

## 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
16K455: Boys and Girls High School	331600011455	NYC GEOG DIST #16 - BROOKLYN	Yellow	Cohort 6
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	MICHAEL WILTSHIRE	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcott, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	373

#### 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 Boys and Girls High School are committed to the continued improvement and the success of our students academically, socially and emotionally. Collectively, students, staff and families contribute to a school community that is increasingly safe and conducive to learning. We continue to align 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.

The school is seeing improvements in attendance for the past three years. Current attendance is 80.4%, which is an increase of 8% compared to our 2013/14 rate of 72.4% and an increase of 2.4% compared to last year. This rise in attendance has led to improvements in academics. Executive Principal Michael Wiltshire is implementing new programs and CTE sequences (as part of the NYSED Brooklyn Science, Technology, Engineering, Art, and Mathematics (STEAM grant) to increase the amount of college-level courses and prepare students in industry related fields such as information technology, graphics, engineering, and architecture.

The school's community is more involved than ever before, as evidenced by increased attendance in the PTA, a more active SLT, and increased attendance at parent events (performing arts productions, parent breakfasts, parent teacher conferences). The school continues to implement its School Improvement



Grant (SIG), specifically the implementation of SpringBoard curriculum and supporting professional development (PD), the utilization of GoldMansour & Rutherford to provide PD and support for Special Education teachers (the school’s special education students account for nearly one-quarter of all students). SIG also funds Medgar Evers College/CUNY Research and this association is providing leadership guidance to Dr. Wiltshire so that the turnaround effort at Boys and Girls High School will succeed.

The school’s Community Based Organization, Good Shepherd Services (GSS) works to ensure that after-school enrichment programs are provided, not only for students but also for parents. Increased parental involvement guarantees lasting increases in the school’s four and five-year graduation rate. Connecting students to physical and mental health, and dental services through New York University Lutheran Medical Center is a brand new practice that prevents students from missing school, since they can now easily access the on-site clinic. By being better connected to the community, educators are teaching students responsible levels of citizenship that extend to the national and world community and result in an enhanced capacity for growth.

Part I – Demonstrable Improvement Indicators

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

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
4-Year Graduation Rate	Green	44%	45%	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 September 30, 2016.	N/A

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



				As of April, Boys and Girls High School’s Progress to Graduation tracker indicates that the school will have a graduation rate of 58.5%, which will exceed the target by 14.5%. It should be noted that BGHS attained a 51.5% graduation rate for the 2014-2015 school year. Overall, a status of green ensures SED that BGHS will exceed the 45% target indicated.	
5-Year Graduation Rate	Green	48%	49%	<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 September 30, 2016.</p> <p>Students who have been identified as on track for a 5 or 6-year graduation rate are closely monitored utilizing the New Visions Student Sorter. Presently the projected, 5-year graduation rate is 53%, which ensures that demonstrable improvement will be met.</p>	N/A
College Readiness Index	Yellow	7.3%	8.3%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the 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 September 30, 2016.</p>	N/A

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				Current data shows that, 33% of Cohort R is demonstrating College Readiness in ELA. 7% of Cohort R is demonstrating College Readiness in mathematics and 5% of Cohort R is demonstrating College Readiness in both ELA and mathematics.	
English Regents Percent Pass By Year 3	Yellow	32%	33%	<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 September 30, 2016.</p> <p>As of April, the ELA passing rate is 22% (inclusive of 9, 10, and 11th grade) and 21% if we just look at the 11th grade. This is 10% below our target but we expect, with the June and August administration, to meet the target. In addition, our marking period data shows the following trends, year 3 students have elevated their English course passing rates between the third and fourth marking periods, moving from 63.2% to 68.8%.</p>	N/A
Make Priority School Progress	Yellow	N/A	Meet progres s criteria	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	N/A



				<p>evaluate this indicator will be available pending SED release of information.</p> <p>As of April, 57% of Year 2 students (10th grade only) have passed at least two Regents. 46% of Year 2 students (10th grade only) have passed at least two Regents and also have earned at least 18 credits. 33% of year 9th and 10th grade have passed at least two Regents. 23% of 9th and 10th grade have passed at least two Regents and also earned at least 18 credits. The percentage of year 3 students who successfully completed at least two Regents exams and earned a minimum of 24 credits was at least 45%. The percentage of year 2 students who successfully completed at least one Regents exam and earned a minimum of 18 credits was at least 45%.</p>	
Math Regents Percent Pass By Year 2	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 September 30, 2016.</p> <p>As of April, our Math passing rate by year 2 is 42% (when we use both 9th and 10th grade) and 70% when we just look at our 10th grade. This means we will far exceed this target.</p>	N/A
School Survey - Safety	Green	2.68	2.72	<p>The school engages in a process of evaluating their 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). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>As of April 2016, average student attendance increased by nearly 2% in comparison to last year's overall year-to date average rate, moving from 78.37% to 80.35%. YTD attendance rate is now 80.8%, which is 2.7% above this time last year. 57% of Year 2 students (10th grade only) have passed at least two Regents. 46% of Year 2 students (10th grade only) have passed at least two Regents and also have earned at least 18 credits. 33% of year 9th and 10th grade have passed at least two Regents. 23% of 9th and 10th grade have passed at least two Regents and also earned at least 18 credits.</p> <p>The percentage of year 3 students who successfully completed at least two Regents exams and earned a minimum of 24 credits was at least 45%. The percentage of year 2 students who successfully completed at least one Regents exam and earned a minimum of 18 credits was at least 45%.</p> <p>Representatives of the renewal committee conducted a review that led to the strengthening of a culture for learning that consistently communicates high expectations for all students. The renewal committee also provided structures that enabled school leaders to offer ongoing and detailed feedback and guidance/advisement supports that prepare students for the next level.</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
College and Career Preparatory Course Index	Yellow	11.2%	12.2%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the 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 September 30, 2016.</p> <p>As of April, our College Preparatory Course Index (CPCI) across all 4 cohorts is 20%. Intensive College Prep has occurred over the spring term, led by CBO, Good Shepherd Services. This has involved PSAT prep and financial aid workshops attended by both students and parents.</p>	N/A
Framework: Effective School Leadership	Green	2.68	2.72	<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</p>	N/A



				<p>progress towards meeting this indicator:</p> <ul style="list-style-type: none"> <li>• The vast majority of teachers have demonstrated growth within Danielson component 4e (Growing and Developing Professionally).</li> <li>• The vast majority of teachers have received observation feedback within 72 hours being observed by a supervisor.</li> <li>• 80% of students have engaged in a minimum of two Common Core aligned tasks in each subject.</li> </ul>	
Framework: Rigorous Instruction	Yellow	2.44	2.48	<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> <ul style="list-style-type: none"> <li>• Every student engaged in a minimum of two Common Core aligned tasks in each subject.</li> <li>• Scholarship data indicated an increase of 10% in course passing rates.</li> <li>• As of April, 49% of students have achieved above a 65 on their transcript grade average.</li> <li>• As of April, the number of cohort R students successfully completing three or more Regents exams is 52%.</li> </ul>	N/A
Implement Community School	Yellow	N/A	Implement	The school engages in a process of evaluating their formative and summative data sources throughout	N/A



<p>Model</p>			<p>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"> <li>• As of April, average student attendance increased by nearly 2% in comparison to last year's overall year-to date average rate, moving from 78.37% to 80.35%. Currently data indicates an attendance rate of 80.8%.</li> <li>• Representatives of the renewal committee conducted a review that led to the strengthening of a culture for learning that consistently communicates high expectations for all students.</li> <li>• The renewal committee also provided structures that enabled school leaders to offer ongoing and detailed feedback and guidance/advisement supports that prepare students for the next level.</li> <li>• The percentage of year 2 students who successfully completed at least one Regents exam and earned a minimum of 18 credits was at least 45%.</li> <li>• As of April, 57% of Year 2 students (10th grade only) have passed at least 2 Regents, 46% of Year 2 students (10th grade only) have passed at least 2 Regents and also have earned at least 18 credits, 33% of year 9th and 10th grade have passed at least 2 Regents, 23% of 9th and 10th grade have passed at least 2 Regents and also earned at least 18 credits.</li> <li>• As of April, the percentage of Year 3 students</li> </ul>	
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				who successfully completed at least two Regents exams and earned a minimum of 24 credits was 46%.	
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> <ul style="list-style-type: none"> <li>• Every student engaged in a minimum of two Common Core aligned tasks in each subject.</li> <li>• Scholarship data indicated an increase of 10% in course passing rates.</li> <li>• As of April, 49% of students have achieved above a 65 on their transcript grade average. The number of cohort R students successfully completing three or more Regents exams is 52%.</li> </ul>	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

**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. <b>Rigorous Instruction</b>  <b>Goals:</b>                      Teachers will plan and implement coherent, Common Core aligned lessons and units in all subjects. As a result:</p> <ul style="list-style-type: none"> <li>● By June 2016, every student will engage in a minimum of four Common Core aligned tasks in each subject.</li> <li>● By June 2016, 80% of teachers will earn a rating of Effective or higher on Danielson 1e (Designing Coherent Instruction)</li> </ul> <p>The impact of planning and implementing coherent, common core aligned lessons and units on student achievement will be:</p> <ul style="list-style-type: none"> <li>● By June 2016, the four-year college readiness index for the school will meet or exceed 8.4%</li> <li>● By June 2016, the school’s college and career preparatory course index will meet or exceed 16%</li> <li>● By June 2016, the four-year</li> </ul>	<p>Yellow</p>	<p>In the framework area of Rigorous instruction, the school has focused on the following work throughout SY 15-16. 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"> <li>● Every student engaged in a minimum of two Common Core aligned tasks in each subject.</li> <li>● Scholarship data indicated an increase of 10% in course passing rates.</li> <li>● As of April, 49% of students have achieved above a 65 on their transcript grade average.</li> <li>● The number of cohort R students successfully completing three or more Regents exams is 52%.</li> </ul>	<p>N/A</p>



	<p>graduation rate will meet or exceed 52.3%.</p> <p><b>Key Strategies:</b> The Professional Learning Committee will execute a systematic PD plan that consists of group learning activities, individual coaching, and trainings by supporting partner College Board in the use of the Springboard curriculum.</p> <p><b>Renewal School Priority Areas:</b> Comprehensive Academic Assessment Plan Expanded Learning Time Professional Development: Educating All Students</p>			
2.	<p><b>Supportive Environment Goals:</b> The school will continue to nurture a school culture where students feel safe, supported, and challenged by their teachers and peers. This will be supported by regular review of data and collaborative efforts to track progress for all students, including at-risk students. As a result of an improved school culture the impact on student achievement will be:</p>	Yellow	<p>In the framework area of Supportive Environment, the school has focused on the following work throughout SY 15-16. 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"> <li>As of April 2016, average student attendance increased by nearly 2% in comparison to last year’s overall year-to date average rate, moving from 78.37% to 80.35%. Through April, this number has increased to 80.8%.</li> <li>Representatives of the renewal committee conducted a review that led to the strengthening</li> </ul>	N/A



	<ul style="list-style-type: none"> <li>• By June 2016, student attendance will be at least 81.5%.</li> <li>• By June 2016, staff will establish a culture for learning that consistently communicates high expectations for all students and offer ongoing and detailed feedback and guidance/advisement supports that prepare students for the next level (QR 3.4c Proficient).</li> </ul> <p>By June 2016, the percentage of Year 2 and 3 students making progress to graduation will be at least 45.6%.</p> <p><b>Key Strategies:</b> School will establish ongoing linkages to health, mental health, optical and dental services.</p>		<p>of a culture for learning that consistently communicates high expectations for all students.</p> <ul style="list-style-type: none"> <li>• The renewal committee also provided structures that enabled school leaders to offer ongoing and detailed feedback and guidance/advisement supports that prepare students for the next level.</li> <li>• The percentage of Year 2 students who successfully completed at least one Regents exam and earned a minimum of 18 credits was at least 45%.</li> <li>• As of April, 57% of Year 2 students (10th grade only) have passed at least 2 Regents, 46% of Year 2 students (10th grade only) have passed at least 2 Regents and also have earned at least 18 credits, 33% of 9th and 10th grade students have passed at least 2 Regents, 23% of 9th and 10th grade students have passed at least 2 Regents and also earned at least 18 credits and the percentage of Year 3 students who successfully completed at least two Regents exams and earned a minimum of 24 credits was 46%.</li> </ul>	
3.	<p><b>Collaborative Teachers</b></p> <p><b>Goals:</b> Teachers will collaboratively plan and implement coherent, Common Core aligned lessons and units with appropriate multiple entry points in all subjects based on analysis of student work and data. As a result of successful teacher collaboration the impact on teacher practice will be:</p> <ul style="list-style-type: none"> <li>• By June 2016, 80% of teachers will earn a rating of Effective or</li> </ul>	Yellow	<p>In the framework area of Collaborative Teachers, the school has focused on the following work throughout SY 15-16. 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"> <li>• The majority of teachers have engaged in structured, inquiry based professional collaborations that promote the achievement of school goals and the implementation of CCLS (including the instructional shifts), strengthening the instructional capacity of teachers. While we do</li> </ul>	N/A



<p>higher on Danielson 1e (Designing Coherent Instruction).</p> <ul style="list-style-type: none"> <li>● By June 2016, the majority of teachers will be engaged in structured, inquiry based professional collaborations that promote the achievement of school goals and the implementation of CCLS (including the instructional shifts), strengthening the instructional capacity of teachers (QR 4.2a rating of Proficient).</li> <li>● By June 2016, curricula and academic tasks are planned and refined using student work and data so that a diversity of learners, including ELLs and SWDs, have access to the curricula and tasks and are cognitively engaged (QR 1.1c rating of proficient).</li> </ul> <p>As a result of successful teacher collaboration and improvement in teacher practice the impact on student achievement will be:</p> <ul style="list-style-type: none"> <li>● By June 2016, every student will successfully complete a minimum of two interdisciplinary Common Core aligned tasks.</li> <li>● By June 2016, the four-year college readiness index for the school will meet or exceed 8.4%.</li> <li>● By June 2016, the school’s college and career preparatory course index will meet or exceed 16%.</li> </ul>	<p>not follow a research-based model of inquiry such as “Strategic Inquiry” or “Data Wise,” teams meet consistently to collaborate and plan.</p> <ul style="list-style-type: none"> <li>● Every student has engaged in a minimum of two Common Core aligned tasks in each subject.</li> <li>● Every student has successfully completed a minimum of one interdisciplinary Common Core aligned task.</li> </ul>	
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	<ul style="list-style-type: none"> <li>● By June 2016, the four-year graduation rate will meet or exceed 52.3%.</li> </ul> <p><b>Key Strategies:</b> Supporting partner Goldmansour and Rutherford LLC will train all special education teachers in ICT co-teaching models and differentiated instruction.</p> <p><b>Renewal School Priority Areas:</b> Danielson Framework Implementation - Observation Cycle</p>			
4.	<p><b>Effective School Leadership</b></p> <p><b>Goals:</b> School leaders will nurture a collaborative school culture that values professional pride where everyone is a learner, resulting in high academic outcomes for all students. This will be evidenced by:</p> <ul style="list-style-type: none"> <li>● Through the 2015-2016 school year, every teacher will receive written formative or evaluative feedback within 72 hours of class observations that is relevant and includes next steps, as evidenced by Advance data and other documentation of feedback.</li> <li>● By June 2016, at least 90% of classes will be taught by a teacher appropriately licensed in the</li> </ul>	Yellow	<p>In the framework area of Effective School Leadership, the school has focused on the following work throughout SY 15-16. 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"> <li>● The vast majority of teachers have demonstrated growth within Danielson component 4e (Growing and Developing Professionally).</li> <li>● 80% of students have engaged in a minimum of two Common Core aligned tasks in each subject.</li> <li>● As of April 2016, average student attendance increased by nearly 2% in comparison to last year's overall year-to date average rate</li> <li>● The percentage of Year 2 students who successfully completed at least one Regents exam and earned a minimum of 18 credits was at least 45%.</li> </ul>	N/A



	<p>subject area.</p> <p>As a result of successful school leadership the impact on teacher practice will be:</p> <ul style="list-style-type: none"> <li>● By June 2016, 80% of teachers will earn a rating of Effective or higher on Danielson 4e (Growing and Developing Professionally).</li> <li>● By June 2016, the majority of teachers will consistently align assessment to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels (rating of Proficient on QR 2.2).</li> </ul> <p>As a result of successful school leadership and improvement in teacher practice the impact on student achievement will be:</p> <ul style="list-style-type: none"> <li>● By June 2016, the four-year college readiness index for the school will meet or exceed 8.4%.</li> <li>● By June 2016, the school's college and career preparatory course index will meet or exceed 16%.</li> </ul> <p>By June 2016, the four-year graduation rate will meet or exceed 52.3%</p>		<ul style="list-style-type: none"> <li>● As of April, 57% of Year 2 students (10th grade only) have passed at least 2 Regents, 46% of Year 2 students (10th grade only) have passed at least 2 Regents and also have earned at least 18 credits, 33% of 9th and 10th grade students have passed at least 2 Regents, 23% of 9th and 10th grade students have passed at least 2 Regents and also earned at least 18 credits and the percentage of Year 3 students who successfully completed at least two Regents exams and earned a minimum of 24 credits was 46%.</li> </ul>	
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	<p><b>Key Strategies:</b> School leaders will monitor Advance data to provide targeted support for teachers in competencies or Danielson components that are predominantly developing or ineffective.</p>			
5.	<p><b>Strong Family-Community Ties</b> <b>Goals:</b> The school will nurture a welcoming environment for the local community to enrich the school. This will be done by:</p> <ul style="list-style-type: none"> <li>● Developing a system where all families receive school communications and can communicate with teachers and other staff members in all pertinent languages.</li> <li>● Ensure families can establish reciprocal communication with teachers and other staff members about children’s academic, social, and emotional developmental health progress and how to best support student achievement.</li> </ul> <p>Evidence of Success</p> <ul style="list-style-type: none"> <li>● By June 2016, student attendance will be at least 81.5%.</li> <li>● By June 2016, school leaders and</li> </ul>	Yellow	<p>In the framework area of Strong Family-Community Ties, the school has focused on the following work throughout SY 15-16. 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"> <li>● As a result of strong family-community ties, average student attendance increased by nearly 2% in comparison to last year’s overall year-to-date average rate, moving from 78.37% to 80.35%. Attendance was 80.8% as of April 2016.</li> <li>● Representatives of the renewal committee conducted a review that led to the strengthening of a culture for learning that consistently communicates high expectations for all students.</li> </ul>	N/A



	<p>staff will consistently communicate high expectations that are connected to a path to college and career readiness and offer ongoing feedback to help families understand student progress toward those expectations via grade meetings held with parents at least once per semester.(QR 3.4b Proficient).</p> <p>By June 2016, the percentage of Year 2 and 3 students making progress towards graduation will be at least 45.6%.</p> <p><b>Key Strategies:</b> Use of assemblies to engage parents and the school community.</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 <i>with impact</i>.</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></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><b>Superintendent-Approved CET Recommendations:</b></p> <ul style="list-style-type: none"> <li>▪ Additional college programs</li> <li>▪ More flexibility in course scheduling</li> <li>▪ Improved guidance and</li> <li>▪ Communication on student course requirements</li> <li>▪ Assurances and commitment from the New York City Department of Education</li> <li>▪ Providing more counseling to students</li> </ul> <p><b>Goals/Outcome of CET meetings:</b> In response, Boys and Girls High School has hired a new Assistant Principal of Guidance who oversees our Guidance Counselors, facilitates weekly attendance meetings, coordinates with our CBO, and uses the New Visions data systems to track student progress to graduation. Additionally, we are finalizing plans (through the Socio-Economic Grant through NYSED) to offer expansive CTE programs and sequences as a means to ensure students are college and career ready.</p> <p>Our CET meetings are an extension of our SLT meetings, which occur monthly. Additional college level programs are being provided through CUNY Medgar Evers and Long Island University. Guidance supports now overlap with efforts from CBO Good Shepherd</p>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school, which will be used to inform planning, and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET’s utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>



	<p>Services to more effectively mentor students through advisory. A greater number of parents have signed consent forms that allow students to make use of the NYU-Langone School-based health center.</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.

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</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</p>



	<p>2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver. The superintendent, and Office of Renewal Schools, ensure the powers of the receiver are utilized through: Approval of hiring decisions at the school level where appropriate. Approval of major budgetary and fiscal decisions occurs with the support of the superintendent’s office. One of the initiatives under the High School Superintendency for Renewal Schools has been the implementation of EngageNY (math and ELA) and New Visions Curriculum (Social Studies and Science) and this has been a consistent expectation supported by: providing the school with content Instructional Coaches who provide job-embedded coaching to teachers; providing the school with a Director of School Renewal who oversees Instructional Coaches, aligns the work across offices and agencies, monitors school progress, and provides leadership support. The Office of Renewal Schools is implementing extensive summer programs, which will offer learning opportunities for students attending Renewal Schools</p>	<p>made to collective bargaining agreements.</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 <i>with impact</i>.</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></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)**

<u>2016-17 School Year Plan</u>			
<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 <u>each</u> 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
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Part V – Best Practices (Optional)

Best Practices

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

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



Part VI – Fiscal

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

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

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



Part VII – Attestation

RECEIVER:

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

Name of Receiver (Print): \_\_\_\_\_

Signature of Receiver: \_\_\_\_\_

Date: \_\_\_\_\_

COMMUNITY ENGAGEMENT TEAM:

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

Name and Position of CET Representative (Print): \_\_\_\_\_

Signature of Receiver: \_\_\_\_\_

Date: \_\_\_\_\_



**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: