

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
12X092: P.S. 092 Bronx	321200010092	NYC GEOG DIST #12 – BRONX	Yellow	SIG Cohort 5
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	Yasmin Lugo	Aimee Horowitz, Executive Superintendent for Renewal Schools Rafaela Espinal Pacheco, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	PK,OK,01,02,03,04,05	443

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 Community School (CS) 92 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.

CS 92 is working diligently to continuously review data and act upon it. Academic Intervention Service (AIS) groups continuously move to ensure students are receiving instruction that will move their thinking and improve their skills. The school is also having discussions and conversations with its School Improvement Grant (SIG) grant manager to ensure resources and funds support the school's vision of making impact on student learning. The school has struggled in maintaining the progress it has made in increasing attendance. They have undertaken a robust action plan to ensure that they are monitoring attendance on a daily basis and meeting weekly to continue to look for ways of increasing and maintaining attendance. In addition, the school has fully implemented the Community Schools Model and an Expanded Learning Time (ELT) program for all students. Teacher and principal practice have improved, however, on-going professional development and coaching are being provided to ensure that best practices are implemented with fidelity and tasks in curriculum are engaging and appropriately challenging for all students.



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
3-8 ELA Growth Percentile	Yellow	47.4	48.4	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>As of the 3rd quarter, Performance Series results show ELA growth for all grades. The April 2016 Performance Series in ELA resulted in an increase of +39 in mean score. This result, which follows the simulation administered in January, shows that there has been, on average, a 4% growth rate in the multiple choice sections of the ELA test. To ensure demonstrable improvement, CS 92 will continue to review each student’s progress and cross reference the supports students are receiving with their individual needs. This will provide students with the most logical, data based support.</p>	N/A
3-8 ELA Percent Level	Yellow	28%	29%	The school engages in a process of evaluating its	N/A



2 & Above				<p>formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>In the 3rd quarter, additional independent reading time of thirty minutes` has given students more opportunities to engage in complex texts. Reading proficiency is further developed through small group interventions that have been steered by the school’s SIG vendor, Smart Start.</p> <p>The 3rd quarter Performance Series results show that “below level” students increased proficiency by 16%, while students “at level” increased by 13%, and students “above level” increased by 6%. All students receiving Smart Start tutoring increased their reading fluency by at least 12%. There were increases for most students in their comprehension level, as well. Students will be regrouped for AIS in the last quarter of the year for more targeted support.</p>	
3-8 Math Growth Percentile	Yellow	37.7	38.7	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p>	N/A



				<p>The most current Quarter 3 data shows a +31 point increase in mean scores on the April Performance Series assessments in math. Additional Saturday support was provided for any students scoring two or more years below grade level, which contributed to this gain.</p> <p>Of the 80% of students who scored a level 1 on the state test, the school is seeing marginal increases, while students at level 2 or higher increased 10% overall. To address this barrier to implementation, students were regrouped and instruction was adjusted and centered on student needs and levels from the February onset.</p>	
3-8 Math Percent Level 2 & Above	Yellow	22%	23%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>As of the 3rd quarter, a second Performance Series was administered. At grade level results increased from 31% to 36% , yet <i>above</i> grade level slipped from 17% to 8%. To address the decline in <i>above</i> grade level students, there will be a shift in the use of the Renewal hour for math instruction and more hands-on math activities.</p>	N/A
Make Priority School Progress	Yellow	N/A	Meet progress criteria	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is</p>	N/A



			<p>articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are taking steps in order to make every effort to meet our target. Data to evaluate this indicator will be available pending SED release of information.</p> <p>Third quarter observation reports show an increase in teacher reflection and implementation of feedback. The administration team continues to norm and conduct observations collaboratively to ensure fair and accurate ratings.</p> <p>The data referenced in many of the level I indicator sections evidence student growth in ELA and math. School leaders believe that teacher growth is directly correlated to higher student performance in both ELA and math state assessments. Teachers have been immersed in a cycle of professional development around planning and preparation. This has led to a deeper understanding of all components of the Danielson <i>Framework for Teaching</i> and requirements of APPR.</p>	
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LEVEL 2 Indicators

Please list the school’s Level 2 indicators below Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Plan
Framework: Rigorous Instruction	Yellow	1.48	1.52	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> • The school has administered a cycle of 3 periods of assessments. One out of three assessment cycles have included progress monitoring. • State test simulations have been administered to grades 3-5 for a total of 1 time before the state exam in April 2016. After reviewing the first simulation data, a decision was made to use the second simulation as part of guided instruction using the Teacher’s College test sophistication unit to improve students’ short and long written responses. • 75% of K-2 students have improved by at least two levels on the winter administration of the Teachers College Reading Assessment. <p>The most current 3rd quarter data shows a +31 point</p>	N/A



				increase in mean scores on the April Performance Series assessments in math. Additional Saturday support was provided for any students scoring two or more years below grade level, which contributed to this gain.	
Framework: Supportive Environment	Yellow	1.92	1.96	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> • During the 3rd quarter, the school’s year-to-date average attendance rate is 91.21%, which is 1.79% greater than SY 14-15 end of year attendance rate. • Incentives are provided for most improved and best attendance to continue to encourage students to come to school. • An attendance support expert was hired to help the school strategize and continue to increase attendance, specifically in the months of May and June. • A 3% decrease in level 3 or higher infractions is evident from OORs reports. 	N/A
Implement Community School Model	Green	N/A	Implement	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> • School leaders monitor OORS reports on a 	N/A



				<p>monthly basis with the PBIS Team.</p> <ul style="list-style-type: none"> • A 3% decrease in level 3 or higher infractions is evident from OORs reports. • A Student and Staff Support Task Force was created to ensure PBIS and other supports were having a positive impact on students' social-emotional, and academic improvement. 	
Performance Index on state math Exam	Yellow	26	28	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>As of 3rd quarter, results the gains for math were not as significant as those for ELA. Nevertheless, student assessments on end of unit exams in math show an increase from baseline data. Additionally, math simulation data showed an increase in level 2 and above students making progress compared to math state exam scores. Teachers participate in embedded professional development (PD) sessions with Carnegie Learning. This PD supports teachers' pedagogical practices and experiences in math instruction. As a result, teachers revise tasks to ensure alignment to CCLS and expose students every week to a different task. CS 92 will monitor growth and performance on these tasks and will make adjustments, as needed. Teachers will continue to receive PD from Carnegie Learning. Students in grades 3-5 made 31 points in mean score on Performance Series administration from April 2016.</p>	N/A



Provide 200 Hours of Extended Learning Time	Yellow	N/A	Implement	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> • The assessments administered have provided key information to support instruction during ELT. Teachers provide students with guided reading lessons to support their increase in reading fluency and comprehension. • Lit Life consultant supports teachers in how to most effectively improve independent reading behaviors that lead to increased reading. • The last 2 months will be used to support math instruction, based on increases that came in lower than expected on performance series. <p>During Extended Learning Time (ELT), students are involved in rigorous academic activities, provided through:</p> <ul style="list-style-type: none"> • Small group, targeted instruction • One to one intervention • Independent reading <p>Additionally, during Friday ELT, SEA, ASPIRA and NYJTL provide social-emotional supports, as well as enrichment activities in the arts and in sports. To ensure that CS 92 meets targets, teachers will continue to receive PD and support on using resources for guided reading and independent</p>	N/A
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				<p>reading by Lit Life professional development team.</p> <p>The 3rd quarter Performance Series results show that below level students increased proficiency by 16%, while students at level increased by 13%, and students above level increased by 6%. All students receiving Smart Start tutoring increased their reading fluency by at least 12%. There were increases for most students in their comprehension level, as well. Students will be regrouped for AIS in the last quarter of the year for more targeted support.</p>	
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

As applicable, identify any key strategies being implemented during the current reporting period that are *not described above*, 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 the end of 2015 - 2016 school year, students will be cognitively engaged in academic tasks that consistently emphasize rigorous habits and higher-order skills across grades and subjects including ELLs and SWDs as measured by an increase of 5% movement of level 1 students on the 2016 NYS ELA test.</p> <p>Key Strategies: Students will show progress by approaching standards and meeting standards on benchmark assessments.</p> <p>Renewal School Priority Areas: Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students Professional Development: Educating All Students</p>	<p>Yellow</p>	<p>In the framework area of Rigorous Instruction, the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • The school has administered a cycle of 3 periods of assessments. • One out of 3 assessment cycles have included progress monitoring. • State test simulations have been administered to grades 2-5 for a total of 1 time before the state exam in April 2016. • 75% of students have improved by at least two levels on the Teachers College Assessment. • Cycle 2 of professional development focused on teacher survey results and Advance ratings. The cycle lasted 6 weeks and encompassed several choices for teachers, based on survey and a school wide choice, based on Advance ratings. • Team members come together on Saturdays to review and revise curriculum maps and units. This work is guided by Generation Ready. 	<p>N/A</p>



<p>3.</p>	<p>Collaborative Teachers</p> <p>Goals: By June 2016, all teachers will be engaged in structured inquiry-based professional collaborations in vertical and horizontal teams that will focus on increasing student learning, as indicated in CCLS and the instructional shifts and as measured by an increase of 5% of students moving by at least one level on the 2016 NY state exams.</p> <p>Key Strategies: Teacher teams will make adjustments to the curriculum and determine the impact of these adjustments on instruction.</p> <p>Renewal School Priority Areas: Inquiry</p>	<p>Yellow</p>	<p>In the framework area of Collaborative Teachers, the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • School leaders have reviewed teacher team minutes and have assisted teacher teams in making adjustments to units and lessons. • Teacher teams have gone through several cycles of reviewing and adjusting their practices as a team. As of now, we follow a school-wide process that builds on the review of student work and adjustments of curriculum to ensure learning. • Teacher teams have reviewed mid-year student assessments to target areas for improvement. • Weekly teacher team meetings allow for teachers to review specific student data and make adjustments to support learning. 	<p>N/A</p>
<p>4.</p>	<p>Effective School Leadership</p> <p>Goals: By June 2016, 75% of teachers will have demonstrated an increase in pedagogical practices, as measured</p>	<p>Yellow</p>	<p>In the framework area of Effective School Leadership, the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the school comprehensive</p>	<p>N/A</p>



	<p>by movement of at least one HEDI level on The Danielson <i>Framework for Teaching</i> in components 1e (Designing Coherent Instruction) and 3c (Engaging Students in Learning).</p> <p>Key Strategies: Teachers will be observed using the Danielson <i>Framework for Teaching</i> at a minimum of 4 times during the school year. Feedback will be given and a report will follow. Indication of success will be teacher progress in the 8 identified areas of development from the Danielson rubric.</p>		<p>educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • School leaders have trained teachers on Danielson component 1e, Designing Coherent Instruction. • Most teachers have made one level improvement on HEDI ratings on Advance on component 1e. • Most teachers have been observed 3 times. The last observation cycle will conclude in mid-May. • Leaders continue to adjust observation schedule to ensure teachers are receiving the support they need to continue to improve their practice. 	
5.	<p>Strong Family-Community Ties Goals: By June 2016, parent participation in instructional activities and communication processes will increase so that parents are meaningful partners in their children's education, as measured by a 2% increase on the 2016 Environment Survey in the area of</p>	Yellow	<p>In the framework area of Strong Family-Community Ties, the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • Most parents agree that the school 	N/A



	<p>“Parents say that school staff regularly communicate with them about how the staff can help their children learn.”</p> <p>Key Strategies: Add enrichment and parental involvement components to extended learning time activities to motivate more students to participate. Partner with Smart Start to strengthen small group intervention services to students in after-school program and Saturday Academy.</p>		<p>communicates effectively with parents when students misbehave.</p> <ul style="list-style-type: none"> • Teachers are effective at overcoming language or cultural barriers between teachers and parents at the school. • Parent workshops also include opportunities for parents to create and solve math and ELA tasks with their children with the support of teachers. • In an effort to support students’ social-emotional well-being, parents are also provided workshops on how to support their children at home and on different strategies to help discipline their children. 	
<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:</p> <ol style="list-style-type: none"> 1. Elevate the level of rigor in select curriculum modules. 2. Support ESL and dual language programs. 3. Promote PBIS services to strengthen the learning environment. 4. Monitor after-school safety. 5. Ensure that communication to the community is more transparent. 6. Engage parents in a respectful manner. 7. Implement targeted AIS period during the school day. 8. Provide more hands-on activities for students with social/emotional issues. <p>Goals/Outcome of CET meetings:</p> <ul style="list-style-type: none"> • The goal of CET meetings is to ensure that as a team we are collaboratively looking at data. In some cases, the data may come from OORS, overall teacher observations (from NYSED), simulation data and parent surveys. • All conversations are geared towards meeting RSCEP goals. 	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conduct a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET's 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>Discussions had led to readjustments of the plan to ensure we are in continuous progress towards meeting our goals.</p> <p>For example, the CET discussed data on location of infractions. We realized that the 3rd floor after lunch was an area of concern. As a team we brainstormed and decided we would have the school aides present on the third floor from 12:45-3:20 PM. This has alleviated the situation. Additionally, the CET addressed Performance Series assessment results and the impact of Smart Start, all of which have been well received.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school.</p>	
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Powers of the Receiver
 Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

<p>Status (R/Y/G)</p>	<p>Analysis / Report Out</p>	<p>2016-17 School Year Plan</p>
<p>Green</p>	<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</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</p>



	<p>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.</p>	<p>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>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.	Teacher teams meet weekly to review student work and make curricular adjustments to ensure learning.	No longer do teachers wait until the end of the unit to realize students have not gained mastery. Weekly meetings allow for the review of student work and the adjustment of curriculum, where needed. These adjustments are then tried during the following week and teachers debrief at the next meeting.
2.		
3.		



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
<p>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></p>		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 CET Representative: _____

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: