



DRAFT

Receivership Quarterly Report

2nd Quarter - November 1, 2015 to January 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
14K610: Automotive High School	331400011610	NYC GEOG DIST #14 - BROOKLYN	Y	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	Caterina Lafergola, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcott, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	363

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. This 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 Automotive 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.



As a Career and Technical Education (CTE) school, Automotive High School (AHS) provides its students with educational experiences that integrate academic curricula with a career and technical education that enables them to compete both academically and as future technicians within the automotive industry.

AHS remains committed to implementing the Writing is Thinking through Strategic Inquiry (WITsi) framework, which is increasingly evident in classrooms, and teacher teams.

The Director of School Renewal's (DSR) team of instructional coaches (mathematics, ELA, and social studies) provides job-embedded professional support, frequent PD and training, and ongoing integration of instructional materials and strategies in support of WITsi integration. AHS has implemented EngageNY curriculum for Math and ELA, the New Visions curriculum for science and social studies, and the National Automotive Technicians Education Foundation (NATEF) sequence of study for our CTE programs. Observational data indicates that teachers are increasingly using WITSI strategies in support of our implementation curriculum areas, and our Measures of Teacher Practice (MOTP) data indicates that teachers are progressing and/or consistently demonstrating effective practices in planning and preparation (Domain 1).

In addition to the school's robust CTE offerings and evolving instructional programs, AHS has been designated a Community School as part of the Renewal designation. This year, Counseling in Schools (CiS), who has been a part of the AHS community since 2011, has assumed the formal role of Community-Based Organization (CBO). Their focus is to support the school's transformation into a Community School through the integration of mental health services, acting as a liaison between families and social support structures within NYC, and coordinating the various services that currently exist within the school community. In addition, CiS works directly with the students at AHS through their individual and group guidance as well as their role as the primary facilitators of our Expanded Learning Time (ELT) activities. ELT at Automotive HS is provided primarily as "Renewal Hour", which is an additional hour per-day of academic instruction, but also in the form of additional enrichment activities at the conclusion of each school day.

Finally, CiS plays a pivotal role in establishing, implementing, revising, and developing the learning community's shift to a more restorative approach to student discipline while supporting the emotional needs of the teaching and guidance staff. The members of AHS's learning community recognize the importance of addressing students' socio-emotional needs as a means to increasing student academic outcomes. Our work with CiS is reinforced through our partnership with Morningside, an organization renowned for their work around restorative practices, which affords our community a more robust cadre of approaches to meet the varying needs of our students. The positive effects of



these partnerships and our overall shift to a more restorative approach is evidenced by the increase in attendance and the decrease in suspensions when compared to the same period in 2014-2015.

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcome of key strategies related to Receivership, and as such should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.

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Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators				
Please list the school’s Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
4-Year Graduation Rate	G	45%	46%	The AHS community is closely tracking Cohort R’s (class of 2016) progress toward graduation using a variety of different tools. Specifically, the school is using the New Visions for Public Schools data tool (NV tool), which provides data regarding credit accumulation, credit gaps, and Regents in real time. The data from the NV Tool is then used to determine interventions for the students in the cohort, specifically, who is mandated to attend tutoring (delivered by an external organization), who requires additional support from the school’s guidance counselor and CiS, who requires parental outreach, and who might benefit from Regents preparation.
College Readiness Index	Y	3.7%	4.7%	Work toward improving the school’s College Readiness Index is hampered, to some extent, by the necessity of affecting a paradigm shift. Students have not, historically, seen the inherent value in retaking exams in order to meet the College Ready benchmarks. Guidance counselors, the CBO, and staff are working hard at messaging the importance of being college ready by exposing students to various post-secondary experiences. This is evidenced by a number of activities and trips. Specifically, a post-secondary fair was held in the fall, which showcased a number of technical and academic post-secondary schools. The



				<p>fair was the culminating activity of the school’s fall post-secondary week. During post-secondary week, all members of the learning community posted their post-secondary credentials outside of the classrooms and offices and donned the garb of their alma maters. The work in developing a post-secondary going culture is further supported by bringing students on trips to various universities and colleges around the tri-state area. In addition, the school has hired A+ tutoring to support students in preparing for the assessments required for graduation. One of the areas where students have experienced the most challenges is passing the Algebra2/Trigonometry exam, which has hindered their ability to earn Advanced Regents Diplomas. As part of the school’s PSSG funding, AHS will secure the services of tutors from local universities and tutoring organizations to ensure that all of students are prepared for the upcoming assessment periods.</p>
English Regents Percent Pass By Year 3	Y	26%	27%	<p>The implementation of the Engage NY curriculum, as well as the embedded WITsi strategies, ensures that students are receiving standards-based instruction, which will support them in successfully completing the ELA Regents. Currently, there are 46 Students in Cohort S (class of 2017). Nine of these students have successfully completed the ELA Regents with a score of 65 or better. One has successfully completed the assessment using Safety Net. The target identified for three year pass rate on the ELA assessment is 27% or 11 students. AHS is well on its way to meet that target.</p>
Make Priority School Progress	Y	N/A	Meet progress criteria	<p>AHS made AYP for Math but missed AYP on ELA and graduation, though the latter was by a very small</p>



				margin. In light of this, AHS is working at closing achievement gaps by using the New Visions Tool to monitor student progress, implement safeguards throughout the semester to proactively address students' challenges, and address socio-emotional needs through intensive counseling and support in order to remove potential barriers to academic success. AHS awaits the new metrics to determine Priority status.
Math Regents Percent Pass By Year 2	Y	37%	38%	Progress toward this metric is not as clear as the progress toward the similar ELA metric. Specifically, AHS changed its algebra sequence from one year to two years. As such, it will be difficult to determine with certainty whether or not the school will meet the target. The faithful implementation of the Engage NY curriculum coupled with a more inquiry based approach anchored in WITsi make AHS hopeful that this target will be met.
School Survey - Safety	G	3.00	3.04	The school has implemented an extensive restorative justice practice through the CBO and supported by Morningside, which has resulted in a 27% decrease in superintendent's suspensions when compared to 2014-2015. The school also implemented advisory in 9 th grade as a means to support students as they transition from middle school to high school. The purpose of the advisory program is to develop students' understanding of restorative approaches as a means to develop their self-advocacy and confidence. This has resulted in an increase in attendance.



LEVEL 2 Indicators

Please list the school’s Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
Framework: Collaborative Teachers	Y	2.04	2.08	The school has teacher inquiry teams on 9 th and 10 th grades who meet weekly with an HRSI coach and AP. This year, the learning community integrated inter-visitation as a means to create a greater degree of teacher collaboration and build teaching capacity. Teachers are given the opportunity to identify a colleague they wish to work with for a cycle. The teachers then engage in inter-visitation and then reflect on the process. Another way in which AHS is improving its work around teacher collaboration is through the creation and implementation of the Automotive Faculty Senate (AFS). The body, whose purpose is to encourage and implement distributive leadership, formally meets monthly, but may meet more frequently on an as needed basis. Members of the AFS also sit on the cabinet inquiry team, which meets bi-weekly, and whose purpose is to align the work of teacher teams with the PD and instructional and socio-emotional supports provided to the pedagogical staff. As a result of cabinet inquiry, AHS has been able to identify key areas of focus, specifically Domains 1 and 3. As the school’s familiarity with and level of comfort in conducting Inquiry evolves, so too will its ability to strategically align resources (PD, coaching, observational feedback) across the school.
Framework: Rigorous Instruction	Y	2.24	2.28	This year, AHS has been implementing formal curricula in the following content areas: ELA (Engage NY), mathematics (Engage NY), Global History (New Visions), US History (New Visions), Living Environment (New



				<p>Visions). Thus far, implementation has been somewhat uneven, due in part to inexperienced teachers who have been somewhat unsuccessful in balancing sympathy for students’ experiences with a respect for their ability. This tension has resulted in uneven expectations around student behavior within the classroom setting. Specifically, rules and regulations, as well as classroom norms, are not implemented with fidelity. The work of creating a greater degree of uniformity and a more faithful application of the curricula has taken the form of coaching and more frequent cycles of observation. Coaches are working hard to build a positive mindset and reduce barriers through modeling and 1:1 sessions.</p>
Implement Community School Model	G	N/A	Implement	<p>CiS has been one of the CBOs at AHS since January 2012. They became the primary CBO as AHS shifted to a Community School in August 2015. CiS is responsible for offering mental health services, small and large group counseling for students, providing “Care for the Caregiver” for the staff, supporting the implementation of restorative practices, and providing ELT offerings. ELT is established across the school (see the next section). Mental health services are provided to students and families, ensuring access to much-needed services within the school and within students’ zip codes. Restorative practices are being established and resulting in decreased behavioral incidents and strong attendance data.</p>
Provide 200 Hours of Extended Learning Time	G	N/A	Implement	<p>The 200 hours of ELT, which is a requirement of all Receivership Schools, is largely met by the NYC DOE Renewal School’s requirement of providing additional academic instruction and support, which translates into five hours per week, and is offered as follows: 3.5 hours per week is included in students’ regularly scheduled day. An additional two hours of ELT (tutoring, Regents prep,</p>



				sports, arts, CTE) is offered five days were week after the regular school day
Regents Completion Rate	Y	26.0%	27.0%	AHS is moving toward meeting this metric through targeted intervention, individualized programming, and utilizing ELT in a more meaningful way. Specifically, integrating 75% of the 5 hours per week into students regularly scheduled school day.
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .		Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.			

Part II – Key Strategies

Key Strategies		
<i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.		
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	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.
1. Rigorous Instruction Goals: AHS will implement a vertically aligned, CCLS-based curricula (EngageNY in ELA and math 9-12, WITSified in 9th grade and New Visions social studies and science in the 9th grade), adapted by teachers to meet the needs of the students. Evidence of Success: By June 2016 students in grades 9 and 10 will successfully complete a minimum of three performance-based tasks aligned to the curricula By June 2016, the school will increase the four-year graduation rate to 54 By June 2016, 80% of the 9th and 10th grade students will have accumulated 10 or more credits for the year	Y	The school’s status in this key strategy is yellow because although AHS is implementing the Engage NY curricula in ELA and math 9-12 that implementation is uneven. AHS attributes the unevenness, specifically in ELA, to the high percentage of teachers with less than one year experience and the amount of turnover in ELA has resulted in a lack of continuity with regard to instruction coupled with student disengagement. Moreover, the implementation of performance tasks, for which AHS staff is not trained, has been challenging. The plan to address these deficits is to continue using HSRI coaches to support increased teaching capacity.



	<p>Key Strategy:</p> <ul style="list-style-type: none"> Teachers will implement EngageNY curricula in ELA and math 9-12, which will be strengthened by Writing is Thinking Through Strategic Inquiry (WITsi) approaches across the 9th grade. 		
2.	<p>Supportive Environment</p> <p>Goals: AHS will continue to refine the improved culture for learning, for both students and teachers, that currently exists through the more systemic implementation of the aforementioned structures, whose purpose is meant to promote a supportive environment.</p> <p>Evidence of Success:</p> <ul style="list-style-type: none"> By June 2016, the school will increase the attendance rate from 79.2% to 80.9% By June 2016, principal’s suspensions will decrease by 5% when compared to June 2015 By June 2016, Level IV and Level V incidents will decrease by 7% when compared to June 2015 <p>Key Strategies:</p> <ul style="list-style-type: none"> AHS will develop, implement, monitor, and revise an advisory program for all incoming 9th graders Attendance systems & structures 	Y	<p>Status in this key strategy is green because work around increasing teaching capacity through targeted coaching and the implementation of standards aligned curriculum, coupled with meeting the socio-emotional needs of all stakeholders through the integration of restorative practices and “Care for the Caregiver” is working. The integration of the aforementioned supports and strategies has AHS well positioned to meet the benchmarks for success outlined in the school’s RSCEP. Specifically, the current year to date attendance rate is approximately 80.5. In addition, although suspension rates are marginally higher this year when compared to last year at this time, AHS is well positioned to show an overall decrease. The normal trend with regard to suspensions is punctuated by higher rates in the first semester, which is attributed to the influx of new students and in this year’s case, a brand new staff.</p>
3.	<p>Collaborative Teachers</p> <p>Goals: AHS will create, implement, monitor, and revise inquiry teams in grades 9 and 10, whose primary focus will be to use data to improve student outcomes.</p>	Y	<p>Status in this key strategy is yellow because movement toward improving in the area of “Collaborative Teachers” is uneven, due in large part, to the challenges inherent in working with an inexperienced staff. The inexperience of the staff, which manifests in individual cultures for learning within classrooms, can be viewed as an impediment for</p>



	<p>Evidence of Success:</p> <ul style="list-style-type: none"> By June 2016, credit accumulation for grades 9 and 10 will increase to 80%. By June 2016, the overall Regents completion rate will increase from 28.2% to 31.4%. By June 2016, the school will receive a "Proficient" in QR indicator 4.2. <p>Key Strategy:</p> <ul style="list-style-type: none"> Create a learning center for all community members that will facilitate collaboration and teaching and learning. <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry</p>		<p>improving student outcomes. Moreover, the shift in the algebra sequence from one year to two years may initially have a negative impact on completion rates.</p>
4.	<p>Effective School Leadership</p> <p>Goals: Automotive High School will develop and implement a calendar of cyclical observations and learning walks ensuring all observations (both evaluative and non-evaluative) provide teachers with actionable feedback aligned to goals in domain 1 (components a-e) and domain 3 (components a-d), with next steps for improvement.</p> <p>Evidence of Success:</p> <ul style="list-style-type: none"> By June 2016, the school will be rated 'proficient' in Quality Review components 1.1 and 1.2 By June 2016, the AHSFS will facilitate a Year End Review of the accomplishments of the body, which will be shared with all stakeholders By June 2016, a minimum of 50% of the teaching staff's practice will receive a preliminary overall rating of "Effective" in Domains 1A and 3C 	Y	<p>Collective work around 'Effective School Leadership' is progressing. Specifically, AHS has created an Automotive High School Faculty Senate (AHSFS), and has developed a uniform calendar for when the body meets. Although the administrative team has created the framework with which the body can operate, the United Federation of Teachers (UFT) has control over agendas and deliverables. The body, which convenes monthly, has not yet yielded any concrete deliverables. On a separate but related note, professional development offerings are not manifesting in daily practice, which has had an uneven effect of Domains 1A and 3C.</p>



	<p>Key Strategy:</p> <ul style="list-style-type: none"> The SRI team will meet with AHS Instructional cabinet to engage in inquiry around effective pedagogical practice to inform coaching and professional development. 		
5.	<p>Strong Family-Community Ties</p> <p>Goals: AHS will implement a unified system of family outreach, which includes opportunities for families to participate in decision making, learning, and celebrations throughout the academic year.</p> <p>Evidence of Success:</p> <ul style="list-style-type: none"> By September 2015 AHS will host a summer orientation for incoming ninth graders and their families. By December 2015, there will be a 7% increase in the number of families who attend fall parent-teacher conferences. The first issue of the Principal's Monthly Newsletter will be published and distributed by November 30, 2015. Subsequent issues of the Principal's Monthly Newsletter will be published and distributed monthly. There will be a minimum of four pinning ceremonies by June 2016. There will be a minimum of four community building events by June 2016. By June 2016, there will be a 7% increase in the number of families who attend spring parent-teacher conferences <p>Key Strategy: Collaborative Technology Platform An online school management system to empower teachers and instantly provide snapshots to parents and students to better drive instruction and learning will be used by all teachers in the</p>	G	<p>AHS hosted a successful summer orientation for students and families. The school increased attendance at fall parent-teacher conferences by 20% when compared to 2014. The first issue of Principal's Monthly was distributed on November 30, 2015. A monthly issue has gone out faithfully since then. AHS held the first pinning ceremony in October and the next ceremony is slated for March 2016. There has been four community building events thus far: A back to school night (Sept.), a pinning ceremony (Oct.)a Thanksgiving feast (Nov.), and an holiday repast (Dec.).</p> <p>The learning community currently utilizes Skedula and Pupil Path to support open lines of communication around teaching and learning in the school. All pedagogues received educational laptops in September.</p>



	<p>school. A school-wide continued use of a technology platform will be implemented for the 2015-2016 school year.</p> <p>To support and expand the use of this collaborative learning environment by its teachers, AHS will purchase the following equipment: standard educational laptops for all pedagogical staff members during the 2015-2016 school year.</p> <p><u>Academic Orientations</u> <u>9th Grade Orientation:</u> August 2015 To foster further development of a partnership between AHS and parents, AHS will host 9th grade orientations in August/September. All available school constituents, including teachers, assistant principals, guidance counselors, team coaches, health center personnel and advisors will be present and participate in these orientations.</p>		
<p>Green</p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p>	<p>Yellow</p> <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET) Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.	
Status (R/Y/G)	Analysis / Report Out
Y	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p>Superintendent-Approved CET Recommendations:</p> <ul style="list-style-type: none"> The school program should be readjusted in the spring of 2016 so that the school day begins at 8:00 AM and ends at 3:20 <p>During the first week of the 2015-16 school year, written notice was sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE 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. Once the school’s hearing was held, a summary of recommendations was provided to the school based on commentary from speakers captured in a transcript of the public hearing, a recommendations form provided to participants at the hearing, an online survey on our NYCDOE website, any email feedback received to our receivership@schools.nyc.gov email address, or by mail. The CET met to review the public input and finalize school improvement plan recommendations, which were submitted to the Superintendent, acting on behalf of the Chancellor as Receiver, for review. Upon Superintendent determination of which CET recommendations would be incorporated, the improvement plan was revised and resubmitted.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings.</p>



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				
G	<p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver: OOT – replaced staff, one Assistant Principal was replaced.</p>				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact.</i>	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part IV – 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.	<p>CTE program</p> <p>The backbone of Automotive High School (AHS) is the Career and Technical Education program, whose primary focus is automotive technology. The students at AHS are introduced to the National Automotive Technicians Education Foundation (NATEF) sequence of study, which is a State approved program and culminates in a Career and Technical Education endorsement on students’ high school diploma, in 9th grade. The program, which is punctuated by industry based assessments, is organized in such manner that students are given the opportunity to learn automotive theory and put that theory to work through inquiry based learning. The pinnacle of the program in students’ participation in Work Based Learning (WBL), which is available to all students that have demonstrated mastery of the content, both in theory and in practice, during 11th and 12th grade. CTE instructors are instrumental in mentoring new teachers as well as in delivering professional development regarding the rituals and routines necessary to create a positive learning environment that cultivates inquiry-based instruction to non-CTE teachers.</p>
2.	<p>Goal Setting</p> <p>In an effort to ensure that all stakeholders, particularly those that are non-DoE employees, are working toward the same end, the principal has instituted a weekly meeting with the CBO staff. During this meeting, participants identify specific goals, which are aligned to the RSCEP, and discuss what steps they have taken and will subsequently take to meet those goals. Participants debrief weekly and provide evidence (attendance data, ODR/OORS data, and anecdotal evidence) to support movement toward their goals as well as identifying potential areas that require additional attention.</p>



Part V – Attestation

ATTESTATION: 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): Superintendent, Michael Alcott

Signature of Receiver: _____

Date: February, 2016

DRAFT