

# 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
08X301: M.S. 301 Paul L. Dunbar	320800010301	NYC GEOG DIST # 8 - BRONX	Yellow	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	Hesham Farid	Aimee Horowitz, Executive Superintendent for Renewal Schools Karen Ames, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	210

### 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 Paul L. Dunbar 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 Paul L. Dunbar Middle School for Creativity, Collaboration and Community continues to focus on bringing rigorous academic instruction to the forefront of our work while fostering the development of the whole child. The school is making progress towards meeting our Level 1 and Level 2 targets based on our current data and our continued reflection and refinement of our practice

**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	Base-	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
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	(R/Y/G)	line			
3-8 ELA Growth Percentile	Yellow	45.4	46.4	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstratble 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>Dunbar Middle School used the iReady assessment as a baseline and midline assessment in ELA. The ELA baseline assessments were administered in September and the midline assessments were administered at the end of January, and in again in April. The average school wide number of correct responses on the baseline ELA assessment was 19.3 out of 49 questions. The average number of correct responses on the midline ELA assessment was 28 out of 49 questions. The students also demonstrated growth in standards RI.1 &amp;2 and RL. 1&amp;2 when those standards were isolated.</p> <p>Dunbar Middle School implemented independent reading on a daily basis as part of the ELA program using American Reading Company. Students were assessed using the IRLA (Independent Reading Level Assessment) from the American Reading Company to determine reading levels and identify the skills they need to work on. On average, students have grown .25 years from September to April across grade levels.</p>	N/A
3-8 ELA Percent Level 2 & Above	Yellow	32%	33%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this</p>	N/A



			<p>demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP).</p> <p>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>Based on our interim assessments, we are making progress towards our target. The following points serve as evidence of implementation and/or strategies: -implement Teachers College writing units on all grade levels -all students receive 10 periods of ELA weekly (approx. 500 minutes) -students take I-ready baseline and mid-year assessment to determine growth and determine targeted areas of improvement</p> <p>Dunbar Middle School used the iReady assessment as a baseline and midline assessment in ELA. The ELA baseline assessments were administered in September and the midline assessments were administered at the end of January, and in again in April. The average school wide number of correct responses on the baseline ELA assessment was 19.3 out of 49 questions. The average number of correct responses on the midline ELA assessment was 28 out of 49 questions. The students also demonstrated growth in standards RI.1 &amp;2 and RL. 1&amp;2 when those standards were isolated.</p> <p>Dunbar Middle School implemented independent reading on a daily basis as part of the ELA program using American Reading Company. Students were</p>	
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				<p>assessed using the IRLA (Independent Reading Level Assessment) from the American Reading Company to determine reading levels and identify the skills they need to work on. On average, students have grown .25 years from September to April across grade levels.</p>	
3-8 Math Percent Level 2 & Above	Yellow	26%	27%	<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>Based on current formative data, we believe we are on target to meet this goal. The following points serve as evidence of implementation and/or strategies: -implement CCLS aligned curriculum combining units from Engage NY and CMP3. -Smartstart tutoring targeting at risk students, provided twice a week.</p> <p>Dunbar Middle School used the iReady assessment as a baseline and midline assessment in Math. The Math baseline assessments were administered in September and the midline assessments were administered at the end of January, and April. There was growth, although minimal, on the Math iReady from baseline to midline in the sixth and seventh grade.</p> <p>On average, students have grown .25 years from September to April across grade levels.</p>	N/A



Grade 4 and 8 Science Percent Level 3 & Above	Yellow	12%	13%	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	N/A
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</p> <p>The following points serve as evidence of implementation and/or strategies:                      -teachers use item analysis from the previous year’s exam to inform decisions                      -OMNI-Learn science CBO providing tutoring to 8th graders, focusing on the hands on lab portion of the exam.</p> <p>Dunbar Middle School used the iReady assessment as</p>	N/A



				<p>a baseline and midline assessment in both ELA and Math. The ELA and Math baseline assessments were administered in September and the midline assessments were administered at the end of January. The average school wide number of correct responses on the baseline ELA assessment was 19.3 out of 49 questions. The average number of correct responses on the midline ELA assessment was 28 out of 49 questions. The students also demonstrated growth in standards RI.1 &amp;2 and RL. 1&amp;2 when those standards were isolated.</p> <p>There was growth, although minimal, on the Math iReady from baseline to midline in the sixth and seventh grade. There was a slight decline in performance from baseline to midline on the eighth grade iReady math assessment.</p> <p>Dunbar Middle School implemented independent reading on a daily basis as part of the ELA program using American Reading Company. Students were assessed using the IRLA (Independent Reading Level Assessment) from the American Reading Company to determine reading levels and identify the skills they need to work on. On average, students have grown .25 years from September to April across grade levels.</p>	

<b><u>LEVEL 2 Indicators</u></b>					
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	Base-	Target	Analysis / Report Out	2016-17 School Year Plan



	(R/Y/G)	line			
Framework: Rigorous Instruction	Yellow	3.28	3.32	<p>The school engages in a process of evaluating their 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> <p>20% reduction of students scoring at a Level 1 on the iReady ELA and Math Tests from the baseline given in September 2015 as a result of teachers consistently developing and implementing lessons aligned to the Common Core Standards, which focus on students developing evidence-based claims.</p> <p>The following points serve as evidence of implementation and/or strategies:                      -IRLA independent reading assessment administered 3 times per year (September, January, May)                      -Teachers College (TC) writing units implemented schoolwide                      -TC writing On demand baseline and endline data                      -Smartstart Math tutoring for targeted students                      -Generation Ready consultants in Math (60 days) and ELA (40 days) focusing on planning and coaching classroom practice                      -Daily common planning time focusing on looking at student work and planning</p>	N/A
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 demonstrative improvement indicator. This work is</p>	N/A



				<p>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> <p>Student attendance at or above 90% as a result of creating interventions and supports for students and families through a collaboration with school support staff and CBO partners.</p> <p>The following points serve as evidence of implementation and/or strategies:</p> <ul style="list-style-type: none"> <li>-Partner with Children’s Aid Society as lead CBO</li> <li>-Hire experienced Community School Director who supervises multiple initiatives, including Attendance Team, Positive Behavior Intervention and Supports (PBIS) Team, and Family Engagement</li> <li>-Classroom management, de-escalation and parenting professional development provided by Ramapo For Children</li> <li>-provide referrals for families to outside agencies for support</li> </ul>	
Performance Index on State ELA Exam	Yellow	36	38	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrative 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 The following points serve</p>	N/A



				<p>as evidence of implementation and/or strategies:</p> <ul style="list-style-type: none"> <li>-implement Teachers College writing units on all grade levels</li> <li>-all students receive 10 periods of ELA weekly (approx. 500 minutes)</li> <li>-students take I-ready baseline and mid-year assessment to determine growth and determine targeted areas of improvement.</li> </ul> <p>Dunbar Middle School used the iReady assessment as a baseline and midline assessment in ELA. The ELA baseline assessments were administered in September and the midline assessments were administered at the end of January, and in again in April. The average school wide number of correct responses on the baseline ELA assessment was 19.3 out of 49 questions. The average number of correct responses on the midline ELA assessment was 28 out of 49 questions. The students also demonstrated growth in standards RI.1 &amp;2 and RL. 1&amp;2 when those standards were isolated.</p> <p>Dunbar Middle School implemented independent reading on a daily basis as part of the ELA program using American Reading Company. Students were assessed using the IRLA (Independent Reading Level Assessment) from the American Reading Company to determine reading levels and identify the skills they need to work on. On average, students have grown .25 years from September to April across grade levels.</p>	
Performance Index on	Yellow	28	30	The school engages in a process of evaluating their	N/A



State Math Exam				<p>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). 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 Based on our interim assessments, we are making progress towards our target.</p> <p>The following points serve as evidence of implementation and/or strategies:</p> <ul style="list-style-type: none"> <li>-implement CCLS aligned curriculum combining units from Engage NY and CMP3</li> <li>-Smartstart tutoring targeting students based on assessment data, provided twice a week</li> </ul> <p>Dunbar Middle School used the iReady assessment as a baseline and midline assessment in Math. The Math baseline assessments were administered in September and the midline assessments were administered at the end of January, and April. There was growth, although minimal, on the Math iReady from baseline to midline in the sixth and seventh grade.</p>	
Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrative improvement indicator. This work is	N/A



				<p>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> <p>Dunbar Middle School is fully implementing Extended Learning Time.</p> <p>Based on our interim assessments, we are making progress towards our target. The following points serve as evidence of implementation and/or strategies:</p> <ul style="list-style-type: none"> <li>-an extra hour of Expanded Learning Time (ELT) added to each day</li> <li>-ELT planned and taught by Dunbar teachers with an approximate student-teacher ratio of 15:1</li> <li>-ELT focus is two-fold: students alternate between literacy (WordGen vocabulary, 100 Book Challenge) and math (focus on fluency and basic skill building)</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 II – Key Strategies

<p><b>Key Strategies</b></p> <p><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.</p>			
List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan



<p>1.</p>	<p><b>Rigorous Instruction</b></p> <p><b>Goals:</b> By June 2016, there will be a 30% reduction of students scoring at a Level 1 on the New York State ELA and Math Tests as a result of teachers consistently developing and implementing lessons aligned to the Common Core Standards, which focus on students developing evidence-based claims.</p> <p><b>Key Strategies:</b> School leaders, in collaboration with coach and SLT will implement a professional development plan that supports the continued development of teacher pedagogy informed by the instructional shifts, Danielson Framework and alignment to common core standards to ensure that lesson planning is effective and instruction is engaging, and challenging.</p> <p><b>Renewal School Priority Areas:</b> Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students Professional Development:</p>	<p>Yellow</p>	<p>In the framework area of Rigorous instruction, the school has focused on the following work throughout SY 15-16.</p> <p>During the April 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>• 20% reduction of students scoring at a Level 1 on the iReady ELA and Math Tests from the baseline given in September 2015 as a result of teachers consistently developing and implementing lessons aligned to the Common Core Standards, which focus on students developing evidence-based claims.</li> </ul>	<p>N/A</p>
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	<p>Educating All Students RTI/AIS</p>			
<p>2.</p>	<p><b>Supportive Environment</b> <b>Goals:</b> By June 2016, student attendance will be at or above 90% as a result of interventions and supports for students and families through collaboration with school support staff and CBO partners.</p> <p><b>Key Strategies:</b> Through partnerships and the services of a full time MSW or LMSW, families and students will receive a wide range of support including referrals to social service agencies, case management and extended learning opportunities that will enable the school to remove barriers to student learning and foster a more positive school climate and culture.</p>	<p>Green</p>	<p>In the framework area, Supportative Environment the school has focused on the following work throughout SY 15-16.</p> <p>-</p> <p>During the April 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>• Student attendance at or above 90% as a result of creating interventions and supports for students and families through a collaboration with school support staff and CBO partners.</li> </ul>	<p>N/A</p>



3.	<p><b>Collaborative Teachers</b></p> <p><b>Goals:</b> By June 2016, all students will increase their overall points on the TC Writing Assessments by an average of 5 points from the pre to post on-demand tests for each of the four units as a result of teacher teams meeting on a weekly basis.</p> <p><b>Key Strategies:</b> All staff will engage in the inquiry process using baseline assessment data along with NYSED item analysis to target student population who will participate in extended learning opportunities, to plan and map out curricular expectations for extended day instruction and create student groups and supports based on need and ability.</p> <p><b>Renewal School Priority Areas:</b> Danielson Framework Implementation - Observation Cycle Inquiry</p>	Yellow	<p>In the framework area, Collaborative Teachers the school has focused on the following work throughout SY 15-16. During the April 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>Students increased their overall points on the TC Writing Assessments in the Narrative and Informational Writing Units by an average 5 points from the pre to post on-demand assessments as a result of teacher teams meeting on a weekly basis.</li> </ul>	N/A
4.	<p><b>Effective School Leadership</b></p>	Yellow	In the framework area, Effective School Leadership	N/A



	<p><b>Goals:</b> By June 2016, on average, teachers will improve 0.5 points on their rating of Danielson component 3D (Using Assessment in Instruction) as a result of timely, meaningful and actionable feedback and a focus on formative assessment.</p> <p><b>Key Strategies:</b> To deepen the understanding of pedagogical practices relative to the four domains espoused by Danielson’s Framework for Teaching with increased student outcomes as the overarching goal. School leaders, and coaches will develop the pedagogy of teachers during the day using Danielson Framework for Teaching with particular focus on questioning and discussion techniques (3b), student engagement (3c) and using assessment in instruction (3d).</p>		<p>the school has focused on the following work throughout SY 15-16.</p> <ul style="list-style-type: none"> <li>-PD focus on checks for understanding</li> <li>-Generation Ready consultants in Math (60 days) and ELA (40 days)</li> <li>-Observation calendars, feedback calendars</li> <li>-Tracking data from round 1 to round 2 of observations</li> <li>-IDE coach delivering staff PD focused on 3D and individualized coaching for teachers on Teacher Improvement Plans</li> </ul>	
5.	<p><b>Strong Family-Community Ties</b></p> <p><b>Goals:</b> By June 2016, 80% of families will</p>	Green	In the framework area, Strong Family-Community Ties the school has focused on the following work throughout SY 15-16.	N/A



	<p>have attended at least one parent teacher conference as a result of collaboration between CBO partners and school staff to use multiple forms of outreach.</p> <p><b>Key Strategies:</b> School leaders and Children’s Aid Society will partner to ensure parent training and development in academic, social and emotional health supports to impact student achievement and positively increase participation in school and the education process.</p>		<p>During the April 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>50% of families attended at least one parent teacher conference as a result of collaboration between CBO partners and school staff to use multiple forms of outreach.</li> </ul>	
<p><b>Green</b></p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p>	<p><b>Yellow</b></p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p><b>Red</b></p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



### Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)		
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p><b>Superintendent-Approved CET Recommendations:</b>                      Increase parental engagement and involvement.                      Increase parental engagement and involvement.</p> <p><b>Goals/Outcome of CET meetings:</b>                      The Community Engagement Team continues to focus on the Superintendent approved recommendation of increasing parental engagement and involvement. Dunbar Middle School prepared for the March Parent Teacher Conference differently than prior conferences. Teachers were given conference prep sheets where they listed pertinent data and key talking points for each student. A focus was put on highlighting strengths as well as next steps for each student. Techniques for approaching difficult conversations with parents were also provided to the staff. A list of possible strategies to use at home was provided to all parents. The result was more data driven discussion between teacher and parent as partners in a student’s learning. Honor Roll and Perfect Attendance Dinners have also been implemented to celebrate the achievements of students</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 conduct a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET’s utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>



and their families. Attendance awards were also given to the parents for making sure their child comes to school regularly.

Ramapo for Children is providing a series of parent workshops focused on making parents more involved in their child’s learning. Dunbar Middle School’s May Parent Night will recreate a school experience for parents where they can travel from class to class and engage in learning activities. After parents visit the classrooms, there will be a carnival with events and activities. Dunbar Middle School is also planning a Community School Forum where parents will have an opportunity to engage in conversation about the progress and next steps for the school through the lens of the Framework for Great Schools. Lastly, Dunbar Middle School continues to promote the use of Engrade as a system for communication between teacher, student and parent. This gives parents real time access to their child’s performance academically and allows school and home to be further connected.

The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school.

**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><b>Yellow</b> Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p><b>Red</b> 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)**

<b>2016-17 School Year Plan</b>			
<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 <i>each</i> 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)**

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



**Part VI – Fiscal**

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

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

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



**Part VII – Attestation**

**RECEIVER:**

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

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

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

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

**COMMUNITY ENGAGEMENT TEAM:**

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

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

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

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



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

2016-17

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

Continuation Plan Cover Page

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

DRAFT

