

## 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
12X692: Monroe Academy for Visual Arts & Design	321200011692	NYC GEOG DIST #12 - BRONX	Yellow	SCEP
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	JAMES MEMOLA JR	Aimee Horowitz, Executive Superintendent for Renewal Schools Elaine Lindsey, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	410

#### 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 Monroe Academy for Visual Arts & Design (MAVAD) 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.

Monroe Academy for Visual Arts & Design is beginning to effectively implement strategies to promote rigorous instruction. The specific activities the school undertook to improve instruction and increase learning outcomes focused upon providing teachers with an understanding of how a cycle of data driven instruction (DDI) is organized, planned and administered. This was accomplished during the first term using a combination of whole school professional development as well as common planning time. All teachers were guided through a model cycle of DDI using their own student data. The school's DDI strategy provides teachers with actionable feedback on the skills and content students need to master. DDI cycles provide teachers with student specific data to inform targeted instructional strategies with the intended outcome of increasing student outcomes. In addition, all teachers are currently engaged in professional learning to assist them in creating Common Core aligned unit plans. Teachers submit units of instruction to school leaders for review and feedback. Hence, in surfacing gaps in the alignment of teacher plans to the Common Core Learning Standards (CCLS), teachers are able to adjust their curriculum to deliver more rigorous instruction that will result in students being better prepared to succeed in more rigorous Common Core aligned courses and increase pass rates on Regents exams.



Parent engagement still continues to be an area of concern. During the second term, teachers will conduct parent outreach on a weekly basis and document this engagement. All teachers will use the parent engagement time in their schedules to regularly speak to parents about students’ progress to create a stronger connection between home and school. The school has established a referral system for students and families to respond to the social and emotional needs of students with effective counseling, mentoring and resources. The school has created an attendance team which meets regularly to monitor attendance, conduct family outreach, and create supports for targeted students with chronic attendance issues.

The superintendent enacted receivership at the outset of the school year. First, the superintendent met with the principal and members of the Community Engagement Team (CET) to give stakeholders an overview of the receivership process and review the benchmarks. Second, the superintendent, principal, and Office of School Renewal held a joint public hearing to inform the greater community of the receivership process and gather feedback for improving the process to ensure that the school meets its benchmarks. Third, after the joint public hearing, the CET reconvened and gathered more feedback to present to the superintendent. Fourth, the superintendent gave her feedback as to which recommendations should be included in the revised Renewal School Comprehensive Educational Plan (RSCEP).

Based upon the current Term 1 January 2016 data, the school is 7 % off of its target goal of 46% for the June 2016 four-year graduation rate. In order to address this data the school will offer online learning opportunities, academic intervention services, and mentoring to targeted students while continuing to carefully track and assess the progress of seniors toward meeting the desired goal.

## **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	Y	45%	46%	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	N/A



			<p>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>During the 3<sup>rd</sup> quarter, through a concerted use of the New Visions Tool, the school has been able to monitor and support Cohort R in the school's second semester. Guidance counselors have developed individual student support plans for the 51 students who are eligible for graduation to ensure the target will be met.</p> <p>Overall, the school has 99 students in its 2012 Cohort R. However, 32% of the aforementioned are considered off-track based on credit accumulation. Additionally, 15% of this overall group have been recently discharged, which leaves 84 students remaining as active, potential graduates. Based on this number, the projected graduation rate for June is 45.5%, and this percentile will increase by 5-10 points in August, allowing the school to meet its target, since the projected graduation rate for August stands at 51.5%.</p> <p>Adjustments and next steps to address barriers toward implementation are as follows:</p> <ul style="list-style-type: none"><li>• Review data from mock Regents examination in April 2016 to expose gaps, teach students successful test-taking strategies, and build testing stamina.</li><li>• Monitor progress with success mentors who have been newly assigned to the Cohort 2016.</li><li>• Continue to provide students' access during the school day and after school to iLearnNYC courses to help them accumulate missing</li></ul>	
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				credits, including opening dedicated lab periods for students to work independently on iLearnNYC courses,	
5-Year Graduation Rate	G	49%	50%	<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>During the 3<sup>rd</sup> quarter, intensive advisory approaches led by middle school mentors from Community Based Organization (CBO) Aspira, all students are supported and recognized for their efforts. This ensures that students reach their graduation goals even if stumbling blocks arise. Aspira’s Honor Roll 2015 Fall Celebration Dinner provided such an opportunity, where the school’s CBO honored innumerable students at a gala event in New Rochelle, New York. These types of celebrations motivate those who do not graduate after four years to inevitably do so after five.</p> <p>While the projected graduation rate for June is 45.5%, data trends dictate that this percentage will increase by 5-10 points by August 2016, thus allowing the school to meet its target, since the projected graduation rate for August stands at 51.5%.</p> <p>The data used to determine progress in this metric is captured on the New Visions (NV) Tracker regarding</p>	N/A



				<p>legacy students in Cohort 2015. Cohort 2015 consists of the following students:</p> <ul style="list-style-type: none"> <li>• Total number of students is 111</li> <li>• 58 students who graduated</li> <li>• 18 negatively discharged students</li> <li>• Number of students enrolled in a non-degree program is 29</li> <li>• Total number of active students is 6.</li> </ul> <p>Based upon the current data, in order to meet the goal of 50%, 1 additional student out of the 6 active students and 29 non-degree students would need to graduate by June 2016. Since 29 of these students are enrolled in outside programs such as GED and YABC programs as of Feb. 1, 2016, structures are in place to assess the efficacy of these programs external to Monroe Academy.</p>	
College Readiness Index	Y	2.8%	3.8%	<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>During the 3<sup>rd</sup> quarter, the school has made demonstrative improvement in this indicator. Among 389 active students, 12 students have achieved a College Ready Index of 75+ on the ELA and 80+ on the math Regents. This means that only 3 more students need to achieve the 75/85 minimum score on their appropriate Regents exams for the school to meet its</p>	N/A



				<p>benchmark.</p> <p>Targeted areas for improvement to effectively improve levels of college readiness include:</p> <ul style="list-style-type: none"> <li>• Implementing new policies at MAVAD whereby students would now be permitted to take Regents exams to try for a higher score</li> <li>• Creating College Ready classes for students during the first semester</li> <li>• Enrolling students in a potential College Now program on campus</li> </ul>	
English Regents Percent Pass By Year 3	Y	39%	40%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>During the 3<sup>rd</sup> quarter, a data analysis and review was conducted based on the third-year cohort, which is comprised of 99 students. With 62% of these students who are without the ELA Regents by year three, approximately 4 more students would need to successfully complete their ELA Regents Exam by June 2016 for the school to reach the 40% target. This means that the number of students with the ELA Regents by year three is 35 or 38%.</p> <p>The data used to determine progress in this metric is information captured on the NV Tracker regarding students in Cohort 2017.</p>	N/A



				<p>Barriers to growth for this group of students remain as follows:</p> <ul style="list-style-type: none"> <li>Decreasing attendance resulting in students not passing their ELA exam in June</li> </ul> <p>Adjustments that will be implemented are as follows:</p> <ul style="list-style-type: none"> <li>Assigning all 5 students to a priority group assigned to work with the ELA teacher who is also a model teacher for ELT and tutoring</li> <li>Creating a student support group implemented and overseen by the guidance counselor specifically targeting these students for extra support both academically via tutoring and for social and emotional support via the CBO</li> <li>Continuing 1:1 professional development and coaching from the external ELA consultant one time per week with the ELA teachers for these students</li> <li>Targeted test preparation in the months of May and June</li> <li>Prioritizing students in this bucket to have ELT classes in ELA for extra support and exposure to materials</li> </ul>	
Make Priority School Progress	Y	N/A	Meet progress 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 evaluate this indicator will be available pending SED release of information.	N/A

Receivership Quarterly Report – 3<sup>rd</sup> Quarter AND Continuation Plan (2016-17)

January 18, 2016 to April 15, 2016

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



				<p>During the 3<sup>rd</sup> quarter, MAVAD received a Quality Review on March 8, 2016. The purpose of the review was to evaluate the instructional and organizational effectiveness of the school. Out of five quality indicators used to rank the school’s progress, noteworthy progress was made in two. This includes indicator 1.1 or curriculum, where the reviewer gathered enough site-based curricular evidence to warrant a proficient rating. Indicator 4.2, which measures the progress of teacher teams, yielded a proficient rating as well. The positive gains in these double-weighted indicators point to priority school progress.</p>	
Math Regents Percent Pass By Year 2	Y	40%	41%	<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>During the 3<sup>rd</sup> quarter, school leaders conducted a data review of students who are slated for the Math Regents by Year 2. Of 106 active students, 25 have thus far passed the math Regents by year 2. This accounts for 23.5% of the targeted group. Approximately 18 more students from Cohort 2018 would need to successfully complete their math Regents by June 2016 for this benchmark to be reached.</p>	N/A



				<p>The data used to determine progress in this metric is information captured on the NV Tracker regarding students in Cohort 2016.</p> <p>Based upon the most current data, approximately 24 more students would need to successfully complete their math Regents by June 2016 for the school to reach this benchmark.</p> <p>Targeted test preparation will take place in the months of May and June, including Saturday academy.</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	Y	3.8%	4.8%	<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>MAVAD remains partnered with College Now to give eligible students the opportunity to take college-level courses during their high school career, and are in the process of coordinating College Now classes for</p>	N/A



				<p>interested students.</p> <p>Additional courses for the 2016-2017 school year, including the following potential courses:</p> <ul style="list-style-type: none"> <li>• AP Biology</li> <li>• AP Psychology</li> <li>• AP Art</li> <li>• Marine Biology</li> </ul>	
Framework: Collaborative Teachers	Y	2.56	2.60	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> <li>• Teachers have collaborated in department and grade-level teams using a variety of summative and formative data sources.</li> <li>• Teacher collaboration has ensured that instructional practices and strategies include multiple points of access.</li> <li>• Teacher teams have tailored instruction to the strengths and needs of all students, and instruction is appropriately aligned to the CCLS as evidenced by completion of at least 1 unit in each core subject area and the Visual Arts.</li> <li>• Time has been allotted each day (common planning time 7th period 5 days per week) for all teachers to meet collaboratively within their department and/or grade teams using protocol driven work habits.</li> </ul>	N/A
Framework: Rigorous	Y	2.12	2.16	The school engages in a process of evaluating their	N/A



Instruction				<p>formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> <li>• The curriculum committee collaboratively developed rigorous CCLS-aligned units of study and performance tasks across all core subjects and the Visual Arts to improve rigorous instruction as measured by the development of at least 1 unit of study.</li> <li>• Students are actively engaged in ambitious intellectual activity and developing critical thinking skills as evidenced by customized instruction that is inclusive, motivating, and aligned to the Common Core with high standards being set in every classroom.</li> <li>• All teachers are involved in learning activities that seek to align teachers' unit plans with the CCLS as well as with Levels 3 &amp; 4 of Hess' Rigor Matrix.</li> </ul>	
Implement Community School Model		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>• Monroe Academy for Visual Arts and Design has created learning experiences and provided support to promote social and emotional developmental health resulting in</li> </ul>	N/A



				<p>an increase in attendance rate from 77.11% to 77.44%.</p> <p>During the 3<sup>rd</sup> quarter, the school conducted a data analysis and review to discern attendance patterns. The school's current attendance based on the New Visions Attendance Heat Map is 78.9%. This partial increase is due to the creation and implementation of a Success Mentoring program. Through this initiative, 116 targeted students receive mentoring around attendance from various staff members. This support structure also includes daily parental outreach and home visitation as needed. The CBO has had an active role in tracking this program and gathering feedback to determine its effectiveness.</p> <p>The CBO has also been removed from the District's Corrective Action list due to progress made in certain areas such as Mental Health and a slight increase in student attendance. Nevertheless, ASPIRA is still required to provide monthly reports to administration documenting its progress and detailing goals for the following month.</p>	
Provide 200 Hours of Extended Learning Time	Y	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>The curriculum committee collaboratively developed rigorous CCLS-aligned units of study and performance tasks across all core subjects and the Visual Arts to improve</li> </ul>	N/A



				<p>rigorous instruction as measured by the development of at least 1 unit of study.</p> <ul style="list-style-type: none"> <li>Students are actively engaged in ambitious intellectual activity and developing critical thinking skills as evidenced by customized instruction that is inclusive, motivating, and aligned to the Common Core with high standards being set in every classroom</li> </ul> <p>As of February 1, 2016,, all students are enrolled in ELT credited classes 4 days per week with one day per week of enrichment, tutoring, and afterschool clubs. As of February 1, 2016, the school revamped the entire ELT program. School staff has taken ownership of the implementation of ELT services and have implemented a full ELT program for all students who need to take credit bearing classes.</p>	
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

## Part II – Key Strategies

<b>Key Strategies</b>				
<i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.				
List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan	
1. <b>Rigorous Instruction</b> <b>Goals:</b> By June 2016, the curriculum	Y	In the framework area of Rigorous instruction, the school has focused on the following work throughout SY 15-16.	N/A	



<p>committee will collaboratively develop rigorous CCLS-aligned units of study and performance tasks across all core subjects and the Visual Arts to improve rigorous instruction as measured by the development of at least 5 units of study. If Instruction is customized, inclusive, motivating, and aligned to the Common Core with high standards being set in every classroom, students will be actively engaged in ambitious intellectual activity and developing critical thinking skills as evidenced by a 21.8% increase in the 4 year graduation rate in the 2016-2017 school year.</p> <p><b>Key Strategies:</b> All teachers are engaged in 4-6 weekly cycles of Data Driven Inquiry / Instruction</p> <p><b>Renewal School Priority Areas:</b> Classroom Implementation of Curricula/Writing Strategies</p>	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>• The curriculum committee collaboratively developed rigorous CCLS-aligned units of study and performance tasks across all core subjects and the Visual Arts to improve rigorous instruction as measured by the development of at least 1 unit of study.</li> <li>• Students are actively engaged in ambitious intellectual activity and developing critical thinking skills as evidenced by customized instruction that is inclusive, motivating, and aligned to the Common Core with high standards being set in every classroom.</li> </ul>	
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2.	<p><b>Supportive Environment</b>  <b>Goals:</b>                  Monroe Academy for Visual Arts and Design will create learning experiences and provide support to promote student social and emotional developmental health resulting in an increase in attendance rate from 75.1% to 83.0% by June 2016.</p> <p><b>Key Strategies:</b>                  A student government program or student council serves to identify obstacles and challenges related to students with chronic attendance problems.</p> <p>Attendance Systems &amp; Structures</p>	Y	<p>In the framework area of Supportive Environment, the school has focused on the following work throughout SY 15-16. During this reporting period, the specific activities implemented for this Supportive Environment goal was to plan and implement a school wide student council and to create a functional and effective attendance team consisting of MAVAD staff in partnership with CBO, Aspira.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>• Monroe Academy for Visual Arts and Design has created learning experiences and provided support to promote social and emotional developmental health resulting in an increase in attendance rate from 77.11% to 77.44%.</li> </ul> <p>During the 3<sup>rd</sup> quarter, the ELT program was fully integrated into the school day. All of the classes are credit bearing with the exception of one, which is and Enrichment Science Course. All of the ELT courses are now taught by MAVAD staff.</p>	N/A



			<p>ASPIRA has also made improvements in the area of Mental Health. In the month of March: 15 students received mediation/conflict resolution support, 18 students completed consents for the health center, 6 family meetings were completed and a total of 40 students were for either group services, individual treatment with the Clinician or Family Support. The Urban Health Plan campus Clinician met with 4 MAVAD students, completed 2 psychosocial screenings and made 1 referral for proper clinical treatment services.</p> <p>The CBO also offers 5 enrichments clubs ever Monday. One of these clubs is Student Council which is comprised of more than 12 regular members. The students are currently working on developing leadership skills as well as planning a various initiatives to build school spirit and opportunities for student voice.</p> <p>Additionally, the school is implementing a PBIS program for spring semester. The school has secured a new dean who is the lead teacher in this project.</p> <p>During ELT, the school offers credited courses 4 out of 5 days per week as of Feb. 1, 2016. One day per week the school provides students with a menu of supports including tutoring, mentorship, afterschool sports and group counseling.</p>	
3.	<b>Collaborative Teachers</b>	Y	In the framework area of Collaborative Teachers, the	N/A



	<p><b>Goals:</b> Teachers will collaborate in department and grade-level teams using a variety of summative and formative data to ensure that instructional practices and strategies include multiple points of access, are tailored to the strengths and needs of all students, and are appropriately aligned to the CCLS as evidenced by an increase of 6% regents completion by August 2016.</p> <p><b>Key Strategies:</b> Teachers will collaborate with the Office of School Renewal's professional development theme of WITsi to learn and implement specific writing strategies</p> <p><b>Renewal School Priority Areas:</b> Job-embedded Instructional Coaching</p>		<p>school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>• Teachers have collaborated in department and grade-level teams using a variety of summative and formative data sources.</li> <li>• Teacher collaboration has ensured that instructional practices and strategies include multiple points of access.</li> <li>• Teacher teams have tailored instruction to the strengths and needs of all students, and instruction is appropriately aligned to the CCLS as evidenced by completion of at least 1 unit in each core subject area and the Visual Arts .</li> </ul> <p>During the 3<sup>rd</sup> quarter, as of May 2, 2016, the new principal will begin having weekly meetings with Grade and Department Team leaders in order to support their adult facilitation skills as well plan weekly agendas for each meeting.</p>	
4.	<b>Effective School Leadership</b>	Y	In the framework area of Effective School Leadership,	N/A



	<p><b>Goals:</b> By June 2016, the school leader will implement ADVANCE with fidelity and provide teachers with professional development that builds their capacity to perform effectively on the Danielson Framework, as evidenced by consistent observation/feedback data commensurate with the benchmarks provided by the Office of Teacher Effectiveness.</p> <p><b>Key Strategies:</b> APPR observation/feedback cycles provide consistent, actionable feedback to teachers aligned to the Danielson Framework.</p>		<p>the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>• With the fidelity, the school leader has implemented the ADVANCE teacher development and evaluation system.</li> <li>• School leaders have provided teachers with professional development that builds their capacity to perform effectively on the Danielson Framework, as evidenced by a high completion rate for all teacher observations.</li> <li>• School leaders have provided actionable feedback as part of the observation/feedback cycle to help teachers grow in their practice.</li> </ul> <p>During the 3<sup>rd</sup> quarter, two additional APs have been certified and have begun to conduct observations for Advance. Additionally, the school has received extensive training and support from the Director of School Renewal and Teacher Development and Evaluation Coach in this area to support norming, calibration and development of actionable feedback.</p> <p>Furthermore, as of March 23, 2016, a new principal was assigned to MAVAD. Mr. James Memola Jr. is now the Interim Acting principal.</p>	
5.	<p><b>Strong Family-Community Ties</b></p> <p><b>Goals:</b></p>	Y	In the framework area of Strong Family and Community Ties, the school has focused on the	N/A



	<p>The school and CBO will create a welcoming environment for families and take advantage of community resources to enrich the civic life of the school as evidenced by an increase in attendance to the various parent/family outreach events of at least 2% throughout the school year.</p> <p><b>Key Strategies:</b> The Parent Coordinator will manage Parent Welcome Days on Tuesdays which includes inviting parents to meet with teachers at any time on Tuesdays from 2:45 through 3:55 PM.</p>	<p>following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>• Parent attendance at all events has been monitored after each school-wide event.</li> <li>• Parent attendance has increased by at least 2% over the 2014-2015 school year.</li> </ul> <p>During the 3<sup>rd</sup> quarter, the CBO worked closely with the Parent Coordinator to plan various meetings to support the parents of the school community. In February, 5 parents attended a 2 day Financial Aid Workshop that supported families in completing the FASFA. . In March, a school store was created and is managed weekly by two parents as a source of incentives for students. In April, the CST met and 6 parents attended in order to support the planning for the Community School Forum and garner information about community resources. Additionally, the CBO organized a celebration dinner for students earning an overall average of 85 or higher as well as 2 students with perfect attendance at a restaurant in New Rochelle. Twenty students and parents attended. In May, 4 parents will participate in a Community School Phone Banking meeting in order to reach at least 100 parents and inform them of upcoming school events</p> <p>Throughout the months of April and May, the CBO and Success Mentors have met individually with various parents to discuss student attendance and create support plans.</p>	
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Receivership Quarterly Report – 3<sup>rd</sup> Quarter AND Continuation Plan (2016-17)

January 18, 2016 to April 15, 2016

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



<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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### Part 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>• A community member recommended having more sports programs for students</li> <li>• A community member recommended having additional staff for outreach. Also included in this discussion were comments on the current staffing picture. The community member recommended that current vacancy in math be filled.</li> <li>• A parent stated that her child is experiencing some challenges due to the high number of changes ongoing at the school and expressed that she wants these changes to help students graduate.</li> <li>• A parent stated that they hoped that social and emotional supports that were present last year will continue this year.</li> <li>• A parent recommended that all teachers follow the common core state standards.</li> <li>• A parent requested opportunities to build relationships with</li> </ul>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conduct a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET's utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>



staff and for homework help.

**Goals/Outcome of CET meetings:**

The goal of the CET monthly CET meetings has been to engage the community, provide information and resources to parents, and most recently, to plan for the upcoming Community Forum scheduled for May 21, 2016. At each meeting, parents have the opportunity to share their perspective and ideas about how to improve the school. Community members such as a representative from the local councilman’s office and an employee of a local food bank also regularly attend.

In response to CET recommendations above, the following has been accomplished and noted at CET meetings:

- As of February 2016, the school now has a Basketball Club which meets every Monday. There also was a Student vs. Staff Basketball Game in the beginning of April.
- CBO ASPIRA currently has its own Parent Coordinator, Attendance Teacher and Outreach specialist in order to support with Family Outreach.
- ASPIRA has increase the number of providers that offers Mental Health support over the semester and currently has a full time LSW Social Worker on staff.
- The school has hired two consultants (Math and ELA) to support teachers weekly with aligning the curriculum to the CCLS as well as make adjustments in their daily lesson plans.

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



	<p>held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school.</p>	
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**Powers of the Receiver**  
 Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

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



	<p>a targeted support program. This initiative was a tiered program that provided three levels of support with using the observation and feedback cycle to leverage changes in instruction and environment aligned to the priorities of the Office of School Renewal. Principals participated in observation walks and calibrations during co-visits with the TDEC and the DSR. Additionally, the assistant principals participated in a full day clinic and a series of small group professional learning to share best practices and create a network of support across these four schools.</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)**

**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)**

<b><u>Best Practices</u></b>	
The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.	
List the best practice currently being implemented in the school.	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	
2.	
3.	



**Part VI – Fiscal**

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

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

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



**Part VII – Attestation**

**RECEIVER:**

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

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

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

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

**COMMUNITY ENGAGEMENT TEAM:**

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

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

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

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



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

2016-17

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

Continuation Plan Cover Page

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