

# 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
08X375: The Bronx Mathematics Preparatory School	320800010375	NYC GEOG DIST # 8 - BRONX	Yellow	SCEP
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Dyon T. Rozier	Aimee Horowitz, Executive Superintendent for Renewal Schools Karen Ames, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	253

### 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.

**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	46.5	47.5	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.	N/A



				<p>Based on our interim assessments, we are making progress towards our target. The following points serve as evidence of implementation and/or strategies:</p> <p>Rescheduled and reprogrammed the school to establish academic intervention services for students using I-Ready</p> <p>Implement Teachers College writing units on all grade levels</p> <p>All students receive 8 periods of ELA-based instruction weekly</p> <p>Students take I-Ready baseline and mid-year assessment to determine growth and determine targeted areas of improvement, including April.</p>	
3-8 Math Growth Percentile	Yellow	30.1	31.1	<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>Based on our interim assessments, we are making progress towards our target. The following points serve as evidence of implementation and/or strategies:</p> <p>Implement CCLS-aligned curriculum combining units from <i>EngageNY</i> and <i>CMP3</i></p> <p>AIS support and tutoring provided twice a week to targeted students, based on assessment data</p>	N/A
3-8 Math Percent Level 2 & Above	Yellow	26%	27%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the</p>	N/A



				<p>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>Based on our interim assessments, we are making progress towards our target. The following points serve as evidence of implementation and/or strategies:                      Implement CCLS-aligned curriculum combining units from <i>EngageNY</i> and <i>CMP3</i>                      AIS support and tutoring provided twice a week to targeted students, based on assessment data.</p>	
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	26%	27%	<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>Based on our interim assessments, we are making progress towards our target. The following points serve as evidence of implementation and/or strategies:                      Teachers use item analysis from the previous year’s exam to inform decisions.                      OMNI-Learn science CBO provides tutoring to 8th graders, focusing on the hands-on lab portion of the exam.</p>	N/A



				Urban Advantage delivers professional development to science teachers.	
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 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>Based on our interim assessments, we are making progress towards our target.</p>	N/A
School Survey – Safety	Yellow	1.72	1.76	<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 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>Based on our interim assessments, we are making progress towards our target. Examination of OORS data for September 2014 to January 2015, compared to OORS data for September 2015 to January 2016, indicates a decline in level 1, 2, and 3 infractions. Through April, infractions remain low.</p> <ul style="list-style-type: none"> <li>School community, in collaboration with our main CBO, Counseling in Schools, continued to implement Positive Behavior Interventions</li> </ul>	N/A



				<p>and Supports (PBIS), resulting in a 6% reduction in level 4 and 5 incidents and an increase of in attendance to 90.6%, as measured by OORS data and daily ATS data through April.</p> <ul style="list-style-type: none"><li>• School leaders, parent coordinator, and the CBO director have presented, and engaged with the community, through multiple means, by which the school has worked to increase parent involvement for the 2015-2016 school year. Examples include: School Messenger, Skedula, interest surveys, parent workshops, CBO services, school events, Family Nights, and information sessions.</li><li>• School community, in collaboration with our main CBO, Counseling in Schools, continued to implement Positive Behavior Interventions and Supports throughout the school year.</li></ul>	
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<b>LEVEL 2 Indicators</b>					
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
9th Grade Credits of Former 8th Graders	Yellow	71.0%	72.0%	<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 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>Based on our interim assessments, we are making progress towards our target.</p>	N/A
Framework: Collaborative Teachers	Yellow	2.72	2.76	<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 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>Based on administration’s work with teacher teams, we are making progress towards our target. Teacher teams meet regularly during scheduled department meeting times. With a focus on student work and using protocols, they address problems of</p>	N/A



				<p>practice identified through the analysis of student work products and assessment data. Using assessment data, teachers make revisions to their lesson plans, unit plans, pacing calendar, and curriculum map. Teacher teams collaborate to create and refine lessons that promote intellectual engagement and greater student learning.</p> <p>All departments completed a minimum of one research based looking at student work protocol to analyze individual student data and identify specific targeted instruction to address academic needs.</p>	
Framework: Rigorous Instruction	Yellow	3.00	3.04	<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 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>Based on our interim assessments, we are making progress towards our target. The following points serve as evidence of implementation and/or strategies: DRP assessment administered 3 times per year – upcoming in May) TC writing units implemented school-wide TC writing on-demand baseline and end line data AIS math tutoring for targeted students using I-Ready Metamorphosis consultants in math and Generation Ready consultants for ELA/humanities, focusing on planning and coaching classroom practice Daily common planning time, focusing on looking at student work and planning</p>	N/A



				<ul style="list-style-type: none"> <li>• DRP assessment data showed that 80% of students made progress in Lexile Level growth, which indicates development in reading comprehension through April.</li> <li>• Benchmark unit exam data revealed that 50% of students made progress toward becoming proficient in power standards, increasing in April.</li> </ul>	
Implement Community School Model	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). 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>The Community Engagement Team makes continuous efforts to engage parents of The Bronx Math Prep school community. Parent workshops are held once per month, on the 3rd Wednesday of the month, from 5:30 P.M. to 7:00 P.M., geared toward various topics. These workshops are facilitated primarily by one of our CBOs, The Leadership Program. The focus of these workshops is to provide parents with the tools to be actively involved in their child’s academic achievement, updates on current events that affect their child’s safety and socialization and information around effective communication strategies. On average, there are 10-15 parents who attend each workshop.</p>	N/A



				<p>The Community Engagement Team also outreaches to parents on a weekly basis through personal phone calls. These phone calls are primarily made to invite parents into the school to meet with the community school’s parent engagement specialist for one-on-one meetings, with the goal of engaging parents in a personal conversation, assessing any challenges or obstacles that prevent the family from engaging with the school more regularly.</p> <p>Parents receive information regarding school events and how they can participate in these events regularly through robo-calls, standard letter mail, backpack mail, the Remind app text messages, personal calls and flyers that are both mailed home and displayed in school.</p>	
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 statements below show a trajectory of this work and progress towards meeting this indicator prior to summative data sources being readily available.</p> <p>The school is fully implementing the 200 hours of learning in collaboration with the lead CBO, Counseling in Schools. Students receive additional time for reading during our independent reading block. We also offer the following programs during Extended Learning Time (ELT): dance, robotics, chorus, academic interventions, computer programming, engineering, fashion and design, and cosmetology, and Black Pearl. These clubs and activities support students’ social- emotional and academic development. This is evidenced, based on</p>	N/A



				students' attendance and participation.	
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

## Part II – Key Strategies

<b>Key Strategies</b>				
<i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.				
List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan	
1. <b>Rigorous Instruction</b> <b>Goals:</b> By June 2016, teachers will incorporate a workshop model to increase the rigor and coherence of math and ELA curricula, that is strongly aligned to the instructional focus, CCLS, and the instructional shifts which will result in students' ability to analyze, synthesize, evaluate complex text, and problem solve, as measured by an increase in the average level of proficiency rates to 2.17 in ELA and 2.11 in math.	Yellow	In the framework area of Rigorous instruction, the school has focused on the following work throughout SY 15-16  During the April 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.  <ul style="list-style-type: none"> <li>DRP assessment data showed that 80% of students made progress in Lexile Level growth, which indicates development in reading comprehension.</li> </ul>	N/A	



<p><b>Key Strategies:</b>                  Teachers will participate in cycles of professional development to support the implementation of a comprehensive literacy program. This will include:                   PD on how to incorporate small group reading strategies that will help guide students toward becoming independent readers who build knowledge and understanding through texts.                   PD at the TC Writing Institute that will prepare teachers to teach units of study in writing.                   PD to support science (facilitated by Omnilearn) and math (facilitated by Metamorphosis) teachers on how to implement inquiry-based learning activities to promote higher order thinking by discovery of students.</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>			
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	RTI/AIS			
2.	<p><b>Supportive Environment</b>  <b>Goals:</b>                  By June 2016, the school community, in collaboration with our main CBO, Counseling in Schools, will continue to implement Positive Behavior Interventions and Supports (PBIS), resulting in a 6% reduction in level 4 and 5 incidents and an increase of attendance to 90.6%, as measured by OORS data and daily ATS data.</p> <p><b>Key Strategies:</b>                  Provide ongoing professional development and training to staff to address the social-emotional needs of the school community.</p> <ul style="list-style-type: none"> <li>• Training in restorative circles</li> <li>• Training in collaborative problem solving</li> <li>• Training in conflict resolution</li> <li>• Training in Life Space Crisis Intervention.</li> <li>• Training in Anecdotal documentation</li> </ul>	Yellow	<p>In the framework area, Supportive Environment, the school has focused on the following work throughout SY 15-16.</p> <p>Counseling in Schools is currently implementing a number of PBIS initiatives at Bronx Math Prep, including monthly attendance trip incentives, Citizen of the Month trip incentives, monthly birthday celebrations, and use of restorative practice techniques in the STAR Room.</p> <p>A schedule of professional development trainings will be confirmed with new administration for the spring semester.</p> <p>Examination of OORS data for September 2014 – January 2015, compared to OORS data for September 2015 – January 2016, indicates a decline in level 1, 2, and 3 infractions.</p> <p>Staff has received training on Chancellor's Regulations 411 and crisis de-escalation PD, in support of addressing the needs of the social-emotional needs of the school community.</p> <p>Counseling in Schools will continue to implement Positive Behavior Interventions and Supports (PBIS). Counseling in Schools is providing on going counselling to all identified at-risk students.</p> <p>Year-to-date attendance is 90.7%.</p>	N/A



	<ul style="list-style-type: none"> <li>• Training in how to integrate PRIM (Pre Referral Intervention Manual) strategies.</li> </ul>			
3.	<p><b>Collaborative Teachers</b></p> <p><b>Goals:</b></p> <p>By June 1016, teachers will participate in both horizontal and vertical teams to using the "Looking at Student Work " protocol to examine student data , identify gaps in student knowledge or skills, and plan for targeted small group instruction that includes appropriate scaffolds for all students, including targeted sub groups (bottom 1/3, SWDs, and ELLs) which will increase the average level of proficiency rates to 2.17 in ELA and 2.11 in math, as measured by New York State ELA and New York State math exam.</p> <p><b>Key Strategies:</b></p> <p>Tier 3 teacher inquiry team will collaborate to complete a minimum of two inquiry cycles aligned to one of the <i>Framework for Teaching</i> components (1e, 3b, 3c, or 3d) to identify next steps and practices that are needed to support lesson</p>	Yellow	<p>In the framework area, Collaborative Teachers, the school has focused on the following work throughout SY 15-16.</p> <p>.</p> <p>During the April 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"> <li>• All departments completed a minimum of one research-based looking at student work protocol to analyze individual student data and identify specific targeted instruction to address academic needs.</li> </ul>	N/A



	<p>planning and instruction.</p> <p>Teacher teams will use writing assessment rubrics and looking at student work protocol to inform small group instruction and next steps for instruction adjustment.</p> <p><b>Renewal School Priority Areas:</b> Danielson Framework Implementation - Observation Cycle Inquiry</p>			
4.	<p><b>Effective School Leadership</b> <b>Goals:</b> By June 2016 school leaders will allocate fiscal, human, and structural resources to ensure every teacher is trained and supported in utilizing a research-based protocol for looking at and analyzing student work and data, using a collaborative inquiry process in order to identify school-wide , group, or individual student needs, and in instructional practices that extend higher-order thinking and rigor for all students, as evidenced by 60% of ineffective and developing teachers advancing one or more HEDI ratings in Danielson components.</p>	Y	<p>In the framework area, Effective School Leadership, the school has focused on the following work throughout SY 15-16.</p> <p>During the April progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP).</p> <p>The school administration uses reading assessment data from the Degrees of Reading Power (DRP) to assess student progress. The results from the DRP inform the school of the current reading levels, which is used to inform instructional practices and gives the administration insight in how to purposefully meet with our teacher teams, which is used to provide feedback to departments and individual teachers. School leadership analyzes measures of teacher practice data to design individual and department professional development for educators.</p>	N/A



	<p><b>Key Strategies:</b> On a quarterly basis, the principal and administrative cabinet will review student data to analyze and aggregate data by grade and subject that is aligned to student progress and provide feedback to department and individual teachers.</p> <ul style="list-style-type: none"> <li>• Evaluation feedback will be used to guide mid-year teacher and administrative conferences.</li> <li>• Evaluation feedback will be used to identify professional development needs and adjustment to plan.</li> </ul>			
5.	<p><b>Strong Family-Community Ties Goals:</b> By June 2016, there will be a 5% increase in the parent response rate on the NYC DOE Learning Environment Survey, as a result of the coordinated efforts of the administration, teachers, parent coordinator, community school site director, on-site community based organization (CBO) and all additional external partners.</p>	Y	<p>In the framework area, Strong Family-Community Ties, the school has focused on the following work throughout SY 15-16.</p> <p>During the April 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"> <li>• School leaders, parent coordinator, and the CBO director presented the multiple means by which the school has worked to increase parent involvement throughout the school year.</li> </ul>	N/A



	<p><b>Key Strategies:</b>                  Use of online grading and reporting system, Skedula will ensure unlimited real time access to student progress.                   Use five point communication system to provide outreach to parents regarding school activities and important updates.</p>			
<p><b>Green</b></p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u>.</p>	<p><b>Yellow</b></p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p><b>Red</b> 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><b>Superintendent-Approved CET Recommendations:</b> Increase parent communication.</p> <p><b>Goals/Outcome of CET meetings:</b></p> <p>Goal --To increase parent communication.</p> <ul style="list-style-type: none"> <li>● Newly assigned principal meets with any parent who comes to the school and implemented a Parent Conference Log. This has resulted in improved communication to parents regarding progress towards behavior and performance goals.</li> <li>● January through April Parent Workshops included a focus on Bullying, Gang Awareness, the Creative Spirit, and Technology Tools for Success.</li> <li>● All teachers have revised their approach to parent communication to ensure all parents are contacted frequently through using an alphabetical approach along with direct need.</li> </ul>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET’s utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>



	<ul style="list-style-type: none"> <li>Recent data indicate a 21 % increase in parent attendance from the November Parent Conferences to April Conferences.</li> </ul> <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.

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.	
<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 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	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: