

# 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
08X405: Herbert H. Lehman High School	320800011405	NYC GEOG DIST # 8 - BRONX	Yellow	SCEP
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	John Powers	Aimee Horowitz, Executive Superintendent for Renewal Schools Carron Staple, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	1071

### 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 Herbert H. Lehman High School are committed to the continued improvement and the success of our students academically, socially and emotionally. Collectively, students, staff and families contribute to a school community that is 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.

## 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	54%	55%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. Data to evaluate this indicator will be available September 30, 2016. We are confident that we are seeing positive trends towards meeting the target.</p> <ul style="list-style-type: none"><li>As of April 29, 2016, our planned 4 year graduation rate is 48.1% and August 2016, we anticipate an increase to 58.2%. The projected 48.1% June graduation rate is greater than the 2014-2015 rate of 40%. Activities including Eastside House outreach, guidance interventions and inclusion of actionable feedback for teachers in observation reports.</li></ul>	N/A

5-Year Graduation Rate	Y	60%	61%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. Data to evaluate this indicator will be available September 30, 2016. We are confident that we are seeing positive trends towards meeting the target.</p> <ul style="list-style-type: none"> <li>As of May 2016, the projected 5-year graduation rate is 61%, up 1 percentage point from the previous cohort's 5-year graduation rate.</li> </ul>	N/A
English Regents Percent Pass By Year 3	Y	41%	42%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <ul style="list-style-type: none"> <li>As of April 29, 2016, the pass rate for Cohort S ELA Regents passing rate is 45.7%, surpassing the benchmark for the current year. Mock Regents exams and formative</li> </ul>	N/A

				assessments show that an overall pass rate of 55+ % is realistically attainable.	
Make Priority School Progress	Y	N/A	Meet progress criteria	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <ul style="list-style-type: none"> <li>• Staff implementation of Common Core-aligned curricula in core content subjects resulted in increased student achievement.</li> <li>• As of April 29, 2016, our planned 4 year graduation rate is 48.1% and August 2016, we anticipate an increase to 58.2%. The projected 48.1% June graduation rate is greater than the 2014-2015 rate of 40%. Activities including Eastside House outreach, guidance interventions and inclusion of actionable feedback for teachers in observation reports.</li> </ul>	N/A
Math Regents Percent Pass By Year 2	Y	46%	47%	The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the	N/A

				<p>target. Data to evaluate this indicator will be available September 30, 2016.</p> <ul style="list-style-type: none"> <li>Math continues to be a growth area for the school. There are plans to hire an assistant principal who specializes in math, as well as continue leveraging the math coach from the renewal office. Students who repeated the Algebra exam in January have a passing rate of 27%, which is below the benchmark, but mock Regents exams and formative assessments show that a 45-47% passing rate for the overall year is realistic.</li> </ul>	
School Survey - Safety	Y	1.48	1.52	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> <li>LHS community, in partnership with our CBO partners, aligned resources to implement systems and structures to support and promote the social, emotional, and academic development and growth for all students, as evidenced by: an overall attendance rate of 82.8%; a decrease of 2.5% in incidents reported on OORS.</li> <li>Parents will have received outreach, learning opportunities, and/or services, as</li> </ul>	N/A

				documented by teacher and CBO partner logs.	
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<u><i>LEVEL 2 Indicators</i></u>					
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
Framework: Collaborative Teachers	Y	1.92	1.96	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The statements below show a trajectory of this work and progress towards meeting this indicator prior to summative data sources being readily available.</p> <ul style="list-style-type: none"> <li>Teachers participated in department, grade, and interdisciplinary level collaborative teacher team meetings, and used data to inform Common Core-aligned lessons and</li> </ul>	N/A

				<p>units that engage students in differentiated learning experiences</p> <ul style="list-style-type: none"> <li>• a rating of proficient or higher on Quality Review indicator 4.2 in Principal Performance Observations</li> </ul>	
Implement Community School Model	Y	N/A	Implement	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrative improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The statements below show a trajectory of this work and progress towards meeting this indicator prior to summative data sources being readily available.</p> <ul style="list-style-type: none"> <li>• LHS community, in partnership with our CBO partners, aligned resources to implement systems and structures to support and promote the social, emotional, and academic development and growth for all students, as evidenced by:  an overall attendance rate of 82.8%  a decrease of 2.5% in incidents reported on OORS</li> </ul>	N/A
Progress Toward Graduation-Years 2 and 3	Y	31.4%	32.4%	<p>The school engages in a process of evaluating its formative and summative data sources throughout</p>	N/A

				<p>the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). 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> <ul style="list-style-type: none"> <li>• Staff implementation of Common Core-aligned curricula in core content subjects resulted in increased student achievement</li> <li>• As of April 29, 2016, our planned 4 year graduation rate is 48.1% and August 2016, we anticipate an increase to 58.2%. The projected 48.1% June graduation rate is greater than the 2014-2015 rate of 40%.</li> </ul>	
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 (RSCEP). The statements below show a trajectory of this work and progress towards meeting this indicator prior to summative data sources being readily available.</p> <ul style="list-style-type: none"> <li>• Interventions and supports are provided during ELT, the data points below are reflective of the support provided to students during this extended time:</li> <li>• As of April 29, 2016, our planned 4 year graduation rate is 48.1% and August 2016,</li> </ul>	N/A

				we anticipate an increase to 58.2%. The projected 48.1% June graduation rate is greater than the 2014-2015 rate of 40%.	
Regents Completion Rate	Y	23.1%	24.1%	<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 renewal school comprehensive educational plan (RSCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <ul style="list-style-type: none"> <li>In January 2016, 726 cohort R students were scheduled to take Regents exams, and 287 attended and sat for said exams, which resulted in 73 students passing. Cohort S had 597 scheduled and 312 attended and sat for exams, resulting in 145 passing. Regents completion rate for cohort S is stronger than cohort R, but with several interventions including ELT courses, tutoring, small group instruction, and use of the New Visions Data Tracker to monitor student progress, the school is realistically able to make its benchmark.</li> </ul>	N/A
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .		<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b> Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – Key Strategies

<u>Key Strategies</u> <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.	<p><b>Rigorous Instruction</b></p> <p><b>Goals:</b></p> <p>During the 2015-2016 school year, teachers will collaborate on designing lesson plans and curriculum that use differentiation and Depth of Knowledge(DOK)-aligned questioning, as measured by a 2% increase in students in years two and three of high school who have (1) earned 10 or more credits in the most recent year of high school, (2) earned six or more credits in the four main subject areas, with at least three of those subject areas represented, in the most recent year of high school, and (3) have a total of two (for year two) or four (for year three)</p>	Y	<p>In the framework area of Rigorous instruction, the school has focused on the following work throughout SY 15-16. During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>• Staff implementation of Common Core aligned curricula in core content subjects resulted in increased student achievement</li> <li>• As of April 29, 2016, our planned 4 year graduation rate is 48.1% and August 2016, we anticipate an increase to 58.2%. The projected 48.1% June graduation rate is greater than the 2014-2015 rate of 40%.</li> <li>• As of April 29, 2016, the pass rate for Cohort S ELA Regents passing rate is 45.7%, surpassing the benchmark for the current year. Mock Regents exams and formative</li> </ul>	N/A

<p>Regents requirements completed by the end of the school year (June). NYSAA-eligible students are excluded.</p> <p><b>Key Strategies:</b>  Professional development will be embedded into teachers' schedules each week via teacher Circular 6 professional period to foster collaboration, strengthen trust between colleagues, and revise units and tasks to align to CCLS. The work of lesson study and inquiry will be strengthened. Increase the number of students participating in common planning.</p> <p>School administration will provide classroom visits (evaluative and non-evaluative) provide meaningful feedback to teachers regarding alignment of lessons and tasks to the CCLS, and best practices and strategies promoting student engagement in rigorous tasks. The observation cycle, as tracked by</p>		<p>assessments show that an overall pass rate of 55+ % is realistically attainable.</p>	
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	<p>school leaders, will be aligned to the measurable objective. Continue to deepen lesson study and inquiry process.</p> <p><b>Renewal School Priority Areas:</b>  Classroom Implementation of Curricula/Writing Strategies  Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</p>			
2.	<p><b>Supportive Environment</b></p> <p><b>Goals:</b>  During the 2015-2016 school year, as a result of expanded prevention and intervention curricula for social emotional development instituted by both internal and external stakeholders, there will be a 5% increase in student attendance by June 2016.</p>	Y	<p>In the framework area, Supportive Environment, the school has focused on the following work throughout SY 15-16. During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (RSCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>LHS community, in partnership with our CBO partners, aligns resources to implement systems and structures to support and promote the social, emotional, and</li> </ul>	N/A

<p>Students thrive via the relationships they have established with at least one caring adult in the school community and whereby teachers also feel supported and acknowledged as vital contributors to a safe school.</p> <p>East Side Settlement was selected as the CBO partner for our school and will provide social and emotional support for our 10th grade cohort students via individual/ group counseling, classroom workshops, case conferencing, home visits, and establishing school and home connections with the parents. This CBO will also work in close connection with guidance counselors, teachers, assistant principals and other support staff to receive and provide feedback on student progress.</p> <p>A new student council executive board will be elected this June. There will be 5 students in place,</p>		<p>academic development and growth for all students, as evidenced by:  an overall attendance rate of 82.8%  a decrease of 2.5% in incidents reported on OORS).</p>	
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<p>president, vice president, secretary and parliamentarian. In the fall of 2015, elections will be held for grade specific representatives to join the student council. In addition, students are represented at the SLT monthly meetings. Empowering students to join as members of the student council provides a forum for their concerns and suggestions to be expressed for school improvement.</p> <p>We use multiple frameworks, based upon needs. PGC targets our incoming 9th graders, Achievement Mentoring, Team Intervene, Positive Actions, Voices, and Restorative Circles.</p> <p>There is a need to provide more preventative measures for behavioral and social-emotional development across all grades. There is a need for cohort-specific committees that monitor weekly the progress of students in a</p>			
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<p>particular cohort and work in conjunction with the academy support Staff.</p> <p>The school team will review attendance data, academic, and behavioral anecdotal via SKEDULA per student and by cohort to assess periodically.</p> <p>We would use data to identify and/or highlight students in need of social and emotional support. Based on the data (attendance, academics and behavior), students will be identified in need of emotional support. Appropriate interventions will be put into place through an academy-based structure.</p> <p>Indicate how your attendance and chronic absenteeism rates will improve? In addition to the already established weekly attendance meetings and outreach, we are seeking to recognize and reward students for attendance</p>			
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<p>improvements (certificates, letters being sent home). We will continue to implement school based lunch and learn activities, leadership programming in class enrichment programs by cohort, and after school clubs, based on student interests.</p> <p><b>Key Strategies:</b>  Our school will continue with the implementation of PGC (Peer Group Connection), an instructional research-based program by Center for Supportive Schools to support the successful transition of incoming freshmen into high school. In PGC, 11th and 12th graders (peer leaders) provide peer mentoring to incoming 9th graders and this results in student-to-student positive interactions, relations, and connection to the school, all of which have contributed to a decrease in behavioral incidents, suspensions, and an increase in scholarship for</p>			
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	<p>the incoming 9th grade cohorts for the past three years, in comparison to data collected prior to the inception of PGC.</p> <p>Attendance Systems &amp; Structures</p>			
3.	<p><b>Collaborative Teachers</b>  <b>Goals:</b>  During the 2015-16 school year, teachers will collaborate in teams to monitor and revise and/or unpack and modify their curriculum and instructional practices to meet the needs of all students (special education, general education, and English language Learners), leading to higher levels of student understanding and engagement, as measured by an increase in the number of students passing Regents examinations in Common Core algebra and English Language Arts by 3%.</p>	Y	<p>In the framework area, Collaborative Teachers, the school has focused on the following work throughout SY 15-16. During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>● Teachers participated in department, grade, and interdisciplinary level collaborative teacher team meetings, and use data to inform Common Core-aligned lessons and units that engage students in differentiated learning experiences</li> <li>● The school earned a rating of proficient or higher on Quality Review indicator 4.2 in Principal Performance Observations</li> <li>● Staff implementation of Common Core aligned curricula in core content subjects resulted in increased student achievement</li> </ul>	N/A

	<p><b>Key Strategies:</b>  Teacher leaders will share their expertise with colleagues to develop a strong school culture through peer support, collaboration, and trust. They will work with colleagues to understand their individual skills/knowledge related to curriculum and instruction.</p> <p>Teachers will participate in professional development opportunities on effective strategies for providing multiple entry points in curricula and classroom practice to meet the needs of all students.</p> <p><b>Renewal School Priority Areas:</b>  Danielson Framework  Implementation - Observation Cycle  Inquiry</p>			
4.	<p><b>Effective School Leadership</b>  <b>Goals:</b></p>	Y	In the framework area, Effective School Leadership, the school has focused on the following work	N/A

<p>During the 2015-16 school year, ELA and math teachers will engage in collaborative and targeted professional development programs aligned to their individual strengths and needs, leading to improved teaching strategies and pedagogy, as measured by a 3% increase in the number of students who gain 4+ credits in ELA and math.</p> <p><b>Key Strategies:</b> Restructure the common planning time by increasing the time and number of teachers involved in common planning in which all ELA and Math teachers (inclusive of Special Education and ESL teachers) can collaborate by their respective content around research-based pedagogical strategies dealing with literacy in alignment with the Common Core. This plan will be fulfilled by exercising the following measures: inter-visitations, cycles of inquiry and tracking student progress toward reaching goals</p>	<p>throughout SY 15-16. During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>• School leaders made strategic decisions to organize resources concerning human, programmatic and fiscal capital, resulting in: an increase in the number of teachers that are rated effective in Danielson component 3C</li> <li>• The school received a rating of effective or higher on indicators 1.4, 3.1, 3.4, 4.1, 5.1 in PPO</li> </ul>	
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	through an analysis of data from assessment, classroom observations, lesson planning and student work.			
5.	<p><b>Strong Family-Community Ties</b></p> <p><b>Goals:</b></p> <p>In the 2015–16 school year, the school will increase the participation in and impact from parental engagement opportunities, resulting in an increase in the number of parents that feel welcome and engaged in the school community so they can better support their children’s academic and social-emotional needs, keeping them on track to graduate, as measured by a 5% increase in graduation rate.</p> <p><b>Key Strategies:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• Timely notices (language--friendly)</li> <li>• Calendars</li> </ul>	Y	<p>In the framework area, Strong Family-Community Ties, the school has focused on the following work throughout SY 15-16.</p> <p>During the 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>• 65% of parents received outreach, learning opportunities, and/or services, as documented by teacher and CBO Partner logs.</li> </ul>	N/A

	<ul style="list-style-type: none"> <li>• Packages of information (language-friendly)</li> <li>• Posters</li> <li>• Surveys</li> <li>• Teachers' Syllabi explaining expectations (language-friendly)</li> <li>• Pupil Path</li> <li>• CBO information or supplied services</li> </ul> <p>Engaging Parents in Monthly Workshops</p> <ul style="list-style-type: none"> <li>• Expectations and Resources</li> <li>• Common Core</li> <li>• Academic Policy</li> </ul>			
<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 III – Community Engagement Team and Receivership Powers

<b>Community Engagement Team (CET)</b>		
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>            Create a peer-mentoring program similar to PGC that operates like a Big Sibs tutoring program.            Increase student recruitment via networking with middle schools.</p> <p><b>Goals/Outcome of CET meetings:</b></p> <p>CET reviews Quarterly Reports and with SLT reviews data and discusses strategies to address student academic and socio-emotional progress</p> <p>The CET continually assesses and reports on the implementation of</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</p>

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

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

determine what changes may need to be made to collective bargaining agreements.

<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <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 IV – Title I Schoolwide Program (SWP) Plan Required Components (As applicable)**

<i>2016-17 School Year Plan</i>			
<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	N/A	N/A

	Effective and Timely Additional Assistance		
10	Coordination and Integration of Federal, State and Local Services and Programs -	N/A	N/A

**Part V – Best Practices (Optional)**

<b><i>Best Practices</i></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.	CEA	School wide instructional initiative that focuses on critical thinking, writing and justifying claims using evidence. CEA has been observed throughout all content areas to ensure consistency in all practices.
2.	Inter-visitation	Through inter-visitation and Japanese Lesson Study, teachers have been exposed to the best practices of their colleagues which has been evidenced by trends in classrooms. For example, a lesson observed in lead teacher’s classroom would be replicated in other classrooms (i.e. 4 corners).
3.	Data driven instruction	Individual student is collected through the use of Ed Performance, LightSail, Achieve 3000 and Reading Plus Pilot program. All of these platforms allow teachers to collect data, such as reading lexiles, skill assessment and targeted item analysis, in order to inform their instruction.

Part VI – Fiscal

<p><b>Budget Analysis/Narrative and Budget Documents</b> – 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.</p>		
Design Element	Status (R/Y/G)	Analysis of 2015-16 School Year
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact</u> on instructional practices/key strategies/student engagement.	N/A	N/A
<p>Additionally, <u>under separate attachment</u>, the LEA/school must provide a <b>Budget Narrative</b> and an <b>FS-10</b> 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.</p>		

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:

