

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
32K556: Bushwick Leaders High School for Academic Excellence	333200011556	NYC GEOG DIST #32 - BROOKLYN	Yellow	SCEP
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Catherine Reilly	Karen Watts, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	280

Executive Summary

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

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

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

Renewal Schools are implementing significant interventions to accelerate student performance and help close achievement gaps. Those interventions include an additional five hours of expanded learning time; working with partner community-based organizations to provide rich after-school programming; and, increased professional development for school leaders, teachers and other school-based staff through coaches and partnerships with



institutions such as Teachers College at Columbia University. Additionally, each Renewal School is now a Community School, offering wraparound services to our students and their families.

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

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

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

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

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

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

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

We are closely tracking indicators that schools are moving in the right direction. Across Districts 1-32, attendance has increased from 91.5 percent in the 2013-14 school year to 92.1 percent in the 2014-15 school year and is at an all-time high. Citywide, we also saw a modest test score improvement over the



past year, and while we are proud of this, we have much more work to do to ensure every child is reading on grade level and every student is graduating as a productive member of society.

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



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
5-Year Graduation Rate	Green	51%	52%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrative improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational 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 4-year Graduation Rate is currently calculated to be at 64.9%. This indicates a trajectory that the 5-year Graduation Rate will meet or surpass this percentage by August of 2016.</p>	N/A
College Readiness Index	Yellow	12.5%	13.5%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrative improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational 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>	N/A



				<p>Regents pass rates in ELA are meeting targets compared to mathematics. The school is supplementing support with programs such as Extended Learning Time (ELT), Regents Prep and other supports to reinforce mathematics.</p>	
<p>Make Priority School Progress</p>	<p>Green</p>	<p>N/A</p>	<p>Meet progress criteria</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 demonstrative improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational plan (RSCEP). 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 indicator will be available pending SED release of information.</p> <p>Analysis of the school’s current status indicates that four out of five Level 1 Priority Indicators are meeting or approaching the target and 5/5 of the Level 2 Priority Indicators are meeting or approaching the target.</p>	<p>N/A</p>
<p>Math Regents Percent Pass By Year 2</p>	<p>Yellow</p>	<p>49%</p>	<p>50%</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 demonstrative improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational 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>N/A</p>



				An action plan is in place to support students to success during the June 2016 and August 2016 Regents Exams administration. Academic Intervention Services (AIS) services are being used to reinforce intervention strategies in Math. Expanded Learning Time is being used to support students in math, including intervention, as well as Regents preparation.	
Progress Toward Graduation-Years 2 and 3	Yellow	44.4%	45.4%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrative improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational 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>Analysis of credit accumulation data as of Fall 2016 indicates that Cohort T and Q (identified Years 2 and 3) are on track to graduate by the respective graduation year. The 11th grade is on target with continued supports for the 10th grade being implemented in the Spring 2016 Semester.</p>	N/A

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



College and Career Preparatory Course Index	Yellow	24.1%	25.1%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrative improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational 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>More students (19 students) have been scheduled for Advance Placement Examinations and classes. We are increasing outreach to students regarding AP coursework; through our overall guidance department initiative.</p>	N/A
Framework: Rigorous Instruction	Green	2.80	2.84	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrative improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational plan (RSCEP). The statements below show a trajectory of this work and progress towards meeting this indicator prior to summative data sources being readily available.</p> <p>80% of assigned teachers have completed 3 units of study. A peer review session using the Tri-state Rubric was used to provide teachers with feedback</p> <p>The data indicates that we will meet the baseline presented in this report. Utilization of CCLS aligned curriculum throughout the content areas, in all grades. Evidence of Rigorous instruction is captured through Formative Observations in Advance on a weekly basis.</p>	N/A



<p>Framework: Supportive Environment</p>	<p>Green</p>	<p>3.84</p>	<p>3.88</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 demonstrative improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational plan (RSCEP). The statements below show a trajectory of this work and progress towards meeting this indicator prior to summative data sources being readily available.</p> <p>There has been a 2% gain in our attendance rate as evidenced by ATS reports.</p> <p>The data indicates that we will meet the baseline. This data will be collected by the completion of the School Learning Survey. We are ensuring that Social Emotional services are implemented with Fidelity, in conjunction with our CBOs. Parent outreach takes place on a daily basis to ensure that students' families are aware of progress, and to ensure students are attending school, on task, and making progress to meet graduation requirements. Our attendance team meets on a daily basis to ensure proper outreach is in place for at risk students.</p>	<p>N/A</p>
<p>Provide 200 Hours of Extended Learning Time</p>	<p>Green</p>	<p>N/A</p>	<p>Implement</p>	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrative improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational plan (RSCEP). The statements below show a trajectory of this work and progress towards meeting this indicator prior to summative data sources being readily available.</p> <p>The school is supplementing support with Extended Learning Time (ELT) programs such as Regents Prep and other supports to reinforce mathematics.</p>	<p>N/A</p>



Regents Completion Rate	Yellow	33.2%	34.2%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrative improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational 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>Current analysis of Regents Pass rates indicates that we are approaching target by August 2016. The supports and Extended Learning Time (ELT) programs are targeted towards Regents prep and students will be scheduled to take their exams to the maximum extent possible in June 2016 and August 2016.</p>	N/A	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .		Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part II – Key Strategies

Key Strategies			
<i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.			
List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
<p>1. Rigorous Instruction</p> <p>Goals: By June 2016, each core teacher team will collaboratively develop rigorous CCLS- aligned units of study that incorporate formative and summative assessment strategies that guide students to self assess and that direct teachers to asses and to adjust instructional practices based on those assessments. Teachers will develop 5 units of study.</p> <p>Key Strategies: Provide teaches with quality professional development and coaching on how to effectively integrate and use formative and</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>Analysis of the school’s current status indicates that four out of five Level 1 Priority Indicators are meeting or approaching the target and 5/5 of the Level 2 Priority Indicators are meeting or approaching the target</p> <p>The 4-year Graduation Rate is currently calculated to be at 64.9%. This indicates a trajectory that the 5-year Graduation Rate will meet or surpass this percentage by August of 2016.</p> <p>Regents pass rates in ELA are meeting targets compared to mathematics. The school is supplementing support with programs such as Extended Learning Time (ELT), Regents Prep and other supports to reinforce mathematics.</p> <p>Analysis of credit accumulation data as of Fall 2016 indicates that Cohort T and Q (identified Years 2 and</p>	N/A



	<p>summative assessment into their units of study,</p> <p>Strategies used will be derived from various sources including Teaching Channel video and webinars; scholarly articles such as "Using Classroom Assessments to Improve Teaching", written by The Center for Comprehensive School Reform; and various excerpts from books such as Teaching Students to Self-Assess: How do I help students reflect and grow as learners?</p> <p>Professional development strategies to address the needs of English Language Learners will be provided utilizing SIOP, Sheltered Instructional Observation Protocol. To address the needs of Special Education students we will provide professional development utilizing the Universal Design for Learning.</p>		<p>3) are on track to graduate by the respective graduation year. The 11th grade is on target with continued supports for the 10th grade being implemented in the Spring 2016 Semester.</p> <p>More students (19 students) have been scheduled for Advance Placement Examinations and classes. We are increasing outreach to students regarding AP coursework; through our overall guidance department initiative.</p>	
2.	<p>Supportive Environment</p> <p>Goals:</p> <p>By June 2016, we will increase our attendance rate by 3% from 82.6% to 85.6% as measured by the ATS reports.</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>We are ensuring that Social Emotional services are implemented with Fidelity, in conjunction with our CBOs. Parent outreach takes place on a daily basis to</p>	N/A



<p>Key Strategies:</p> <p>Attendance Team will identify students who were chronically absent the year before early in the school year. Notify parents via letter and advisors/school counselors will make ongoing student/parent outreach and intervention.</p> <p>Create incentive program for students who demonstrate maintained satisfactory to excellent attendance, as well as, students who are making consistent gains in improving personal attendance.</p> <p>Identify trends in sub-group attendance and create Guidance Team groups depending on needs of the students. Provide individual counseling through the Guidance team.</p> <p>Provide opportunities for meaningful dialogue between the school and the family in various venues such as Curriculum Night, College Night, Open School Day and Night, PTA meetings on specific topics such as improving attendance and college and career readiness.</p>	<p>ensure that students’ families are aware of progress, and to ensure students are attending school, on task, and making progress to meet graduation requirements. Our attendance team meets on a daily basis to ensure proper outreach is in place for at risk students.</p> <p>An action plan is in place to support students to success during the June 2016 and August 2016 Regents Exams administration. Academic Intervention Services (AIS) services are being used to reinforce intervention strategies in Math. Expanded Learning Time is being used to support students in math, including intervention, as well as Regents preparation.</p> <p>Current analysis of Regents Pass rates indicates that we are approaching target by August 2016. The supports and Extended Learning Time (ELT) programs are targeted towards Regents prep and students will be scheduled to take their exams to the maximum extent possible in June 2016 and August 2016.</p> <p>There has been a 2% gain in our attendance rate as evidenced by ATS reports.</p>	
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<p>3.</p>	<p>Collaborative Teachers</p> <p>Goals: By June 2016, core teacher teams will collaborate in developing and integrating strategies that fosters student self assessment resulting in a 3% increase in the percent of students who are accepted and articulate to 4 year colleges. This data will come from our school’s Quality Snapshot.</p> <p>Key Strategies: Align syllabi in core subjects to reflect expectations of a college curriculum and provide scaffolding to encourage a rigorous academic environment. Provide an office hour for academic support and advisory workshops in core subjects to reflect expectations of a college curriculum and provide scaffolding to encourage a rigorous academic environment. Encourage students with College Readiness scores to participate in College Now and other Enrichment activities that support college rigors.</p>	<p>Green</p>	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <p>80% of assigned teachers have completed 3 units of study. A peer review session using the Tri-state Rubric was used to provide teachers with feedback.</p> <p>The data indicates that we will meet the baseline presented in this report. Utilization of CCLS aligned curriculum throughout the content areas, in all grades. Evidence of Rigorous instruction is captured through Formative Observations in Advance on a weekly basis.</p>	<p>N/A</p>
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<p>4.</p>	<p>Effective School Leadership</p> <p>Goals: By June 2016, school leaders will create and implement a professional development plan that builds teacher’s capacity to use assessment in instruction.</p> <p>Key Strategies: Professional Development provided by the Office of Teacher Effectiveness for a core team of teachers who will then turnkey to other staff members. Provide feedback to teachers using Advance, with a focus on 3D.</p>	<p>Green</p>	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <p>Analysis of the school’s current status indicates that four out of five Level 1 Priority Indicators are meeting or approaching the target and 5/5 of the Level 2 Priority Indicators are meeting or approaching the target.</p> <p>The 4-year Graduation Rate is currently calculated to be at 64.9%. This indicates a trajectory that the 5-year Graduation Rate will meet or surpass this percentage by August of 2016.</p> <p>Regents pass rates in ELA are meeting targets compared to mathematics. The school is supplementing support with programs such as Extended Learning Time (ELT), Regents Prep and other supports to reinforce mathematics.</p> <p>Analysis of credit accumulation data as of Fall 2016 indicates that Cohort T and Q (identified Years 2 and 3) are on track to graduate by the respective graduation year. The 11th grade is on target with continued supports for the 10th grade being implemented in the Spring 2016 Semester.</p> <p>More students (19 students) have been scheduled for Advance Placement Examinations and classes. We are increasing outreach to students regarding AP coursework; through our overall guidance department initiative.</p>	<p>N/A</p>
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5.	<p>Strong Family-Community Ties Goals: Increase the number of parents who attended PTA meetings and workshops from an average of 20 parents to an average of 30+ parents. These meetings will be focused on student learning and success and how to best use and understand data and how it relates to their child’s academic success.</p> <p>Key Strategies: Create a team of teachers and staff members who will own this process and be accountable for its success. The team will meet weekly to focus progress.</p> <p>Individual meetings with parents and small groups of parents to determine need of parents and how to best address those needs as they relate to student learning.</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>Parent outreach takes place on a daily basis to ensure that students’ families are aware of progress, and to ensure students are attending school, on task, and making progress to meet graduation requirements. Our attendance team meets on a daily basis to ensure proper outreach is in place for at risk students.</p>	N/A
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part 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: Recommend adding AVID our SCEP.</p> <p>Goals/Outcome of CET meetings: The overall goal of our CET was to continually assess our school-wide programs’ efficacy as it relates to meeting the needs of all our students. Attendance, teacher effectiveness, social emotional supports and structures were assessed and evaluated by participants in all stakeholder groups (students, parents and teachers). The goal of our meetings was to provide qualitative and quantitative evidence of the schools fidelity to our current RCEP and programs.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan,</p>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will 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 Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET’s utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>



	<p>provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school.</p>	
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Powers of the Receiver
 Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver:</p> <p>The Superintendent regards every school as a distinct and stand-alone organization with its own culture and capacity the “powers of receivership” allowed us to mold and shape our individual school</p>	<p>The NYCDOE will continue to engage in regular consultation with the leadership of its collective bargaining units regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.</p> <p>We will focus work for the next school year on reinforcing goals in the CEP and programs that supported our overall improvement efforts.</p>



	<p>improvement plan using our own strengths while improving our deficits without external controls. The Principal worked closely with his/her stakeholders, the Superintendent’s team and the BFSC to shape and support improvement initiatives that best fit the individual school.</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 <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)

2016-17 School Year Plan			
<i>As applicable</i> , please provide additional information to describe 2016-17 school year plans and rationale for required components of a Title I Schoolwide Program plan. If a required component has already been addressed in one or more section above, please use the “2016-17 School Year Plan” column to indicate which sections contain this information. A brief rationale should be included for <i>each</i> required component.			
Ten Required Components of SWP		2016-17 School Year Plan	Rationale
1.	Comprehensive Needs Assessment	Diagnostic Tool School and District Effectiveness (DTSDE), both state-led and district-led satisfy this requirement.	N/A
2.	Schoolwide Reform Strategies	N/A	N/A
3.	Instruction by Highly Qualified Teachers	N/A	N/A
4.	High Quality and On-going Professional Development	N/A	N/A
5.	Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools	N/A	N/A
6.	Strategies to Increase Parental Involvement	N/A	N/A
7.	Transition Plans to Assist Pre-school Children from Early Childhood Programs to the Elementary School Program	N/A	N/A
8.	Measures to Include Teachers in Decisions Regarding the Use of Academic Assessment Data to Inform Instruction	N/A	N/A
9.	Activities to Ensure the Students Who Experience Difficulty Attaining Proficiency Receive Effective and Timely Additional Assistance	N/A	N/A
10.	Coordination and Integration of Federal, State and Local Services and Programs -	N/A	N/A



Part V – Best Practices (Optional)

Best Practices	
The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.	
List the best practice currently being implemented in the school.	
Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.	
1.	Community School Model in place and funded through private and state funding since 2008.
	We have had a CBO, Good Shepherd Services (GSS), in our school since September of 2008. Through private funding and funding received by GSS through state grants, we have a full program during the instructional day and afterschool, five days per week. We have access to 5 full time social workers as well as resources to support parents and teachers in their practices to support students. This was instrumental in being part of the principal's five year plan to turn around the school and it began with our increase in graduation rate from 42% to nearly 70%. The school's vision of serving the whole child has been a part of the school's development years before the mayor's initiative.
2.	Providing professional development to meet ENL students using SIOP strategies.
	We have been providing SIOP strategies to meet the needs of our ENL students for several years, helping to move our ENLs toward graduation.
3.	Full Advisory Program
	Part of the vision and mission of BLHS has been to provide support to students through a well thought out and focused Advisory program. Our program is gender and grade based and meets daily. The curriculum is aligned to the CC and designed so teachers are with students for the 4 years they are in high school. This has proven to be an additional support to students and a place where students may connect with other students and a significant adult in the school building.



Part VI – Fiscal

<p>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.</p>		
Design Element	Status (R/Y/G)	Analysis of 2015-16 School Year
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.</u>	N/A	N/A
<p>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.</p>		



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	
32	
School Name	
Bushwick Leaders High School (32K556)	
Contact Person	Telephone (718) 919-4212
Principal Catherine Rielly	
E-Mail Address	
CRielly@schools.nyc.gov	
<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 High School Superintendent
Typed Name: Karen Watts	Date: 5.4.2016

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

January 18, 2016 to April 15, 2016

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

