

Receivership

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

3rd Quarter - January 18, 2016 to April 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
16K584: M.S. 584	331600010584	NYC GEOG DIST #16 - BROOKLYN	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	MICHELLE VAN BRUSSEL	Aimee Horowitz, Executive Superintendent for Renewal Schools Rahesha Amon, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	93

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 M.S. 584 are committed to the continued improvement and the success of our students academically, socially and emotionally. Collectively, students, staff and families contribute to a school community that is safe and conducive to learning. We have aligned our resources to build systems that are informed by input and feedback from the School Leadership Team (SLT) and Community Engagement Team (CET), and implemented by school staff and leadership, which meet regularly to evaluate progress based on qualitative and quantitative data.

The school uses these key strategies to address Level 1 and 2 indicators and to engage the community:

- Weekly attendance meetings with interventions and incentives to improve student attendance
- Partnership with CBOs to focus on students' social and emotional health
- Strategic professional learning to build teacher instructional capacity for student improvement
- Deconstructing common core standards to create rigorous learning objectives, activities, assessments and feedback
- Looking at students' work using protocols in teacher teams



- Creating action plans for student improvement with the student council
- Analysis of Quality Review and School Snapshot with members of PTA and School Leadership Team
- Giving parents and the school community an opportunity to share ideas for school improvement

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	Green	39.6	40.6	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify progress 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 noticing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>During the third quarter, Middle School (MS) 584’s state accountability designation has been changed from Priority to Focus status as of February 26, 2016. The New York ity Department (NYCDOE) STARS Scholarship Report indicates that total English Language Arts (ELA) passing growth correlates to a 4.08% overall pass rate between the 2015 marking period 2 (67.03%) and marking period 3 (71.11%). MS584 has been using the i-Ready Adaptive Diagnostic to support the determination of skill level in ELA.. This</p>	N/A



				<p>diagnostic has provided information on identifying areas in which the students are struggling, measures growth over a student’s educational career, and supports data-driven differentiated instruction. The third and final diagnostic will be completed in June 2016. Based on the current diagnostic of student growth scores, it is anticipated that there will be a positive trajectory in the ELA scores.</p>	
3-8 ELA Percent Level 2 & Above	Yellow	38%	39%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify progress towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal School Comprehensive Educational Plan (RSCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>In the third marking period of of the school year 2015-2016, scholarship reports indicates that 6 students scored between 90% and 100% and 6 students scored between 80% and 89%. This reflects a major increase in that in the 2014-2015 school year, no students scored between 90% and 100% and 8 students scored between 80% and 89%, as evidenced in the data gleaned from the STARS DATA report. Moreover, these results are indicative of improved percentile levels in core coursework.</p>	N/A
3-8 Math Growth Percentile	Green	40.7	41.7	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify progress towards this demonstrable improvement indicator. This work is articulated within each framework area of the</p>	N/A



				<p>Renewal School Comprehensive Educational Plan (RSCEP). Data is not yet available for this indicator. We are confident that we are noticing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>The STARS Scholarship Report Data indicates an increase of 2.67% during the third marking period relative to all students passing math courses. In the 2014-2015, there was a 64% pass rate compared to 66.67% in the current school year. Math teachers are receiving both on and off-site professional development from New York City Department of Education (NYCDOE) and math education consulting agencies, which is content area specific and supports teacher development. Additionally, the school provides interim assessments aligned to the Common Core three times a year. This assessment is the i-Ready Adaptive Diagnostic, to support the determination of skill levels math. This diagnostic has provided information on identifying why students are struggling, what are the measures of growth over a student's career, and what data-driven differentiated supports can be provided. Inquiry Teacher Team Groups meet regularly to analyze student work and focus on building teaching strategies that will increase proficiency and progress for at-risk students.</p>	
3-8 Math Percent Level 2 & Above	Yellow	24%	25%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify progress towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal School Comprehensive Educational Plan (RSCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends</p>	N/A



				<p>towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>The third quarter report evidenced the following gains within this demonstrable improvement indicator. In the 2015-16 year, 8.7% of students received grades of 90% or higher and 8.7% received grades of 80% to 89%. Moreover, 20.65% of students are receiving grades of 70%-79% and 27.1% of students are receiving grades of 65%-69%. The vast majority are passing math, as revealed on the metrics on the New York State (NYS) assessments reveal. Additionally, teachers are receiving actionable feedback aligned to the Danielson Framework for Teaching, working in teacher teams to analyze student work, and providing students with Expanded Learning Time (ELT) that is focused on math. The school staff is confident that these efforts will enable MS584 to meet the required proficiency targets.</p>	
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	14%	15%	<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 Renewal School Comprehensive Educational Plan (RSCEP). Data is not yet available for this indicator. We are confident that we are observing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>During the third quarter, grade 8 students prepared for NYS science exams. They are also actively engaged in project and problem-based learning to prepare them for the rigor they will experience in high school. We have observed an increase of 8.3% in the number</p>	N/A



				<p>of students passing science courses during the 2015 academic school year from marking periods 1 to 3. With the data collected from the STARS data system, we anticipate that we will progress towards meeting our benchmark. Science teachers receive professional development both on and off-site and emergent teacher leaders drive teacher teams with a focus on analyzing student work and pivoting instruction to meet students at their respective points of entry. Whereas this indicator remains “Yellow,” the school believes that an increase in passing rates and teacher training will correlate with an increase in students who are at level 3 or above.</p>	
Make Priority School Progress	Green	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 Renewal School Comprehensive Educational Plan (RSCEP). Data is not yet available for this indicator. We are taking specific steps to make every effort to meet our target.</p> <p>The third quarter featured a change in the school’s state accountability designation from Priority to Focus status as of February 26, 2016. This change is due to the fact that over the years there has been a decreased number of level 1 students and an increased number of level 2 students. In math, for example, the data reveal that there are 17% of level 1 students and 28% level 2 students. Although the school is no longer designated as Priority as of June 30, 2016, Priority school progress has been met.</p>	N/A
School Survey - Safety	Green	1.92	1.96	The school engages in a process of evaluating its	N/A



			<p>formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The third quarter Online Occurrence Reporting System (OORS) reports reveal a decrease in the number of behavioral incidents of our at-risk students by at least 9%.</p> <p>The Community Based Organizations (CBOs), such as Counseling in Schools (CIS), have successfully implemented a supportive environment where students develop a trusting relationships with adults In addition, school leaders have held four parent workshops during this quarter in partnership with the CBOs. Parent workshops have been designed to inform parents and to make them collaborative partners in the learning process.</p> <p>The average attendance rate is a testament to the improved school climate as the Year To Date (YTD) attendance is 90.8%, which is nearly one percentage point greater than the end of year attendance rate for School Year (SY) 2014-2015.</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
9th Grade Credits of Former 8th Graders	Green	70.0%	71.0%	<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 confident that we are observing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>School leaders have determined that most students graduate from MS 584 and attend High School in Brooklyn. The students from this school most frequently attend Boys and Girls High School, the Academy for Health Careers, Acorn Community High School, Nelson Mandela High School, and Brooklyn School for Music. Data relevant to grade 9 credit accumulation is still pending.</p>	N/A
Framework: Collaborative Teachers	Yellow	3.04	3.08	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify progress towards this demonstrable improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p>	N/A



				<p>The third quarter involved inquiry teams conducting a review of two i-Ready computer diagnostics to assess student progress toward achieving their academic goals by year's end. A third diagnostic exam will be completed in June 2016. These exams have led to the gathering of additional data, which teachers were able to utilize to pivot instruction to ensure the delivery of high-quality, student-centered lessons that meet individual learning needs. The school will receive an expert-led Quality Review on May 10, 2016, to further assess this indicator.</p>	
<p>Framework: Rigorous Instruction</p>	<p>Yellow</p>	<p>2.88</p>	<p>2.92</p>	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>During the third quarter, school leaders have determined that the vast majority of lesson plans evidenced rigor. School leadership has evaluated team meeting notes from <i>Looking at Student Work</i> sessions to draw this conclusion. Teacher data inquiry team meetings have allowed the examination of teacher lesson plans by the administration in a collaborative setting with the teaching staff. The administration has provided positive feedback with regard to lesson plans at team meetings, professional development and in the Advance web application (APPR).</p>	<p>N/A</p>



Implement Community School Model	Green	N/A	Implement	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify progress towards this demonstrable improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP).</p> <p>During the third quarter, the CBO has successfully implemented a supportive environment where students develop trusting relationships with adults. CIS, a critical CBO partner of the school, provides social-emotional supports during the day and after school to help students achieve at greater levels. In addition, CIS increases parental involvement through the numerous meetings and workshops offered.</p> <p>ELT focuses on academic enrichment in ELA and math.</p> <p>The school recently hosted an Student Awards Assembly as well as a widely attendend CCM Talent Show and Parent and Student Town Hall.</p>	N/A
Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify progress 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>The third quarter ELT focused on Academic enrichment in ELA and math. During ELT, students are strategically grouped to address their learning needs, as revealed in the state and local assessment</p>	N/A



				data. Teachers are able to extend the learning of students throughout the day and the pacing allows for more in-depth learning, which supports student achievement, as evidenced by improvements in core course passing rates.		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow		Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part II – Key Strategies

Key Strategies

As applicable, identify any key strategies being implemented during the current reporting period that are *not described above*, but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.

List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
<p>1. Rigorous Instruction</p> <p>Goals: By 2016 we will have clear structures of collaboration to develop rigorous, Common Core aligned lessons and for analyzing student work to make strategic decisions about instruction.</p> <p>Key Strategies: Develop clear structures of collaboration for analyzing student work and making strategic decisions about instruction to elevate instructional rigor and CCLS alignment.</p> <p>Renewal School Priority Areas: Classroom Implementation of</p>	Yellow	<p>In the framework area of Rigorous instruction, the school has focused on the following work throughout SY 2015-2016.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the Renewal School Comprehensive Educational Plan (RSCEP). The benchmark statements below evidence this work.</p> <p>School leaders have analyzed lesson plans and observations and self-monitored progress.</p> <p>School leaders have participated in and evaluated meeting notes from teacher team meetings.</p> <p>Teacher data inquiry team meetings have allowed for the examination of teacher lesson plans by the administration in a collaborative setting with the teaching staff. Teachers have also received ongoing professional development in lesson planning to continually refine their skills. The administration has provided positive feedback with regard to lesson plans at team meetings, professional development and in</p>	N/A



	<p>Curricula/Writing Strategies Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</p>		<p>the Advance web application.</p> <p>School leaders have determined that the majority of lesson plans were rigorous.</p> <p>MS584's state accountability designation has changed from Priority to Focus status as of February 26, 2016.</p>	
<p>2.</p>	<p>Supportive Environment Goals: By June 2016, create a pathway for students to build resiliency skills that will support their success in school as measured by attendance rates, core course passing rates, promotion rates, and the student learning survey</p> <p>Key Strategies: Identify at-risk - overage students, chronically absent students, and RTI tier students to build resiliency skills and structured intervention plans that will support student success in school as measured by attendance rates, core course passing rates, promotion rates, and the student learning survey.</p>	<p>Yellow</p>	<p>In the framework area of Supportive Environment, the school has focused on the following work throughout SY 2015-2016.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <p>Based on analyses of OORS reports, school leaders have noted a decrease in the number of behavior incidents of our at risk students by at least 9%. Overall, suspensions have decreased significantly compared to last year at the same time.</p> <p>The CBOs have successfully implemented a supportive environment where students develop trusting relationships with adult. The school's YTD average attendance rate is 90.8%, which is nearly one percentage point greater than SY 2014-2015 end of year attendance rate.</p>	<p>N/A</p>



	Attendance Systems & Structures			
3.	<p>Collaborative Teachers</p> <p>Goals: Teachers meet weekly as teams to revise lesson plans to increase student engagement, autonomy and ownership of their own learning by providing multiple entry points based on the analysis of student data from unit assessment, interim assessments and weekly exit slips</p> <p>Key Strategies: Teachers meet weekly as teams to revise lesson plans to increase student engagement, autonomy and ownership of their own learning by providing multiple entry points based on the analysis of student data from unit assessment, interim assessments and weekly exsit slip</p> <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle</p>	Yellow	<p>In the framework area of Collaborative Teachers, the school has focused on the following work throughout SY 2015-2016.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <p>Teacher Data Inquiry Teams have conducted two i-Ready computer diagnostics to assess student progress toward achieving their academic goals by year's end. There will be a third diagnostic in June 2016 in ELA and math. Diagnostic exams were administered in March. These exams have led to the gathering of additional data, which teachers were able to utilize to deliver high quality instruction to students. Areas in which students underperformed on diagnostic exams were further addressed by integrating key skills into lesson planning and honing teacher practice. Teacher teams have analyzed student work to find evidence of critical thinking competencies, such as analysis and synthesis.</p>	N/A



	Inquiry			
4.	<p>Effective School Leadership</p> <p>Goals: Beginning in October 2015 through June 2016 a minimum of three times monthly, school leaders will use the observation of classroom teaching with a research based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, while providing meaningful and timely feedback including developing individualized professional development plans for 75% of the staff.</p> <p>Key Strategies: Beginning in October 2015 through June 2016 a minimum of three times monthly, school leaders will use the observation of classroom teaching to provide timely feedback relevant to individualized professional development plans for</p>	Yellow	<p>In the framework area of Effective School Leadership, the school has focused on the following work throughout SY 2015-2016.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the Renewal School Comprehensive Educational Plan (RSCEP). The benchmark statements below evidence this work. School leaders regularly reviews minutes and agendas from teacher team inquiry groups in ELA and mathematics, in which they participated.. Leadership decisions to utilize i-Ready assessment data have led to student gains of at least five points. This is due to a positive correlation among Academic Intervention Services (AIS) intervention, use of individualized skill set data analyzed by the exams, and student improvement in the classroom.</p> <p>Timely informal and formal observations are in process and are near completion. Data from observations are being used to inform Professional Development (PD). .For example, school leaders identified the need for ensuring rigor in the classrooms and consequently have coordinated professional development on deconstructing the Common Core Learning Standards and the instructional shifts to address this area of growth. In addition, student engagement was addressed through a PD concentrated on “Student-Centered Learning</p>	N/A



	75% of the staff.		Strategies” during professional learning time. It should be noted that there have been three leadership changes over the course of the year.	
5.	<p>Strong Family-Community Ties Goals: To increase the number and quality of parent workshops to ensure all parents understand their students’ academic needs and can support their progress.</p> <p>Key Strategies: To increase the number and quality of parent workshops to ensure all parents understand their students’ academic needs and can support their progress</p>	Green	<p>In the framework area of Strong Family-Community Ties, the school has focused on the following work throughout SY 2015-2016.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <p>School leaders have held four parent workshops at this point in collaboration with the CBOs and have several more planned for the remainder of the current school year. Parent workshops have been designed to inform parents and to make them collaborative partners in the learning process.</p> <p>The school purchased the Jupiter Grading system, which provides a vehicle for increased levels of home-school communication. Parents and students have online access to grades via a secure online grading portal. In addition, parents are able to set alerts for low grades, missing assignments, and absences, which helps to keep them informed about their children’s progress.</p>	N/A
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact.</u>	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

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





Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)

Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.

Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p>Superintendent-Approved CET Recommendations: No recommendations incorporated from public hearing.</p> <p>Goals/Outcome of CET meetings:</p> <ul style="list-style-type: none"> • School leaders explained the School Snapshot data from the NYCDOE website. • This school has to think innovatively about "Supportive Environment" domain of Great 'Schools Framework. • Upcoming Talent Show and Parent Town hall discussed. • School leaders reviewed the process for the upcoming Quality Review slated for May 10, 2016. <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</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>



	Leadership Team (SLT) meetings conducted by the school.	
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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 determine what changes may need to be made to collective bargaining agreements.</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>

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

2016-17 School Year Plan

As applicable, 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 *each* 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	N/A	N/A



	Federal, State and Local Services and Programs -		
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Part V – Best Practices (Optional)

<p><u>Best Practices</u> 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.</p>	
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</u> on instructional practices/key strategies/student engagement.	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): **Rahesha Amon, Superintendent**

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): **Michelle VanBrussel, Principal**

Signature of Receiver: _____

Date: _____



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

2016-17

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

Continuation Plan Cover Page

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