

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
23K298: P.S. 298 Dr. Betty Shabazz	332300010298	NYC GEOG DIST #23 - BROOKLYN	Green	SIF 3
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	Jonathan Dill	Aimee Horowitz, Executive Superintendent for Renewal Schools Mauriciere Degovia, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	0K,01,02,03,04,05	229

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 the Dr. Betty Shabazz School are committed to the continued improvement and the success of our students academically, socially and emotionally. Collectively, students, staff and families contribute to a school community that is 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 Dr. Betty Shabazz School, 23K298, is currently on track to implementing key strategies and action steps outlined within their 2015-2016 Renewal School Comprehensive Education Plan (RSCEP). The school is engaging the community and meeting their state and Renewal progress monitoring benchmarks for the 2015-2016 school year. Improvements in school leadership, student learning products, teacher practice, school culture, and collaborative teacher inquiry are evident across the school as determined from on-site visits from the District 23 Superintendent, Principal Lead Facilitator, and Director of School Renewal. In addition, the school has fully implemented the Community School Model and an Expanded Learning Time program for all students. As a result, we have seen an increase in our student attendance by 3% from school year 2014-15 to school year 2015-2016. We have designed systems and structures to support students who have been identified as severely chronically absent, chronically absent, and at-risk attendance students. Teacher and principal practice have improved, however, on-going professional development and coaching is being provided to ensure that best practices are implemented with fidelity and tasks in curriculum are engaging and appropriately challenging for all students.

Part I – Demonstrable Improvement Indicators**LEVEL 1 – Indicators**

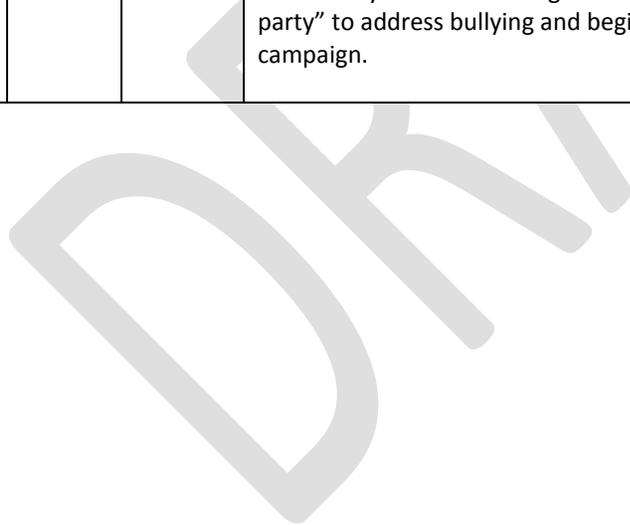
Please list the school's Level 1 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions 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 Math Growth Percentile	Green	40.2	41.2	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>A comparison of our Ready NY CCLS Math Simulation Tests, Test 1 given in December and Test 2 given in February, showed some growth between both assessments. However, the data also showed a need to focus on constructed response questions. For example, Grade 5 comparison of student responses in construction response questions in both tests, highlighted four standards in which students declined. As a result, the teacher teams revised their current pacing calendars to reteach and reassess the standards in which students showed a decline and to ensure proper coverage before state exams. They decided collaboratively on which resources from GoMath would best benefit the students to teach/review and continuously created flexible grouping for students and appropriately rigorous tasks, as evidenced through classroom observations and student work products.</p>	N/A
3-8 Math Percent	Green	26%	27%	The school engages in a process of evaluating their	N/A

<p>Level 2 & Above</p>				<p>formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>In reviewing the GoMath chapter tests results and the Ready NY CCLS Math Simulation test data, there was insufficient exposure or depth of particular standards. For example, in Grade 4, standard 4.OA.3 was taught throughout the months of October to January and in the GoMath chapter tests students’ demonstrated 80% mastery of that standard. However, there was a 9% drop of total possible points a student can obtain from their constructed response questions from Simulation test 1 at 18% to Simulation test 2 at 7%. As a result, teachers dissected the Ready NY constructed response questions and with support from the Teaching Matters Math consultants, teachers tailored their instruction to support groups of students who were part of the decline in this specific standard. These students were also supported during ELT and those not already a part of the Saturday Academy were invited and expected to attend.</p>	
<p>Average Math Proficiency Rating</p>	<p>Green</p>	<p>1.95</p>	<p>1.96</p>	<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</p>	<p>N/A</p>

				<p>August 31, 2016</p> <p>In comparing our Ready NY CCLS Math Simulation Tests, Test 1 given in December and Test 2 given in February, we discovered that our students showed slight growth between both assessments. For example, in our 4th grade class, the average student proficiency rating moved from a 1.31 to a 1.77. With the school wide focus on responding to constructed response questions, the teacher team adopted the acronym, MOLE: mark up the problem, organize the problem, look for a solution, and explain your thinking. After teaching into the strategy, the teachers identified students having difficulties with applying the strategies. Teachers then taught each letter of the acronym individually, and provided students with targeted small group instruction to build on their learning.</p>	
Make Priority School Progress	Yellow	N/A	Meet progress criteria	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are taking steps in order to make every effort to meet our target. Data to evaluate this indicator will be available pending SED release of information.</p> <p>School is on track towards meeting both State and Renewal benchmarks on Level 1 and 2 indicators.</p>	N/A
School Survey - Safety	Green	1.00	1.04	<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</p>	N/A

			<p>comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>Using the New Visions Data Sorter and Attendance Heat Map, we are able to track not only student attendance, but also all intervention, academic and non-academic, that students are receiving. Our community based organization, Partnership with Children (PwC), has provided the school community with systems and structures to support social-emotional learning and deter disruptive behavior. There are peer-mediation sessions that happen amongst students. They are trained by PwC staff, the school guidance counselor and the social worker. PwC has also organized individualized and small group counseling sessions in order to support students. Our Community School Director (CSD) along with the community School team organized an “urban block party” to address bullying and begin an anti-bullying campaign.</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
Average ELA Proficiency Rating	Green	2.08	2.09	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>With the implementation of a new reading and writing curriculum, as well as specific interventions to support reading instruction, we have seen an increase in students' reading levels and continue to provide small group instruction. For example, in grade 3, there was a small increase, .05%, in the average proficiency rating on the Ready NY CCLS ELA simulation from December to February. A closer look of the data highlighted that out of 26 students, 16 increased in their level of proficiency and there is 1 level 3 student, 9 level 2 students, and the remainder are level 1 with a range of 1.5 to 1.98.</p>	N/A
Framework: Rigorous Instruction	Green	2.84	2.88	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The</p>	N/A

				<p>evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>Benchmark assessments are given after every unit in math and ELA. Our benchmark assessment are TCRWP, GoMath units of study, Writing On Demand, work sampling, Foundations/Wilson and ELA/Math simulations from Ready NY. Simulation data showed that there is improvement in student scores from test 1 to test 2 in both ELA and Math. Our TC running record data shows there have been increases in student reading levels. Teachers use this data during their inquiry meetings in order to pinpoint strategies that can work with students who have not demonstrated growth by using TC reading resources and sharing their own best practices.</p>	
Implement Community School Model	Green	N/A	Implement	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>We have monthly leadership meetings with the CBO director and administrative cabinet to discuss benchmarks around the number of participants at each event, and identify different strategies to employ to sustain participation. Our CBO has funded Team First, through a subcontract, for our afterschool program. There is a Boys and Girls Scouts chapter at the school. Through Partnership with Children, our lead CBO, we have created partnerships with Visiting Nurse Service and NY Psychotherapy in order to provide the most appropriate mental health services to our families. We have also seen a growth of 2.10%</p>	N/A

				in our student attendance from last year at 88.4%.	
Performance Index on State ELA Exam	Green	51	53	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>Similarly to the teaching of the MOLE (Mark up the text, Organize your workspace, Label your work, Explain your thinking) strategy in math, teachers determined that the RACE (Restate the question, Answer the question, Cite text evidence , Explain evidence) strategy also needed to be taught throughout multiple lessons. Student work samples showed the inconsistencies in student learning. Teachers met again after a few weeks of re-teaching the strategy and noticed an improvement in student’s responses. Teachers used rubrics to model the work and students used rubrics to self-assess their work.</p>	N/A
Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>Through classroom observations by the instructional</p>	N/A

				cabinet, there is evidence that students are receiving differentiated instruction during ELT. Students are in a mix of homogenous and heterogenous groups, depending on the task. Teachers use Ready NY data, as well as their TC Reading and Writing work in order to design appropriately challenging tasks. Teachers create opportunities for students to support one another through peer collaboration and provide enrichment opportunities for identified students in ELA and math.	
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				
<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. Rigorous Instruction Goals: By June 2016, the average ELA proficiency will increase by .09 percentage points (2.08 to 2.17) as measured by the NYS ELA exam.	Green	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. With the continued support of the staff developers, we have determined that there is a need to assess students more frequently for on-demand writing and	N/A	

	<p>Key Strategies: The Professional Development plan is tied to specific action objectives and activities are aligned to those objectives. As activities, like team inquiry meetings, or lesson modeling are completed teachers and administrators are asked to answer surveys about the quality and effectiveness of the professional development.</p> <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Comprehensive Academic Assessment Plan Professional Development: Academics</p>		<p>conducting running records every 4 weeks, as a way to ensure that students are meeting or exceeding standards before the end of the school year..</p> <p>For grades K-2, a new structure has been implemented to support reading fluency and comprehension. Every Friday is now known as “assessment Fridays”. During this time, teachers will assess students in their reading progress using Foundations. Teachers are expected to upload their data onto the school shared platform and at their next team meeting discuss findings and generate next steps to support reading in the primary grades. For grades 3-5, teachers will continue to use results from on-demand writing in order to tailor their small group instruction. Teachers in grade 3-5 are engaged in Data Wise inquiry work, in order to identify an appropriate learner-centered problem and a problem of practice. Throughout this work, teachers have focused on grounding statements in evidence and have adopted the “I notice, I wonder” protocol to begin looking at student work before engaging in a structured looking at student work protocol.</p>	
2.	<p>Supportive Environment Goals: By June 2016, the school will increase its academic press toward academic achievement as measured by a 5 percentage point increase in parents and teachers who respond positively (agree or strongly agree) on the New York City School Survey to questions in the social-emotional learning section.</p> <p>Key Strategies:</p>	Green	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <p>Responses from the informal surveys indicate that parents are grateful that there is a writing curriculum and that students know their reading levels. Parents also shared that a structure to invite and include parent volunteers would be great to have.</p> <p>The school has tracked every event that they have hosted and have identified a core group of parents that have attend more than 6 events and will engage them in conversation about volunteering at the</p>	N/A

	<p>1. Enhancing teacher pedagogy based on specific goals of teachers – Administration and the Lead Partner follow an observation schedule to look at teacher practice and provide timely feedback on Domains 3B, 1E, and 3C. Teachers have shown growth in all three areas due to peer observation and lesson modeling across the school and with our Learning Partner School.</p> <p>Attendance Systems & Structures</p>		<p>school. This data also highlighted a need to leverage teacher relationships with parents in order to increase attendance and involvement in school activities. During the parent engagement time, teachers are asked to conduct personal invitations to parents in their class in order to support parent participation.</p>	
<p>3.</p>	<p>Collaborative Teachers Goals: By June 2016, teacher teams will work collaboratively to implement more effective math Common Core Learning Standards and mathematical strategies as measured by a .17 increase in students’ average proficiency on the New York State Mathematics Exam.</p> <p>Key Strategies: 1. Teacher teams, with the guidance of the administration and the Teaching Matters Coach, met on a weekly basis in the structure of a professional learning community (PLC). These PLCs were structured in cycles of work as follows: data</p>	<p>Green</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>After the introduction of MOLE, teachers noticed that they needed to modify their lessons and tasks to mirror what is expected on the test. Teachers also had to modify their learning plans in order to target groups of students with the implementation of MOLE. Historically, the school has not performed well in math. After administering the NYS Math assessment, reviewing student work, and the Go Math chapter results, the decision was made to provide additional learning opportunities for students who need intervention and for students who need enrichment. The school wants to ensure that the most important and crucial standards are covered with enough depth before students move up in grades. The school is currently in its 5th assessment cycle and expects to see</p>	<p>N/A</p>

	<p>analysis of common assessment, goal setting based on data, implementation of instructional strategies and evaluation of goals based on data.</p> <p>Renewal School Priority Areas: Inquiry</p>		<p>growth in its performance tasks, as well as fluency skills.</p> <p>The school has incorporated its 1st Annual “Math Bee”. This “bee” focuses on fluency drills, and ensures that students know their math facts. This foundational knowledge is necessary in all grades. The school instructional cabinet, in consultation with their data consultant, identified math as an area of focus. The school decided to change the structure of ELT in order to maximize the mathematics learning. During this time, the school administrators will conduct classroom walkthroughs and provide feedback to teachers in order to continue to strengthen math pedagogy.</p>	
<p>4.</p>	<p>Effective School Leadership Goals: By June 2016, school leaders will provide timely and actionable feedback on classroom observations and design targeted professional development so that 80% of teachers will improve their instructional practice as measured on the Danielson Framework for Teaching in components 1e and 3c.</p> <p>Key Strategies: The following methodologies were used to support expanded learning time; Double periods, block scheduling, after school programs, and a Saturday Academy.</p>	<p>Green</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>The school administrators are engaged in a practice where they are focused on strengthening the feedback given to teachers, as well as the feedback the lead evaluator gives to all secondary evaluators. In order to continue to build coherence amongst all evaluators, daily walkthroughs are conducted and the feedback that is given to the teachers is also subject to feedback from other evaluators. The school has seen an increase in effective practices and a decrease in developing practices in Domain 1e, Designing Coherent Instruction. The school has seen slight movement in 3c, Engaging Students in Learning. With the support of the TC staff developers and the SIF Lead Partner, Teaching Matters, the teachers will continue to work on strengthening their pedagogy in order to increase student intellectual engagement.</p>	<p>N/A</p>

<p>5.</p>	<p>Strong Family-Community Ties Goals: By June 2016, there will be a 2.2 percentage point increase in whole school attendance rate, as measured by the school’s Annual Attendance report.</p> <p>Key Strategies: We continue to use the tools set in place during Year One. Additionally we plan to implement:</p> <p>Curriculum Celebrations that will invite parents into the classrooms to celebrate the achievements of students.</p> <p>Utilize weekly Parent Engagement time to reach out to parents about their children and activities at school. Plan and implement Parent Workshops that give the community the tools to help our students meet and exceed expectations.</p>	<p>Green</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>The school has monthly leadership meetings with the CBO director and administrative cabinet to discuss benchmarks around the number of participants at each event, and identify different strategies to employ to sustain participation. The school has seen an increase in student attendance by 3% from school year 2014-15, 88% to school year 2015-2016, 91%. The CBO has continued with assigning Success Mentors to students who have been identified as chronically absent and at-risk.</p> <p>The school and CBO have designed sessions for parents that are aligned to what they are interested in. For example, there is currently a knitting group, a Mom’s Against Violence group with community outreach, and adult learning opportunities.</p>	<p>N/A</p>
<p>Green</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>Yellow</p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>

Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)		
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p>Superintendent-Approved CET Recommendations: Every PA and SLT meeting this year has an agenda item that includes Renewal School Updates Strengthen Family Participation In school wide events and school family relationships</p> <p>Goals/Outcome of CET meetings: The CET meets monthly to discuss progress in school improvement plan implementation and Receivership status.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either</p>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET’s utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>

	<p>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.</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	<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>Yellow Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>

Part IV – Title I Schoolwide Program (SWP) Plan Required Components (As applicable)

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

Part V – Best Practices (Optional)

Best Practices

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

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

Part VI – Fiscal

Budget Analysis/Narrative and Budget Documents – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below. <u>Please note</u> , 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
Additionally, <u>under separate attachment</u> , 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

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: