of Written CCLS-aligned Curricula to Provide</p>	<p>educational plan (SCEP). The benchmark statements below evidence this work.</p> <p>The school continues to follow an “Inquiry Calendar” which organizes academic inquiry work for the school year. This calendar aligns with the marking period calendar and ensures that teachers analyze student performance trends at least six times per year for students throughout the school. In addition to these formative benchmarks which end every 6-8 weeks, the school uses State exam data (January and June Regents, Spring MS exams) to assess progress towards key student performance goals.</p> <p>As of February, 2016 students have made progress towards mastering school wide literacy and math skills as measured by inquiry and January 2016 Regents exam performance. In September 2015 and March 2016, the school analyzed the number of students ‘on track’ for 4-year and 6-year graduation for the cohorts outlined above. The number of students in year 4 of high school who are "on track" for 4-year graduation is at least 45% as of January 2016.</p>	
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	Access to All Students			
2.	<p><b>Supportive Environment</b></p> <p><b>Goals:</b></p> <p>By June 2016, collaborative efforts to support and engage students will improve student attendance to 81.4% (from 79.8) in the high school and 89.8% (from 88.2%) in the middle school.</p> <p>Additionally, by June 2016, the percentage of second and third year high school students on track to graduate with a Regents diploma will increase to 43.9% (from 30.1%).</p> <p><b>Key Strategies:</b></p> <p>The school will continue to work with Eskolta and Outward Bound experts to determine the best ways of engaging students and to design a progression of activities that supports their character and social behavior development. The school intends that the additional restorative practices will provide be</p>	Green	<p>During the February progress monitoring period schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <p>The school has assessed progress towards our 2015-16 supportive environment goals each marking period of the school year. Additionally, calendars for different student events were established and act as checklists for the completion of various student events and learning series.</p> <p>At the end of March 2016 the school was exceeding its Renewal benchmarks for middle and high school attendance. Year-to-date middle school attendance is 90.2%, high school is at 87.0%. Whereas last year’s percentage of students registering as chronically absent was 46%, the school has reduced that to 33% of this year’s population. The school credits ongoing attendance monitoring, outreach, and intervention systems for these improvements. A Success Mentoring program, which began in late February 2016, has improved daily attendance for 53.5% of students being mentored, and an additional 11.9% have maintained their attendance rates.</p> <p>The school’s implementation of restorative practices</p>	N/A



	<p>students with more proactive supports for their academic, social, and emotional needs. Staff who have participated in Restorative Practice initiatives over the last two years will take increased responsibility for developing the capacity of their peers.</p> <p>Attendance Systems &amp; Structures</p>		<p>(mentoring, mediation, Restorative Circles, etc.) continues to reduce the number of suspensions. By April 30, 2015 the school had recorded 148 and at the same point this year the school has only recorded 94 suspensions.</p> <p>Additionally, the school has reduced the number of level 3, 4, and 5 incidents being reported as “Office Discipline Referrals” (ODRS). To date, the school has only received 52 Level 3, 47 Level 4, and 8 Level 5 referrals. At the end of 2013-14 the school received 73 Level 3, 53 Level 4, and 15 Level 5 referrals.</p>	
3.	<p><b>Collaborative Teachers</b></p> <p><b>Goals:</b> Teacher teams will met on a regular basis from September 2015-June 2016 to analyze student performance data and students work samples with a focus on improving teacher practice as evidenced by an increase in the average teacher proficiency from 2.58 to 2.82 on Danielson's "Component 3d".</p> <p><b>Key Strategies:</b> The school will sustain the Inquiry Facilitator role, however, we will alter its structure for inquiry,</p>	Yellow	<p>During the February progresses monitoring period schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <p>As of April 30 2016, a majority of teachers have reached the average proficiency level of component “3D” in accordance with the Danielson Framework (Effective or Highly Effective)</p> <p>At the conclusion of the fourth marking period (of six), inquiry teams reviewed student performance data for the “Top Five” middle school literacy standards being taught and tracked. These skills are important across content areas and are high frequency skills on standardized assessments. The skills being monitored are annotation, citing evidence, identifying main idea, academic vocabulary, and summary. The highlights of that analysis are the following: 90% of 6th grade</p>	N/A



	<p>moving to teams that balance department and grade level interests. For example, the school expects to have a middle school math team and a high school math team. This effort to unite staff around inquiry and assessment by department should help to grow vertical alignment of curriculum and rigor of experiences as students' progress through the school. The Inquiry Facilitator will continue to be integral to supporting this work and reporting.</p> <p><b>Renewal School Priority Areas:</b> Job-embedded Instructional Coaching</p>		<p>students and 77% of 8th grade students were citing textual evidence proficiently. 49% of 7th and 64% of 8th graders are identifying main ideas proficiently. Also, 50% of 8th graders were able to summarize information proficiently. The inquiry teams used this data and student work samples to make curricular adjustments for the remaining marking periods and in advance of the middle school State exams.</p>	
4.	<p><b>Effective School Leadership</b> <b>Goals:</b> During the 2015-16 school year the school leader will ensure that the organizational and supervisory structure of the school and allocation of resources create opportunities for staff and students to work effectively to improve the 4-year and 6-year graduation rates; specifically, the 4-year rate for</p>	Green	<p>During the February progress monitoring period schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <p>As of now, the percentage of students on track for 10+ credits is as follows: 76% of first year students, 71.7% of second year students, and 70.2% of third year students.</p> <p>After the January 2016 Regents exam administration, the school has improved the percentage of students</p>	N/A



	<p>Cohort R will improve to 60.1% and the 6-year rate for Cohort P to 64.7%.</p> <p><b>Key Strategies:</b> The school will continue to use coaching reports and periodic check-ins to ensure alignment to school wide needs and goals. Leaders will monitor student achievement data, survey data, and teacher observation data as indicators of a coach’s impact. An online survey tool will be developed to more regularly collect feedback and observations from teachers participating in professional development with each coach or partner organization.</p>		<p>who may be eligible for graduation, increasing both the 4 and 5-year graduation rates. The school is projecting the following: Between 56-66% of students in the 4-year cohort will count as graduates, and 51-64% of students will count as 5-year graduates. Both of these ranges include the Receivership benchmark and reflect improvements since the Fall 2015 data capture.</p> <p>After the January 2016 Regents exam administration, the school is on track to meet the Receivership target for “English Regents Percent Passed by Year 3”. After January 2016, 36.8% of students in their third year of high school have passed the English Regents, and the target is 40%. The school is also making progress towards another target, “Math Regents Percent Passed by Year 2” as 20.2% of second year students have passed a Math exam after the January administration and the target is 30%.</p> <p>After the January 2016 Regents exam administration 56% of ELLs and 57% of students with disabilities (SWDs) are graduated, on track, or almost on track for a Regents or local diploma as 4-year graduates. 28% of ELLs and 23% of SWDs are graduated or on track for a Regents diploma at the end of their fourth year.</p>	
5.	<p><b>Strong Family-Community Ties</b> <b>Goals:</b> By June 2016, multiple means of communication will be leveraged to inform families of events and will</p>	Green	<p>In the framework area, Strong Family-Community Ties the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period schools were expected to have met their benchmarks</p>	N/A



	<p>result in an 8% increase in attendance at Parent Teacher Conferences.</p> <p><b>Key Strategies:</b> The school will continue with monthly mailings and newsletters to communicate with families. Additionally, the automated phone messenger system will reinforce communications that are mailed home. The school will continue to expand opportunities for families to engage positively with the school community by offering adult learning opportunities in conjunction with ELT programs for students and to increase opportunities for families to meet with key school personnel about student progress and ways that they can support their children at home.</p>		<p>as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <p>The school monitored parent attendance at both Fall and Spring parent-teacher conferences and events. As of February 2016, parent attendance has improved at all events, namely parent-teacher conferences, by 5%. Social events sponsored by the CBO have also had parental involvement increase by 5%. May 10, 2016 Student Lead Conferences will take place with the emphasis on students engaging their parents in a discussion of their strengths and weakness in each subject area. Students prepared a tri-fold presentation of their work to assist in the discussion. On the high school level it will be a portfolio of their work. Parent attendance at PTA meetings has increased by 10% as observed during pre-test meetings. Parent attendance has also increased during monthly awards ceremonies by 10%.</p>	
<p><b>Green</b></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 <u>with impact</u>.</p>	<p><b>Yellow</b></p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p><b>Red</b></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> <ul style="list-style-type: none"> <li>• <b>Superintendent-Approved CET Recommendations:</b> Expand opportunities for students to participate in internships, CTE programs, and other school/work learning experiences through partnerships such as the Brooklyn Navy Yard</li> <li>• Engage all students in personalized plans and supports to maintain social-emotional well-being and habits that allow them all to strive for their own goals.</li> <li>• Schedule opportunities to provide students with positive reinforcement and celebrations</li> <li>• For teachers to meet for common planning during the day in addition to already established after school time.</li> <li>• Create an internal calendar of assessments and Inquiry to guide the monitoring of key academic benchmarks and our progress toward meeting interim, and year-end goals</li> <li>• Develop plans to ensure that programs are implemented and impacts are visible to students and other stakeholders</li> <li>• Establish a committee of staff, parents, and students to generate and publish a public calendar of fundraising, spirit events, and professional learning sessions, and to ensure parents and families are able to take advantage in an increased number of activities</li> </ul>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conduct a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET's utilized the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>



- Convene a committee of staff and family members to ensure recruitment, marketing, and branding of programs and activities offered at the school are cohesive and in pursuit of improved academic achievement. This will enhance the name and reputation of the school.
- Evaluate, in partnership with the CBO (Grand Street Settlement), the social and emotional needs of students and families to ensure universal and targeted mental health services become more readily available.
- Ensure the Renewal Hour provides students with extensive opportunities for credit recovery and elective courses not previously offered
- Ensure ELT and enrichment time allows students to participate in activities that improve their access to engaging and academically rigorous clubs that are supportive, and facilitate positive relationships amongst students, staff, and the school community

**Goals/Outcome of CET meetings:**

**Meetings are held monthly.**

The next meeting is scheduled for May 18, 2016. Minutes and agenda to follow.

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 at 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.



Powers of the Receiver		
Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver:</p> <p>District 14 Superintendent and the Office of School Renewals, ensure the powers of the receiver are done through:</p> <ul style="list-style-type: none"> <li>• District 14 Model Principal Cohort support to the Principal in the area of leadership, professional development for the staff, through embedded inter-visitation cycles.</li> <li>• Leadership Coach recommended by the Superintendent</li> </ul>	<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>



providing weekly guidance in the areas of school culture, academic monitoring and best practices furthering the development of leadership skills of the principal and administrative team.

- Superintendent and or Principal Lead Facilitator conducting strategic walk-throughs of the school and providing targeted actionable feedback to the administrative team.
- Partnership with Generation Ready observing, coaching and modeling support for the middle school Math instruction.
- The Office of School Renewal provides support as follows:
  1. A Director of School Renewal
  2. New Vision Tools to support tracking of attendance and graduation rates.
  3. Implementation of WITsi
  4. An extensive summer school program.
  5. Training in DATAWISE
  6. Professional learning in EngageNY
  7. Funding and design of the Expanded Learning Time.

<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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**Part IV – Title I Schoolwide Program (SWP) Plan Required Components (As applicable)**

<b>2016-17 School Year Plan</b>			
<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)

<b>Best Practices</b>		
<p>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.</p>		
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.	PERC/TAS Programs	<p><b>“The Peer Enabled Restructured Classroom (PERC) transforms students who have yet to meet college- ready benchmarks into scholars by placing them in the role of teacher. In our restructured math and science classrooms, Teaching Assistant Scholars (TASs) work under the guidance of a teacher to instruct small groups of their peers. Along the way, the TASs learn the material, become academic role models, and build the skills they need to succeed in college.</b></p> <p><b>Our program helps students, teachers, and administrators achieve the outcomes they want. PERC classrooms still have one teacher for every 30-plus kids. However, inside a PERC classroom there are also four to five TAS, drawn from the population of students who passed the state exams in science or math but have not yet achieved college-ready benchmarks.”</b></p> <p><b>- <a href="http://percprogram.org/">http://percprogram.org/</a></b></p>
3.		

Receivership Quarterly Report – 3<sup>rd</sup> Quarter AND Continuation Plan (2016-17)

January 18, 2016 to April 15, 2016

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





**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): Alicia Winnicki

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): Eric Fraser Principal of Juan Morel Campos

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

<b>District Name</b>	
<b>School Name</b>	
<b>Contact Person</b>	<b>Telephone (    )</b>
<b>E-Mail Address</b>	
<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 <b>(in blue ink)</b>	Title of Chief School/Administrative Officer
Typed Name:	Date:

Receivership Quarterly Report – 3<sup>rd</sup> Quarter AND Continuation Plan (2016-17)  
January 18, 2016 to April 15, 2016  
*(As required under Section 211-f (11) of NYS Ed. Law)*

