

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
26Q435: Martin Van Buren High School	342600011435	NYC GEOG DIST #26 - QUEENS	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	Sam Sochet	Aimee Horowitz, Executive Superintendent for Renewal Schools Donald Conyers, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	1521

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 Martin Van Buren High 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), which are shared with and implemented by school staff and leadership; parties meet regularly to evaluate progress based on qualitative and quantitative data.

Martin Van Buren High School is using its SIG and Renewal plan to implement its Instructional Focus, "If teachers, holding students to the highest expectations, monitor student progress in literacy and content-area knowledge, differentiate instruction, and provide timely, actionable feedback, then students will demonstrate academic progress evidenced in part by the ability to communicate evidence-based claims in writing across all disciplines." We monitor our progress towards ensuring our instructional focus is being realized by tracking and evaluating our formative and summative data sources throughout the school year to identify growth towards our improvement indicators and RSCEP goals.

The area of greatest growth since the beginning of SIG implementation has been in creating a supportive environment, particularly for the ELL population. In response to the needs of its ELL population the school has created an International Small Learning Community that is housed in a section of the school with a group of teachers. The model teacher is an ENL teacher who runs inquiry and hosts model classes. Some students need both ELL services and ISS services concurrently. In order to assess the types of support needed, the ISS Department utilizes Resiliency Software-Success Highways, which measures students' aptitude in the six critical areas that are scientifically linked to student engagement and achievement. The overall goal of this software is to help



teachers improve student outcomes. Martin Van Buren is in the process of utilizing this software to accelerate student learning in the 9th-grade-Grade 9, in conjunction with support from our CBO.

To promote rigorous instruction, the school added four minutes of instructional time to daily classes, thus adding 24 minutes of instructional time to the school day, which translates into 72 additional hours of instruction per year. The current ELT model offers extended learning time classes to all students in need of academic support from 2:30 -3:30 and 3:30 to 4:30, during which time students are able to complete one core instructional class over the course of 37 class visits, Monday through Wednesday. We also offer Saturday Academy classes in core academic areas to sophomores and juniors for four hours per day (9:00-1:00) for 14 weeks. Additionally, the school offers non-credited College preparation classes Thursdays and Fridays to some students. In the second half of the year, MVB added Regents preparation; Advanced Placement preparation; SING! Theater, Set Design, and Costume Design classes on Thursday and Friday. We are continuing to work on strengthening the extended learning time program for next year.

Talent Development Secondary (John Hopkins) is the CBO that Martin Van Buren partners with. Our CBO assists us with Extended Learning Time through support from the Central Queens Y; Small Learning Community; Early Warning Indicators; and attendance.

In order to achieve our goal of increasing the number of local students who select MVBHS in the high school application process, we are introducing Small Learning Communities focusing on ENL students, 9th graders, Computer Science & Robotics, Pre-Law, and Medical Technology Specialists. Through these programs and area partnerships with the Central Queens Y, we want to ~~once again~~ make Martin Van Buren a prime destination high school for the local area and all of Queens. As part of this process, the Principal is working closely with local principals to foster partnership with middle school families and faculty. Programs implemented over the past three years include data-analysis consultation and instructional coaching from Teachers College at Columbia University, QCC's College Now and Career Cluster programs, and the Central Queens YMCA's ACE (Achieving and Creating Excellence) program and the SOAR (Student Opportunities for Achievement and Readiness) program. All of these programs have made significant contributions to MVBHS over the past few years. All groups continually work-to prioritize building stronger in-community ties and encourages more family participation in the educational process. In an effort to meet the Renewal School graduation benchmark, Martin Van Buren targets-students in their senior year who are off track to graduate. Each student has been linked to an adult in the building for support to meet his or her individual needs-through our-Champion for College program.

Part I – Demonstrable Improvement Indicators



LEVEL 1 – Indicators
 Please list the school’s Level 1 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
4-Year Graduation Rate	Yellow	53%	54%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal School Comprehensive Education Plan (RSCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016</p> <p>Graduation plans were mailed home to parents. Currently, there are 172 seniors on track to graduate. There are 31 seniors who currently have passed all Regents and need credits, these students are scheduled for those courses. Also, there are 33 students who have all their credits and are missing one Regents. According to the New Visions Data Tool, out of 421 students, 285 students have completed and/or ar scheduled for 44 credits and have completed 3 Regents(potential June graduates). Out of 421 students 315 have completed 40 credits and passed 2 Regents (potential August graduates). Martin Van Buren has extended its Regents prep courses. In addition,-we have targeted students who have failed one or more courses. Teachers conferenced with these students (report card conferencing) and identified and monitor an intervention to keep them on track. During the Spring break, students were offered opportunities</p>	N/A



				to make up work and get extra support. This was offered to all grades. In addition, there are strategic New Visions check-ins to review data through the New Visions Data Tool. The data tool tracks all cohorts. The strategic check-ins focus on credits, Regents, attendance, interventions, and graduation plans. These check-ins are dedicated to keeping students on track.	
College Readiness Index	Yellow	15.8%	16.8%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal School Comprehensive Education Plan (RSCEP). 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>According to the New Visions Data Tool, in the 2016 cohort, 46.6% in ELA are College and Career Ready and 12.4% in Math are College and Career Ready. Students who are College and Career Ready in both Math and ELA are at 11.1%. In the 2017 cohort, 37.4% in ELA are College and Career Ready and in Math 13.1% are College and Career Ready.</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 Renewal School Comprehensive Education Plan (RSCEP). Data is not yet available for this indicator. We are taking steps in order to make every effort to</p>	N/A



				<p>meet our target. Data to evaluate this indicator will be available pending SED release of information.</p> <p>MVBHS expects to make Priority School Progress. It continues to make progress towards moving the 4-year graduation rate beyond the 2016-2017 Receivership Benchmark of 56% and to achieve a 60% 4-year graduation rate. The school has put structures in place to support students in ELA and Math. Noted progress was evident in the January 2016 ELA Regents data to indicate overall improved student performance across all sub-groups. For Math, targeted professional development with a focus on SWDs and ELL sub-groups has provided students with additional supports to help MVB to achieve increases in the Performance Index.</p>	
Progress Toward Graduation-Years 2 and 3	Yellow	45.2%	46.2%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal School Comprehensive Education Plan (RSCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016</p> <p>The Regents passing rates for January are as follows: 53% in the CC ELA, 18% ELA, 12% Global, 18% on US, 12% on the CC Algebra, and 16% on the Living Environment.</p> <p>According to the New Visions Data Tool, Sophomores who have 15 credits or more are at 74%. Sophomores who have 2 regents passed are at 37%, students who have both are also at 37%. Juniors who have 25 credits or more are at 70%. Juniors who have 3 Regents or</p>	N/A



				more are at 38.8%. Juniors who have both are at 35.1%.	
School Survey - Safety	Yellow	1.64	1.68	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal School Comprehensive Education Plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>Martin Van Buren monitors progress in attendance and OORS reduction on a weekly basis to evaluate the effectiveness of attendance support strategies. The daily attendance rate is at or above 85%. In 2014-2015, there were 89 Principal’s Suspensions and 49 Superintendent’s Suspensions. This year suspensions have decreased. Currently, there are 68 Principal’s Suspensions and 25 Superintendent’s Suspensions. By the end of March 2014-2015 there were 18 suspensions and in 2015-2016 there were 15 suspensions.</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	26.3%	27.3%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal School Comprehensive Education Plan (RSCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016</p> <p>Currently, 20.8% of Cohort R at MVBHS, have met one of the following requirements for College & Career Preparatory Course Index through college ready courses, Regents readiness benchmarks, College Now classes with a C or higher, and/or AP classes with a 3 or higher on the exam.</p>	N/A
Framework: Rigorous Instruction	Yellow	2.28	2.32	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal School Comprehensive Education (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p>	N/A



			<p>In an effort to improve teacher pedagogy, MVBHS has hired new Assistant Principals for Math and Social Studies. The Math Assistant Principal, who is an Ambassador AP, has been working with the Coach from John Hopkins on a series of professional development around planning using the <i>EngageNY</i> curriculum. They have also been supporting teachers with creating action plans around interim assessment data. The Math Assistant Principal meets with teachers for one on one support. The Social Studies Assistant Principal works with teachers in planning using the New Visions curriculum, which is aligned to the Common Core. The Social Studies department will fully roll out the new curriculum in September 2016. The Assistant Principals from Social Studies and English Language Arts plan together to support teachers with the MEAL (Main Idea, Evidence, Analysis, and Link) writing strategy to support students in writing in all Core subjects.</p> <p>Assistant Principals work on calibrating their ratings and norming around feedback given to teachers, currently, the administration has been showing an 83% alignment. Every Monday, in groups of three, administration visits classes and then provides teachers with immediate feedback and next steps. This is an effort to support teachers with valuable actionable feedback.</p> <p>Martin Van Buren has administered interim assessments and is currently analyzing data to create supports for students. Mock Regents are currently being administered during the Saturday program and will be analyzed to best support students' needs.</p>	
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<p>Implement Community School Model</p>	<p>Yellow</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 demonstrable improvement indicator. This work is articulated within each framework area of the Renewal School Comprehensive Education Plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>MVBHS in collaboration with their CBO weekly monitors progress in attendance to evaluate the effectiveness of attendance support strategies. The daily attendance rate is at 85%. Feedback from students and parents to monitor progress towards improving students’ and parents’ experiences within the MVBHS community is collected throughout the school year. AP Guidance & Pupil Personnel Services, along with the CBO, review records of parent attendance at PTA & SLT meetings, and School Celebrations, as well as evidence of outreach efforts using Skedula. As a result, they have increased parent attendance at PTA and SLT meetings. Based on an analysis of the sign in sheets, attendance at the PTA meetings has tripled. Martin Van Buren attributes this to changing the meeting to Saturdays when more parents can attend.</p> <p>Martin Van Buren has hired a new Community School Director(CSD) who supports the school with attendance initiatives. The CSD runs the Early Warning Indicator meetings for the Small Learning Communities, where interventions are discussed and</p>	<p>N/A</p>
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				<p>tracked. This includes ongoing sharing of PreReferral Intervention Manual strategies and professional development on tiered interventions. John Hopkins also has a full time Math coach who supports MVBHS with professional development for teachers.</p> <p>Martin Van Buren also partners with the Central Queens Y, who continues to provide support for 90 of the grade 9 students through the ACE program and 75 of the grade 11 students through the SOAR program. Central Queens Y provides tutoring for all academic areas, socio-emotional support with social workers, as well as, providing a stable environment for students to speak to adults about issues and concerns.</p>	
Provide 200 Hours of Extended Learning Time	Yellow	N/A	Implement	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal School Comprehensive Education Plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>AP for Guidance and Student Support, along with the CBO, reviews records of ELT attendance. We have been strategizing to improve the attendance. Previously, Martin Van Buren has focused on attendance for ELT by targeted phone calls and parent outreach. Currently, Martin Van Buren identifies students who have poor attendance in their ELT classes. In partnership with their CBO, they</p>	N/A



				<p>plan to meet with these students one on one to improve attendance and to promote the importance of education and identify the opportunities the ELT program provides to help them succeed. Next year, Martin Van Buren wants to change their schedule to maximize-outcomes of ELT. Currently, they are looking to expand their periods to include the Renewal Hour.</p>	
Regents Completion Rate	Yellow	39.5%	40.5%	<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 Renewal School Comprehensive Education Plan (RSCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016</p> <p>The Regents passing rates for January were: 53% in the CC ELA, 18% ELA, 12% Global, 18% on US, 12% on the CC Algebra, and 16% on the Living Environment. To address students who struggle, Martin Van Buren has added Regents prep courses to their Extended Learning Time.</p> <p>According to the New Visions Data Tool, Sophomores who have 15 credits or more are at 74%. Sophomores who have passed 2 Regents are at 37%, students who have both are also at 37%. Juniors who have 25 credits or more are at 70%. Juniors who have 3 regents or more are at 38.8%. Juniors who have both are at 35.1%.</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, identify any key strategies being implemented during the current reporting period that are <u>not described above</u>, 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.</i>				
List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan	
<p>1. Rigorous Instruction</p> <p>Goals:</p> <p>By the end of June 2016, as a result of improved curriculum reflecting rigor and access for all students, including the incorporation of WITSI writing strategies across all content areas, the Regents Examination pass rate will increase by 5% in all disciplines.</p> <p>Key Strategies:</p> <p>Lesson Planning - Provide teacher training around WITSI writing strategies embedded in Engage NY curriculum, which will include how to create multiple-entry-points and scaffolds in lessons and activities for diverse learners. Teachers will meet to refine curriculum based on data.</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the Renewal School Comprehensive Education Plan Renewal School Comprehensive Education Plan (RSCEP).</p> <p>Martin Van Buren hired two new Assistant Principal’s in Math and Social Studies (mid-year). Interim assessments were reviewed and revised to meet the state standards. The projection is that these new changes will help teachers support students to be successful on the regents exam. A full analysis is underway of the interim assessments.</p> <p>Marin Van Buren is in the process of administering Mock regents during their Saturday academy and will analyze their results to support student progress. Results will shared with teachers in order to provide data based instruction to fill in the gaps in students’ learning.</p> <p>The Assistant Principal has introduced the Social Studies department to the New Visions curriculum which is aligned to the standards. They are in the</p>	N/A	



	<p>Mathematics teachers will receive support from the CBO, TDS Johns Hopkins, in assessing students as they reach the CC Math standards and using assessment.</p> <p>Social Studies teachers will continue to utilize the double-period format for Global Studies to maximize student contact hours, content delivery, and assessment of Regents-aligned skills (thematic and evidence-based essay writing). Additionally, CPET coaches from Teachers College will observe teachers in Global Studies classes and provide actionable feedback on instructional effectiveness and data to drive instructional shifts.</p> <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Comprehensive Academic Assessment Plan.</p>		<p>process of unwrapping, planning and using this curriculum for a complete roll out for September. The Assistant Principal of Social Studies and the English department are planning together and have just started implementing the MEAL (main idea, evidence, analysis and link) writing strategy. This new initiative was implemented based on the item analysis of the English and Social Studies regents, which indicated students struggled with writing responses. After revising the interim assessments, teachers in the Math department, are in the process of analyzing the data and creating corrective action plans which are monitored by the Assistant Principal. The interim assessments include multiple choice as well as an extended response over two days.</p> <p>Based on cabinet inquiry findings, MVBHS has identified planning as a need for professional development. The faculty seminar's (professional development) has focused on lesson planning as well as differentiation. There has been improvement noted in teacher lesson plans that includes differentiation.</p>	
2.	<p>Supportive Environment Goals: By June 2016, the whole school attendance will improve to meet 86.0% percent as measured in the school's Annual Attendance Report.</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (RSCEP).</p> <p>Martin Van Buren monitors progress in attendance on a weekly basis to evaluate the effectiveness of</p>	N/A



<p>Key Strategies:</p> <p>Early Warning Intervention - The Attendance Team, Social Worker Teachers, and TDS will create a matrix for tracking, identifying and supporting at-risk students and track progress using Early Warning Intervention. Based on attendance data, students will receive guidance/intervention supports.</p> <p>Continue to develop our attendance team with all stakeholders to create and implement structures for maximizing class attendance throughout the day. The CBO will assist in attendance outreach and interventions.</p> <p>Develop Small Learning Communities to ensure a common instructional focus, common language, uniform school protocols and procedures across all content areas. This will ensure that we create a school community that is safe and conducive to learning, leading to higher student attendance and overall student achievement. Teachers will meet to identify interventions for specific</p>	<p>attendance support strategies. Our daily attendance rate is at 85%. We also collect feedback from students and parents to monitor progress towards improving students’ and parents’ experiences within the MVBHS community. Recently, Martin Van Buren hired a new Community School Director. In collaboration with the CBO, the school has implemented a new attendance initiative called “Spin It to Win It” which rewards students for attending school on low attendance days. This has shown impact with the Freshman. The school is working on expanding our initiatives, especially with the upper classes. The CBO introduced attendance mentoring (success mentors) which will start meeting once a week after the Spring break.</p> <p>Martin Van Buren also partners with the Central Queens Y, who continues to provide support for 90 of the 9th graders through the ACE program and 75 of the 11th graders through the SOAR program. Central Queens Y provides tutoring for all academic areas, as well as a stable environment for students to speak to adults about issues and concerns.</p>	
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	students.			
3.	<p>Collaborative Teachers</p> <p>Goals:</p> <p>By June 2016 based on Professional Development received, all teachers will demonstrate greater command of collaborative planning, use of the inquiry process, supported by data analysis in order to improve achievement as measured by a 3 percentage point increase in credit accumulation across all grades.</p> <p>Key Strategies:</p> <p>Data Driven Instruction – Provide teacher training to analyze data, identify trends and implement differentiated instructional strategies to increase student skill development and impact student achievement. Collaboratively work across academic departments and SLCs to analyze student achievement data on reading levels and department created assessments, using our school-wide CCLS-aligned rubrics, so that we may act upon the results to increase rigor and complexity of activities.</p> <p>Teachers will be provided with professional development around WiTSI which will support planning</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the Renewal School Comprehensive Education Plan (RSCEP).</p> <p>Scholarship reports that monitor predicted credit accumulation are analyzed every six weeks by the Administration as well as by teacher teams to inform instruction, outreach and necessary interventions. In the Small Learning Communities, teacher teams utilize Early Warning Indicators to identify interventions for students. Student credit accumulation has increased as compared to January 2015 in years 2 and 3. Based on the analysis of the English and Social Studies regents, students struggled with writing. The Social Studies and English department have started implementing the MEAL (main idea, extension, analysis, and link) writing strategy to improve student writing. Teacher teams in the ENL and 9th grade implemented the WiTSI writing strategy, based on the analysis of students’ work. During the speaking portion of the NYSESLAT, teachers saw an increase in the use of transitions and conjunctions. Based on the 11th grade analysis of the English regents, teachers are focusing on central ideas, paraphrasing and inferencing.</p>	N/A



	<p>as well as curriculum development and the Inquiry Process.</p> <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry Master, Model, & Peer-collaborative Teachers</p>			
4.	<p>Effective School Leadership</p> <p>Goals: By the end of June 2016, based on 10 learning walks focused on student engagement, the administrative team will norm at least 80% of the time as evidenced by 3C ratings based upon the Danielson Framework for Teaching.</p> <p>Key Strategies:</p> <p>Faculty Seminars - Monthly faculty seminars and teacher inter-visitations will address best practices in data-driven and engaging instruction, using MVBHS case studies.</p> <p>Leadership Professional Learning – Conduct Professional Learning for the principal and assistant principals using inter-visitation protocols to assist in providing teachers with</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (RSCEP).</p> <p>Principal reviews teachers’ Advance ratings to monitor professional growth and areas for further support throughout the school year, and specifically at midpoints and ending of each academic term. Administrators have been conducting observations together to norm around the accuracy of the ratings. Observations have shown an increase in WiTSI writing strategies.</p> <p>In an effort to improve teacher pedagogy, MVBHS has hired two new Assistant Principal’s for Math and Social Studies. The Math Assistant Principal works with the Coach from John Hopkins on a series of professional development around planning using the Engage NY curriculum. They also support teachers with creating action plans around interim assessment data. The Math Assistant Principal meets with teachers one on one for support. The Social Studies Assistant Principal works with teachers as well around planning using the New Visions curriculum which is</p>	N/A



	<p>meaningful and actionable feedback in accordance with Danielson’s Framework and other best practices.</p> <p>Professional Learning Plan – Analyze data from June 2015 teachers’ HEDI reports to create a targeted Professional Learning Calendar that will provide teachers with supports and tools to better meet their students’ needs. We will provide supports to help facilitate their planning of lessons, units and cross disciplinary strategies. By supplying these instructional tools we will help students meet the school-wide focus of communicating evidence based claims in writing across the disciplines.</p>		<p>aligned to the Common Core. The Social Studies department will fully roll out the new curriculum in September. The Assistant Principal from Social Studies and English Language Arts plan together to support teachers with the MEAL (Main Idea, Evidence, Analysis, and Link) writing strategy to support students in writing in all Core subjects.</p> <p>Assistant Principals have been working on calibrating their ratings and norming around feedback given to teachers, currently the administration has been showing an 83% alignment. Every Monday, administration pair up to visit classrooms and provide teachers with immediate feedback and next steps. This is an effort to support teachers with valuable feedback.</p> <p>Based on cabinet inquiry findings, MVBHS has identified planning as a need for professional development. The faculty seminar’s (professional development) focus on lesson planning as well as differentiation. This has shown an improvement in teacher lesson plans which include differentiation. Recently, MVBHS received on the Quality Review a Proficient rating in 1.1, (Curriculum).</p>	
5.	<p>Strong Family-Community Ties Goals: By June 2016, the collaboration between MVBHS and TDS Johns Hopkins will lead to an increase in parental engagement, and an increase in delivery of services to families as measured by 15% of families giving feedback on the</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the Renewal School Comprehensive Education Plan Renewal School Comprehensive Education Plan (RSCEP).</p> <p>AP for Guidance and Student Support, along with the CBO, reviews records of parent attendance at PTA & SLT meetings, and School Celebrations, as well as</p>	N/A



	<p>quality of services.</p> <p>Key Strategies:</p> <p>Develop a family engagement monitoring system that measures the quality of services and solicits feedback from those families.</p> <p>Parent Participation – Conduct early outreach, increased and targeted promotion, we will increase parent attendance at PTA and SLT meetings, so that parents and other community school stakeholders can engage in two-way communication regarding school initiatives, as well as support our students’ growth.</p>		<p>evidence of outreach efforts using Skedula.</p> <p>We have increased parent attendance at PTA and SLT meetings which is measured by counting signatures on sign-in sheets and/or parent login/signup lists on Skedula.</p> <p>In collaboration with the CBO, Martin Van Buren has reached out to parents to assess their needs and their understanding of what it means to be a community school. Currently, they have about 175 surveys completed, however, the school is conducting a Community School Forum on June 2, 2016, where we believe we will be able to get feedback from parents. On the same day, the CBO will conduct student led forums during lunch periods to receive feedback from students.</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 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: Work on expanding AP classes. Set up monthly meetings with B-Tech to coordinate efforts to expand our QCC offerings during school day</p> <p>Create a guidance team to create more restorative practices to reduce suspensions</p> <p>Create a PR team within the school, and devise a specific campaign geared to recruiting students to MVBHS</p> <p>Create a system to share data and progress of the data to the community. Develop scheduled open house meetings inviting the outside community to see the great things going on at the school.</p> <p>Goals/Outcome of CET meetings: The CET Team meets monthly to review progress towards meeting out Demonstrable Indicators. The Community Engagement Team meets twice a month. During</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 Education Plan Renewal School Comprehensive Education Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET’s utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>



	<p>these meetings the school discusses progress towards goals and any new initiatives. The team also addresses any concerns that arise.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month during 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</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>



		determine what changes may need to be made to collective bargaining agreements.			
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 IV – Title I Schoolwide Program (SWP) Plan Required Components (As applicable)

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



Part V – Best Practices (Optional)

Best Practices

The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.

List the best practice currently being implemented in the school.	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	
2.	
3.	



Part VI – Fiscal

Budget Analysis/Narrative and Budget Documents – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below. Please note, separate budget narratives and FS-10’s must be submitted for a SIG, SIF and/or Persistently Struggling Schools (PSS) grant.

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

Additionally, under separate attachment, the LEA/school must provide a **Budget Narrative** and an **FS-10** for the upcoming 2016-17 implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the 2016-17 Continuation Plan and/or Persistently Struggling Schools (PSS) grant. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of its intervention plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need. Schools no longer receiving SIG or SIF funds need not submit budget narratives and FS-10’s.



Part VII – Attestation

RECEIVER:

By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____

COMMUNITY ENGAGEMENT TEAM:

By signing below, I certify that the community engagement team (CET) was directly consulted in the preparation of this document.

Name and Position of CET Representative (Print): _____

Signature of Receiver: _____

Date: _____



The University of the State of New York - THE STATE EDUCATION DEPARTMENT - Albany, NY 12234

2016-17

School Improvement Grant 1003(g)
 School Innovation Fund Grant
 Persistently Struggling Schools Grant

Continuation Plan Cover Page

District Name	
School Name	
Contact Person	Telephone ()
E-Mail Address	
<p>I hereby certify that I am the applicant’s chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer
Typed Name:	Date:

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)

