

## Receivership

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

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

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
13K596: M.S. 596 Peace Academy	331300010596	NYC GEOG DIST #13 - BROOKLYN	Yellow	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	SAMANTHA EXANTUS	Aimee Horowitz, Executive Superintendent for Renewal Schools Barbara Freeman, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	51

#### 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.

During this quarter, PEACE Academy is working with National Urban Alliance (NUA) to strengthen school culture and make the connection of its impact to instruction explicit. The impact of PEACE Academy working with NUA, as well as establishing our own systems to build culture, has resulted in a decrease in OORS reports and students asking staff to mediate issues as opposed to fighting. Students are in classes learning and working together. This is evident by the decrease in the number of write-ups and consequences that have been issued. PEACE has monthly point trips, where students must earn a specific number of points based on their behavior and amount of work completed in each class. The number of students eligible to attend these trips has gone from 25 to 40 students since the second quarter. Staff has also worked well together to maintain a positive culture. Staff are sharing best practices with each other and going into classes to support one another when need be. Professional development to improve teacher pedagogy, content knowledge and support the refinement of curriculum to provide access to all learners is provided by Cambridge Education, Teachers College (TC) and Math Solutions. Reading and math benchmark assessments, Scantron Performance Series, take place every 6-8 weeks, to monitor students' progress. The impact on the PDs has been teachers implementing best practices in their classes that are also being shared and used across PEACE classes. The community based organization, Center for Supportive Schools and a satellite clinic of Brooklyn Center for Psychotherapy (BCP), provide social emotional supports for students and families. The BCP Social Worker has a group of 5-10 students that she sees regularly each week. She also works with the families to support their needs outside of the school. We have seen the students' attendance improve as well as the amount of parent involvement from those families improve. Center for Supportive Schools (CSS) has also been instrumental in sub-contracting academic support services provided during extended learning time. The CSS Director was able to secure Math tutors before the state test to help support our Math teacher. The tutor worked three full days a week, pulling students out of class as well as working with a small group of students during ELT. The CSS Director was also able to create a partnership with LEaP to secure various ELT classes to support our students with literacy. The impact of these additions is, students being more confident in their classes. Students learned to present their work in front of their peers as well as answer questions about their presentations. With this increase in confidence in the class we are seeing fewer students fail classes which should help to decrease the amount of students having to attend summer school. We believe these changes



will also help the students' scores on the test improve.

**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	42.1	43.1	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>This data is based on baseline and interim assessments. The final assessment will be completed by the students next week. In Reading 57% of the assessed students remained the same or improved. 50% of students with special needs remained the same or moved within a performance indicator in ELA. 50% of African American males either remained the same or moved within a performance indicator for overall CCLS skill development in ELA</p>	N/A
3-8 ELA Percent Level	Yellow	32%	33%	The school engages in a process of evaluating their	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>This data is based on baseline and interim assessments. The final assessment will be completed by the students next week. In Reading 57% of the assessed students remained the same or improved. 50% of students with special needs remained the same or moved within a performance indicator in ELA. 50% of African American males either remained the same or moved within a performance indicator for overall CCLS skill development in ELA</p>	
3-8 Math Growth Percentile	Yellow	48.9	49.9	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>This data is based on baseline and interim assessments. The final assessment will be completed by the students next week. 61% of the students either remained at the same level or improved in CCLS math skill development. 66% of students with special needs remained the same or moved within a performance indicator in Math. 75% of African American males either remained the same or moved within a performance indicator for overall CCLS skill</p>	N/A



				development in Math.	
3-8 Math Percent Level 2 & Above	Yellow	37%	38%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>This data is based on baseline and interim assessments. The final assessment will be completed by the students next week. 61% of the students either remained at the same level or improved in CCLS math skill development. 66% of students with special needs remained the same or moved within a performance indicator in Math. 75% of African American males either remained the same or moved within a performance indicator for overall CCLS skill development in Math.</p>	N/A
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	22%	23%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>ELA data is used to predict science proficiency. . In Reading 57% of the assessed students remained the same or improved. 50% of students with special needs remained the same or moved within a performance indicator in ELA. 50% of African American males either remained the same or moved within a performance</p>	N/A



				indicator for overall CCLS skill development in ELA	
Make Priority School Progress	Yellow	N/A	Meet progress criteria	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are taking steps in order to make every effort to meet our target. Data to evaluate this indicator will be available pending SED release of information.</p> <p>This school is closing and will no longer be in Receivership or Priority status.</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
Framework: Collaborative Teachers	Yellow	2.84	2.88	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <p>We monitored progress of collaborative teachers through: agendas, minutes, and sign in sheets from staff meeting, notes of visits aligned to the professional learning plan, Cambridge Education and National Urban Alliance exit tickets from professional learning, evidence of Cambridge and NUA strategies in teachers’ units, lesson plans, and observations of classroom visits. The impact of teachers working together is more consistency across classes. There is a common language that you will hear and see when you enter various classes.</p>	N/A
Framework: Rigorous Instruction	Yellow	2.56	2.60	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p>	N/A



				<p>We assessed students' progress towards a goal of 2.15 proficiency rating through the Teachers College running records. Pre and post On-Demand Performance Assessments for narrative, argument and information TC writing units, were administered every eight weeks. Reading comprehension is assessed and progress monitored using the Scantron Performance Series Assessment as a baseline with two interim assessments serving as data points. Students have completed the baseline and one assessment. Next week the second assessment will be conducted. After analyzing the data after the second round we were able to use this information to create groups for ELT. The students were broken down based on their levels and given work to support those skills. Teachers also used this information to create groups in their classes. We are hoping to see an increase in the gains of the students after the third Scantron assessments are administered. This will impact the number of students having to be placed in summer school or not promoted.</p>	
Implement Community School Model	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 school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <p>We continually monitor and compared the previous year's data to this year. The school consistently reviews data from the Student Sorter, student participation in Peer Group Connection, Office Discipline Referrals, OORS data, evidence of NUA strategies in lesson plans, unit plans, and teacher</p>	N/A



				<p>progress through classroom observations. To date we have one weighted incident which is a decrease from last year’s 17 weighted incidents. Our attendance growth is 4.24% and overall attendance is 90.63%</p> <p>Having the CBO Director monitor the heat map sorter on a regular basis has helped PEACE Academy to make adjustments for the school and individual students. We have seen attendance for certain students improve from 30% to 80% within months. We have also seen a decrease in the number of incidents that occur throughout the day. Students have built trust with key staff who they turn to in order to talk/mediate before taking actions into their own hands.</p>	
Performance Index on State ELA Exam	Yellow	38	40	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>This data is based on baseline and interim assessments. The final assessment will be completed by the students next week. In Reading 57% of the assessed students remained the same or improved. 50% of students with special needs remained the same or moved within a performance indicator in ELA. 50% of African American males either remained the same or moved within a performance indicator for overall CCLS skill development in ELA</p>	N/A



Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <p>As a Renewal school, 13K596 had scheduled mandated ELT that will exceed 200 hours. The impact of our ELT program has been an increase in students' skills, by working on their level and at their pace. This has helped to decrease the number of students that are failing individual classes or not attending school on a consistent basis because of low abilities. This has also decreased the number of students that have to attend summer school or risk not being promoted.</p>	N/A	
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .		<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

## Part II – Key Strategies

<b>Key Strategies</b>			
<p><i>As applicable</i>, identify any key strategies being implemented during the current reporting period that are <i>not described above</i>, but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.</p>			
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.</p>	<p><b>Rigorous Instruction</b></p> <p><b>Goals:</b> By June 2016, through the implementation of CCLS aligned curriculum in Math and ELA areas, with the support of IB MYP and TC Writing Units the average ELA proficiency rating will increase from 2.08 to 2.15 and the average Math proficiency rating will increase from 2.07 to 2.15 as measured by end of year NYS Assessments.</p> <p><b>Key Strategies:</b> As the school has been granted International Baccalaureate candidacy, students will engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups. Students will complete a long-term project, where they decide what they want to learn about, identify what they already know, discovering what they will need to know to complete the project, and create a proposal or criteria for completing it. Cambridge Education will be primarily responsible for</p>	<p>Yellow</p>	<p>During the February progress monitoring period schools, were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <p>We assessed students’ progress towards a goal of 2.15 proficiency rating through the Teachers College running records. Pre and post On- Demand Performance Assessments for narrative, argument and information TC writing units, were administered every eight weeks. Reading comprehension is assessed and progress monitored using the Scantron Performance Series Assessment as a baseline with two interim assessments serving as data points.</p>	<p>N/A</p>
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	<p>assisting teachers in making the shifts necessary to implement this rigorous curriculum which is aligned to both CCSS and IB.</p> <p><b>Renewal School Priority Areas:</b>                  Classroom Implementation of Curricula/Writing Strategies                  Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</p>			
2.	<p><b>Supportive Environment</b>  <b>Goals:</b>                  In order to improve rigor in all classes and for students to feel better about their classes, the daily attendance rate will increase from 87.1% to 91.3 % for all students. This will be achieved by June 2016 as measured by data from student sorter.</p> <p><b>Key Strategies:</b>                  The National Urban Alliance (NUA) will continue with its focus on embedding operational practices</p>	Green	<p>During the February progress monitoring period schools, were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <p>We continually monitor and compared the previous year’s data to this year. The school consistently reviews data from the Student Sorter, student participation in Peer Group Connection, Office Discipline Referrals, OORS data, and evidence of NUA strategies in lesson plans, unit plans, and teacher progress through classroom observations. To date we have one weighted incident which is a decrease from last year’s 17 weighted incidents. Our attendance growth is 4.24% and overall attendance is 90.63%</p>	N/A



	<p>that facilitate high intellectual performance in students, as well as amplifying student voice within classrooms and across the school.</p> <p>Attendance Systems &amp; Structures</p>		<p>Having the CBO Director monitor the heat map sorter on a regular basis has helped PEACE Academy to make adjustments for the school and individual students. We have seen attendance for certain students improve from 30% to 80% within months. We have also seen a decrease in the number of incidents that occur throughout the day. Students have built a trust with key staff who they turn to in order to talk/mediate before taking actions into their own hands.</p> <p>To date we have one weighted incident which is a decrease from last year's 17 weighted incidents. 100% of incidents are assessed by the school Social Worker and/or Guidance Counselor as a follow up intervention. The impact of the above strategies is a productive learning community were everyone is working together to help the students and families. The students and families have many people they can turn to for support, be it in and out of school. This has helped to lower the amount of significant issues, improve attendance, improve collaboration between all staff and have students feel more comfortable about being successful in school.</p>	
3.	<p><b>Collaborative Teachers</b></p> <p><b>Goals:</b></p> <p>In order to improve collaboration and foster best practices across PEACE Academy classrooms all</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 (SCEP). The benchmark statements below evidence this work.</p>	N/A



<p>teachers will begin to use common language and techniques in all their classrooms. Success in this goal will be measured by the increase in points for domains 1e (Designing coherent instruction) and 3b (Using questioning and discussion techniques) for all teachers.</p> <p><b>Key Strategies:</b>                  Teachers will engage in 6-8 week inquiry cycles during their department and grade team meeting times to examine alignment to and mastery of specific CCS, and will report their findings to their colleagues so that we build coherence, capacity, and consistency across the school. Cambridge Education will support these teams by providing guidance, structure and feedback to ensure our Professional Learning Communities can further support the planned, implemented and assessed curriculum.</p> <p><b>Renewal School Priority Areas:</b>                  Danielson Framework                  Implementation - Observation Cycle</p>	<p>We monitored progress of collaborative teachers through: the work that the students produce and the presentations they give, notes of visits aligned to the professional learning plan, the work with Cambridge Education and National Urban Alliance and how it is showing up in teachers' units, lesson plans, and observations of classroom visits. There were 2 interdisciplinary units conducted by the ELA and History teachers using the data from Scantron to individualize scaffolds for the students.</p>	
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	Job-embedded Instructional Coaching			
4.	<p><b>Effective School Leadership</b></p> <p><b>Goals:</b></p> <p>By June 2016, through frequent cycles of inquiry and observation, Danielson’s competency 3c, Engaging students in instruction, will improve for all teachers, as evidenced by observations in Advance.</p> <p><b>Key Strategies:</b></p> <p>Cambridge Education will provide support and coaching to the school administration around ensuring that teachers are able to make the necessary transitions in lesson planning, instructional practices and implementation of the International Baccalaureate curriculum.</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 (SCEP). The benchmark statements below evidence this work.</p> <p>We monitored Effective School Leadership through: Rating interdisciplinary unit plans alignment to the CCS, collaborative inquiry of student work analysis protocols, intervention referrals, collaborative inquiry protocols, feedback on instructional practices, and student progress reports which were assessed in 6-8 week cycles. The impact seen, for some teachers, is the improvement in scores for domains they were weak in. Teachers are also volunteering to attend PDs around topics they are struggling with. Teachers are also working with each other to find helpful strategies and tools that can help support a struggling teacher. Administration also works together with the teachers on supports that can help their practice. For example, the AP has attended a series of Math PDs in order to better understand what to look for when observing Math classes and what specific ways she can support teachers.</p>	N/A
5.	<p><b>Strong Family-Community Ties</b></p> <p><b>Goals:</b></p> <p>By June 2016, through the</p>	Green	<p>During the February progress monitoring period schools, were expected to have met their benchmarks as articulated in the School Comprehensive</p>	N/A



	<p>implementation of Student Family Advisory, we will increase parental involvement in PTA and school-wide events by 20%, as evidenced by sign-in sheets.</p> <p><b>Key Strategies:</b> Our new Renewal School CBO Partner, the Center for Supportive Schools will implement Student &amp; Family Advisory (SFA), a research-based, school-wide practice that provides all students in middle and high school with the support they need to feel attached to school, to succeed in school, and to graduate ready for the rigors of college and high quality careers. Through SFA, students and their parents/caregivers come to know and be known well by at least one adult in the school who provides continuity of care by staying connected with them the entire time they are enrolled in the school.</p>		<p>Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <p>We monitored interventions by comparing attendance at PTA and school-wide events compared to previous years' attendance.</p> <p>We also use the heat map sorter to see the impact these meetings have on students' attendance, academics and significant incidents. Thus far the meetings helped to improve students' attendance and decrease the amount of significant incidents that have occurred this school year.</p>	
<b>Green</b>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u>.</p>	<b>Yellow</b>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<b>Red</b>



### Part III – Community Engagement Team and Receivership Powers

<b>Community Engagement Team (CET)</b> 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><b>Superintendent-Approved CET Recommendations:</b>                      Spread the word about the IB program more                      Consider factors beyond test scores to indicate success and progress                      Consider creating a family resource center                      Be consistent with school leadership and give them time to demonstrate their success.</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 at a time that is convenient for parents – either weekday evenings or Saturday mornings. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school.</p>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET’s utilized the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month at a time that is convenient for parents – either weekday evenings or Saturday mornings</p>



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**Powers of the Receiver**

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

Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective	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.



bargaining agreements.

<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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**Part IV – Title I Schoolwide Program (SWP) Plan Required Components (As applicable)**

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



**Part V – Best Practices (Optional)**

<b><u>Best Practices</u></b>	
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

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

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

