

## 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
28Q008: J.H.S. 008 Richard S. Grossley	342800010008	NYC GEOG DIST #28 - QUEENS	Green	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	ANGELA GREEN	Aimee Horowitz, Executive Superintendent for Renewal Schools Mabel Sarduy, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	374

#### 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.



**Part I – Demonstrable Improvement Indicators**

<b>LEVEL 1 – Indicators</b>					
Please list the school’s Level 1 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.					
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
3-8 ELA Growth Percentile	Green	47.9	48.9	<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 August 31, 2016.</p> <p>During the 3<sup>rd</sup> quarter, JHS 008 kept its students highly engaged in literacy. Grades 6 and 7 ELA course passing rates are a testament to this effort and they remain on average over 90%. This growth correlates with the school being de-identified from its former Priority status. This average encompasses the second marking period, which ended on January 28<sup>th</sup> and the third marking period, which ended on April 13<sup>th</sup>. Even though average 8<sup>th</sup> grade course passing rates in ELA for grade 8 are lower, at 73.7%, Grade 8 teachers are determined to make a concerted effort to elevate levels of instructional rigor in the upper grades to better prepare students for Common Core shifts at the next level: high school. Overall, with 12.1% of students at level 3 or 4 on State exams, and course passing</p>	N/A



				rates at historically high levels, the ELA growth percentile among level 1 and 2 students is expected to reach its target.	
3-8 Math Growth Percentile	Green	46.2	47.2	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational plan (RSCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>In the 3<sup>rd</sup> quarter, the school engaged in a data review and analysis of progress made among its level 2 students. Level 2 students have grown by 6% over the past year, increasing from 28.2% to 34.2%. When looking comparatively at the school's State math results for all grades, we see continuous growth. For example, in the 6<sup>th</sup> grade, the number of students at level 3 and 4 has grown by 2.6% over the past year, moving from 4.2% in 2014 to 6.8% in 2015. 8<sup>th</sup> grade gains were even greater, moving from 4.9% to 8.8% at level 3 or 4. These gains not only helped to de-identify the school from priority status but also ensured the likelihood of this demonstrable improvement relative to 3-8 math growth percentile.</p> <p>The most recent available student scholarship reports detail a 13.1% increase in passing rates in grade 6, moving from 63.1% in 2014-15 to 72.3% in 2015-16. Across grades six through eight, math scholarship reports show an increase of 7% in students passing (From 73% to 80%) on average.</p>	N/A



Grade 4 and 8 Science Percent Level 3 & Above	Green	31%	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 demonstrable improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational plan (RSCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>Grade 8 students continue to make dramatic improvements in science. District-led STEM initiatives help to immerse both teachers and students in innovative science approaches geared to engineering, computer science, and robotics. Last year’s 2014-15 Quality Review observed student work products in science classes and determined that the school’s curriculum, including science, was proficient. Grade 8 science course passing rates over the first three marking periods have maintained an 82% passing rate, which is a strong indicator of improved science proficiency on State exams.</p>	N/A
Make Priority School Progress	Green	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 renewal school comprehensive educational plan (RSCEP). Data is not yet available for this indicator. We are taking steps in order to make every effort to meet our target. Data to evaluate this indicator will be available pending SED release of information.</p>	N/A



				During the 3 <sup>rd</sup> quarter, JHS 008 was de-listed as a priority school. Instead, JHS 008 was newly identified as a focus school. Even though this former Priority school has made apparent progress, as evidenced from its removal from Receivership mandates at the end of the school year, the school is now re-doubling its efforts on underperforming subgroups. These subgroups include students with disabilities, black, Hispanic, and economically disadvantaged. These subgroups must now be in focus to continue the school's upward climb among state accountability designations.	
School Survey - Safety	Yellow	1.72	1.76	<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). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> <li>• There has been a 2% decrease in the number of incidents as reported in OORS in a year-over-year comparative analysis.</li> <li>• The school's year-to-date average attendance rate has exceeded 90%, which is nearly a half of a point greater than SY 14-15 end of year attendance rate.</li> </ul>	N/A

**LEVEL 2 Indicators**

Please list the school's Level 2 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.



Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Plan
3-8 Math Level 2 & Above - Hispanic Students Subgroup	Yellow	34%	35%	<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> <p>The percentage of Hispanic students in grades 6-8, who have been tested on State math exams has improved by 7.7% over the past two school years, from 2014-2015. The most recent percentile score in this category was 32% at Level 2 &amp; above. The 2016 results promise to narrow this gap even further with an additional 3 percentage points needed to reach this target.</p>	N/A
Framework: Effective School Leadership	Green	2.52	2.56	<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). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>During the 3<sup>rd</sup> quarter, the vast majority of teachers rated, “developing” during the 2014-2015 school year have received an improved rating on the HEDI</p>	N/A



				scale for at least 1 element within Domain 3 of the Danielson Framework, as measured on the Advance web application. School leaders provide concrete, formative, and actionable feedback following observations, which has contributed to this improvement. Additionally there have been increases in student attendance and a decrease in the OORs incidences. It is also important to note that the school was removed from priority status.	
Framework: Rigorous Instruction	Yellow	2.80	2.84	<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). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <p>During the 3<sup>rd</sup> quarter, 50% of students have shown at least a 7% growth in ELA and Math on post unit assessments. This is directly correlated with improved course passing rates and rigorous instruction aligned to Common Core shifts.</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 demonstrable improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p>	N/A



				<p>During the 3<sup>rd</sup> quarter, the school’s nurturing environment as well as the implementation of the community school model has led to a 2% decrease in the number of incidents as reported in OORS in a year-over-year comparative analysis. This improved school climate has also impacted the school’s year-to-date average attendance rate, which has exceeded 90%. This is nearly a half of a point greater than SY 14-15 end of year attendance rate.</p>	
Performance Index on State ELA Exam	Green	60	62	<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 August 31, 2016.</p> <p>During the 3<sup>rd</sup> quarter, all students had an 87% pass rate, which accounts for both English and ESL classes across grades 6-8.</p>	N/A
Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the renewal school comprehensive educational plan (RSCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p>	N/A



				During the 3 <sup>rd</sup> quarter, 50% of students have shown 7% growth in ELA and Math on post unit assessments. ELT was a contributing factor that led to this growth as one-to-one tutoring sessions had a significant impact.	
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

## Part II – Key Strategies

<b>Key Strategies</b>				
<i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.				
List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan	
1. <b>Rigorous Instruction</b> <b>Goals:</b> By June 2016, our school will meet the NYS ELA progress target of 62 and the NYS Math target of 53 as indicated on the Renewal Benchmark Menu, by focusing on improved comprehension skills, critical thinking skills and problem solving skills aligned to the Common Core Learning Standards in all	Yellow	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.  <ul style="list-style-type: none"> <li>During the 3<sup>rd</sup> quarter, 50% of students have shown 7% growth in ELA and Math on post unit assessments. Rigorous instruction was a</li> </ul>	N/A	



	<p>subject areas.</p> <p><b>Key Strategies:</b> Inquiry teams will develop rigorous math curricula and writing strategies</p> <p><b>Renewal School Priority Areas:</b> Professional Development: Academics Professional Development: Educating All Students</p>		<p>contributing factor that led to this growth.</p>	
2.	<p><b>Supportive Environment</b></p> <p><b>Goals:</b> By June 2016, there will be a 5% decrease in the number of incidents, as reported on the Online Occurrence Reporting System (OORS).</p>	Yellow	<p>In the framework area of Supportive Environment, 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>• There has been a 2% decrease in the number of incidents as reported in OORS in a year-over-year comparative analysis.</li> <li>• The school’s year-to-date average attendance</li> </ul>	N/A



	<p><b>Key Strategies:</b> CBO-driven expanded learning time course offerings will increase student engagement and decrease principal’s suspensions.</p>		<p>rate has exceeded 90%, which is nearly a half of a point greater than SY 14-15 end of year attendance rate.</p>	
<p>3.</p>	<p><b>Collaborative Teachers</b> <b>Goals:</b> By June 2016, all teachers will collaborate to develop and implement standardized protocols for detailed feedback in student goals folders. 100% of written feedback will be from teacher developed rubrics along with “next steps” to improve scholarship, as measured by a 5% increase in student final grade point averages in all core subject areas.</p> <p><b>Key Strategies:</b> School leaders will structure common planning sessions to develop a system for providing detailed feedback in student</p>	<p>Green</p>	<p>In the framework area of Collaborative Teachers, 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>50% of all core subject area teachers collaborate during weekly common planning sessions to develop curriculum maps. Additionally, teacher teams make use of backward design planning by incorporating UBD (Wiggins and McTighe).</li> </ul>	<p>N/A</p>



	<p>folders.</p> <p><b>Renewal School Priority Areas:</b> Danielson Framework Implementation - Observation Cycle</p>			
<p>4.</p>	<p><b>Effective School Leadership</b></p> <p><b>Goals:</b> By June 2016, the school leader and supervisory staff , will provide timely feedback aligned to the professional development goals to build teacher capacity so that 95% of the teachers will move one level on the HEDI scale for at least 1 element within Domain 3 ( Instruction) of the Danielson Framework as measured by Advance Data..  DTSDE alignment-2.3, 2.4, 2.5, 4.3</p> <p><b>Key Strategies:</b> Danielson framework implementation and use of observation cycles will result in improved HEDI ratings for teachers</p>	<p>Green</p>	<p>In the framework area of Effective School Leadership, 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>• The vast majority of teachers rated, “developing” during the 2014-2015 school year have received an improved rating on the HEDI scale for at least 1 element within Domain 3 of the Danielson Framework, as measured on the LEA’s Advance web application.</li> <li>• Additionally there have been increases in student attendance and a decrease in the OORs incidences. It is also important to note that the school was removed from priority status.</li> </ul>	<p>N/A</p>



5.	<p><b>Strong Family-Community Ties</b></p> <p><b>Goals:</b> By June 2016, there will be an increase of 5% of in parent engagement in school activities as measured by sign in sheets and logs.</p> <p><b>Key Strategies:</b> Weekly parent engagement sessions on myriad topics will strengthen the home-school connection and increase the level of communication between parents and school staff.</p>	Green	<p>In the framework area of 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>• There has been a 2% increase in parent engagement and school activities, as measured by sign in sheets and logs.</li> <li>• There has been a 2% increase in the number of parents logging on to the PupilPath system to access student achievement data, as measured by the SKEDULA usage report.</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 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> No recommendations were provided or incorporated from the public hearing.</p> <p>The Community Engagement Team has met four times this year. It was established by the committee that they would meet twice a month in order to expedite the planning process. The team will be focusing on engaging the rest of the school community in the committee and focus on addressing the need to improve the tone and learning environment in the school. Ultimately, the team’s primary focus is to have a functional team to develop an action plan for the next academic school year. The team will disseminate a committee report through the SLT and a parent and staff newsletter.</p> <p><b>Goals/Outcome of CET meetings:</b> CET goals include continuing to increase students’ pride and leadership by acknowledging their accomplishments. Additional goals center on increasing parental involvement and developing an action plan to re-brand the school.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on</p>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET’s utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings.</p>



	<p>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>	
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**Powers of the Receiver**  
 Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

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

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

January 18, 2016 to April 15, 2016

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



<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <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.
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**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
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**Part V – Best Practices (Optional)**

**Best Practices**

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

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



**Part VI – Fiscal**

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

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

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



**Part VII – Attestation**

**RECEIVER:**

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

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

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

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

**COMMUNITY ENGAGEMENT TEAM:**

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

Name and Position of CET Representative (Print): Angela Green, Principal

Signature of CET Representative: \_\_\_\_\_

Date: May 2, 2016



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:

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

January 18, 2016 to April 15, 2016

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

