



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
16K584: M.S. 584	331600010584	NYC GEOG DIST #16 - 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	Kinsley Kwateng, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Rahesha Amon, Acting Superintendent Sharon Rencher, Senior Advisor to the Chancellor	6, 7, 8	93

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 M.S. 584 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 school uses these key strategies to address Level 1 and 2 indicators and to engage the community:

- Weekly attendance meetings with interventions and incentives to improve student attendance
- Partnership with CBO to focus on students' social and emotional health
- Strategic professional learning to build teacher instructional capacity for student improvement
- Deconstructing standards to create rigorous learning objectives, activities, assessments and feedback
- Looking at students' work using protocols
- Creating action plans for student improvement
- Engaging the community
- Analysis of Quality Review and School Snapshot with members of PTA and School Leadership Team



- Sharing ideas for improvement
- Giving parents an opportunity to share ideas for school improvement
- Parent and school collaboration of a school store (in the process)
- Parent workshops

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.



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
3-8 ELA Growth Percentile	Yellow	39.6	40.6	The STARS Scholarship Report Data of total students passing ELA at MS584 indicates a growth of 19.51% during marking periods 2, between the 2014-15 (47.52% passing rate) and 2015-16 (67.03%). MS584 has been using the i-Ready Adaptive Diagnostic, to support the determination of skill level in English Language Arts. This diagnostic has provided information on identifying why students are struggling, measures growth over a student’s career, and supports data-driven differentiated instruction. Inquiry Teacher Team Groups meet regularly to analyze student work and focus on building teaching strategies that will increase proficiency and progress for at-risk students. This assessment will be given 3 times during the year. Currently the second administration of the exam is being given. This data from the second assessment will be available the second week of February. Using the initial data gathered from the diagnostic and inquiry team analysis of student work the school will be able to achieve targeted results by the end of the academic year.
3-8 ELA Percent Level 2 & Above	Yellow	38%	39%	Sixty-two students are passing their ELA courses in the 2015-16 (MP2) year compared to 48 passing their ELA Course in 2014-15 (MP2). This correlates with the belief that MS584 will meet the required growth



				percentiles. This is evident in data from the Stars DATA report. MS584 provides the i-Ready Adaptive Assessment three times during the year. This assessment is aligned to the Common Core Learning Standards. Like the assessment used in ELA, this adaptive assessment supports the determination of skill level in math. This diagnostic has provided information on identifying why students are struggling, measures growth over a student’s career, and supports data-driven differentiated instruction. Inquiry Teacher Team Groups meet regularly to analyze student work and focus on building teaching strategies that will increase proficiency and progress for at-risk students.
3-8 Math Growth Percentile	Yellow	40.7	41.7	The STARS Scholarship Report Data of total students passing math at MS584 indicates a slight decrease of 3.98% during marking periods 2, between the 2014-15 (59.41% passing rate) and 2015-16 (55.43%). Although there has been a 3.98% decrease in growth, math teachers are receiving both on- and off-site professional development that is content area specific, from NYCDOE and Math Education Consulting Agencies. The professional development supports teacher development. The school provides interim assessments aligned to the Common Core three times a year. This assessment is the i-Ready Adaptive Diagnostic, to support the determination of skill levels math. This diagnostic has provided information on identifying why students are struggling, measures growth over a student’s career, and supports data-driven differentiated instruction. Inquiry Teacher Team Groups meet regularly to analyze student work and focus on building teaching strategies that will increase



				proficiency and progress for at-risk students.
3-8 Math Percent Level 2 & Above	Yellow	24%	25%	Currently 51 out of 92 students at MS584 are passing their math courses in the 2015-16 (MP2) year compared to 60 passing their math Course in 2014-15 (MP2). Although there is a decrease in the number of students passing; teachers are receiving actionable feedback, working in teacher teams to analyze student work, and providing students with extended learning time that is focused on math and ELA. This correlates with the belief that MS584 will meet the required growth percentiles. The school has been using the i-Ready Adaptive Diagnostic, to support the determination of skill level in English Language Arts and math during the diagnostic stage. This diagnostic has provided information on identifying why students are struggling, measures growth over a student's career, and supports data-driven differentiated instruction. Inquiry Teacher Team Groups meet regularly to analyze student work and focus on building teaching strategies that will increase proficiency and progress for at-risk students.
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	14%	15%	Eighth grade students are immersed in preparing for State Science Exams. They are actively engaged in project and problem-based learning to prepare them for the rigors of high school. We have seen a gain from a passing rate of 59.44% for MP1 for eighth grades to 79.87% for MP 2. With this data collected from the STARS data system, we anticipate that we will be progressing towards meeting our benchmark. The science teacher has been receiving professional development via on- and off-site professional development and is an active member of the teacher



				teams on the school where there is a focus on analyzing student work.
Make Priority School Progress	Yellow	N/A	Meet progress criteria	MS584 is improving teacher’s instructional practice so student achievement can improve. This is a priority for the school leadership and teaching community. The school Leader has been providing timely and actionable feedback to teachers during their evaluations. Currently 59.5% of formal observations have been completed and entered into the Advance Observation system. The goal of the school leadership is to focus on building teachers planning and preparation as well as instructional delivery skills to support student achievement. The Danielson Rubric is being used in evaluating teachers.
School Survey - Safety	Green	1.92	1.96	Suspension Data on the Online Occurrence Reporting System (OORS) indicates that MS584 only had 2 suspensions this year (Both at the Superintendent’s Level).



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
9th Grade Credits of Former 8th Graders	Yellow	70.0%	71.0%	Most students graduate from Middle School 584 and attend High School in Brooklyn. The students from this school most frequently attended Boys and Girls High School, the Academy for Health Careers, Acorn Community High School, Nelson Mandela High School and Brooklyn School for Music. This data was taken from the school Quality Report.
Framework: Collaborative Teachers	Yellow	3.04	3.08	Teacher Team Groups meet regularly to analyze student work and focus on building teaching strategies that will increase proficiency and progress for at-risk students. The principal is regularly involved in establishing norms and making it clear that skills developed in professional learning environments such as teacher teams are expected to be implemented in classrooms.
Framework: Rigorous Instruction	Yellow	2.88	2.92	The principal and the instructional leadership team analyze various sources school data on a weekly basis. This is done to measure the impact of decisions on classroom practice. The principal has determined that while there are several classrooms with quality instructional practices being employed this is not consistent across the school. Via the observation process this is analyzed with teachers on an individual basis and support is provided to help teachers improve practice.



Implement Community School Model	Yellow	N/A	Implement	The school has several social-emotional supports during the day and afterschool to help students achieve at greater levels and increase parental involvement. Extended Learning Time (ELT) focus on academic enrichment in ELA and Math. In ELT the student groups are strategically grouped to better serve the academic needs of the students by using state and local assessment data. The CBO's - Counseling in Schools (CIS) and Community Counseling and Mediation (CCM) provide activities such as: Drumming, Drama, Self-Awareness Group, Sports, Cooking, Zumba for Parents and Students, Girls and Boy Counseling Groups, Winter break trips, Team building at Aviator and Student Awards Assembly, CCM Talent Show and Black History Month.		
Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	Extended Learning Time focuses on Academic enrichment in ELA and math. In ELT the student groups are strategically grouped to better serve the academic needs of the students by using state and local assessment data. Teachers are able to extend the learning of students throughout the day. The pacing allows for more in-depth learning and is supporting student achievement.		
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

<p><u>Key Strategies</u> As applicable, identify any key strategies being implemented during the current reporting period that are <u>not described above</u>, but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.</p>			
<p>List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).</p>		<p>Status of each strategy (R/Y/G)</p>	<p>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.</p>
1.	<p>Rigorous Instruction Goals: By 2016 we will have clear structures of collaboration to develop rigorous, Common Core aligned lessons and for analyzing student work to make strategic decisions about instruction.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Develop clear structures of collaboration for analyzing student work and making strategic decisions about instruction to elevate instructional rigor and CCLS alignment. <p>Renewal School Priority Areas:</p> <ul style="list-style-type: none"> Classroom implementation of curricula/writing Strategies Planning and refinement of written CCLS-aligned curricula to provide access to all students 	Yellow	<p>Structures have been developed in Inquiry Teams. Student work is being reviewed in ELA, math, social studies and science in Teacher and Inquiry Teams. The principal participates frequently in teacher team meetings to provide additional support and resources. School leaders and the District team conduct regular walkthrough of the school and monitor the effectiveness of the teachers. During the Inquiry team meetings the tuning protocol has been the core protocol that has been used in analysis of student work that is CCLS Aligned and support instruction at a heightened level of rigor.</p>
2.	<p>Supportive Environment Goals: By June 2016, create a pathway for students to build</p>	Yellow	<p>On a weekly basis, attendance meetings are attended by the principal Guidance Counselor, Parent Coordinator, Attendance Teacher, Attendance Coordinator, Program Manager of Counseling in Schools and</p>



	<p>resiliency skills that will support their success in school as measured by attendance rates, core course passing rates, promotion rates, and the student learning survey</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Identify at-risk - overage students, chronically absent students, and RTI tier students to build resiliency skills and structured intervention plans that will support student success in school as measured by attendance rates, core course passing rates, promotion rates, and the student learning survey. Attendance Systems & Structures 		<p>the Community School Director. Topics Discussed are Student Register, Attendance Percentage to date, Interventions for Severely Chronic and Chronic Absent Students, Incentives for the week and month (student attendance). Counseling in Schools. a CBO, supports the suspension de-escalation program by supporting the Guidance Counselor by using group and individual group student sessions. CIS, another CBO, mentioned previously, has a mental health program that uses the framework of mentoring. Students get matched with mentors who provide social emotional academic and attendance support. Mentors also conduct assessments and refer to outside mental health services as needed. Additionally CIS conducts professional development for teachers on social emotional topics such as, “Classroom Management Through a Trauma Informed Lens”. They are also collaborating with the school in regular maintenance of a positive school culture. The weekly Attendance Team meetings and the on-site CBOs work with reducing chronic absenteeism.</p>
3.	<p>Collaborative Teachers</p> <p>Goals: Teachers meet weekly as teams to revise lesson plans to increase student engagement, autonomy and ownership of their own learning by providing multiple entry points based on the analysis of student data from unit assessment, interim assessments and weekly exit slips</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Teachers meet weekly as teams to revise lesson plans to increase student engagement, autonomy and ownership of their own learning by providing multiple entry points based on the analysis of student data from unit assessment, interim assessments and weekly exsit slip 	Yellow	<p>Teacher Teams such as ELA and Math meet twice a week. To address, inquiry, lesson planning and assessment. Danielson Observations are being completed by the principal and are currently at the end of cycle two. Teachers receive verbal feedback within a 24 hour time period. Written feedback is provided by 48 hours. Feedback is actionable. The principal has provided time for teachers to meet in teacher teams. He monitors this as a facilitator and as participant of teams. The work of the teacher teams is largely based on the instructional foci.</p>



	<p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle/ Inquiry</p>		
4.	<p>Effective School Leadership Goals: Beginning in October 2015 through June 2016 a minimum of three times monthly, school leaders will use the observation of classroom teaching with a research based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, while providing meaningful and timely feedback including developing individualized professional development plans for 75% of the staff.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Beginning in October 2015 through June 2016 a minimum of three times monthly, school leaders will use the observation of classroom teaching to provide timely feedback relevant to individualized professional development plans for 75% of the staff. 	Yellow	<p>Timely informal and formal observations are being completed. Data from observations is being used to inform professional development (PD). For example, when dealing with rigor in the classroom, a professional development on deconstructing the standards was done to address this area of growth. In addition, student engagement was addressed by providing PD on “Student Centered Learning Strategies” during professional learning time.</p> <p>There have been three leadership changes over the course of the year.</p>
5.	<p>Strong Family-Community Ties Goals: To increase the number and quality of parent workshops to ensure all parents understand their students’ academic needs and can support their progress.</p> <p>Key Strategy:</p>	Yellow	<p>The reviewing of the Quality Review at Parent Association and School Leadership Meetings were areas of focus and strategies for improvement. In addition, the school has discussed interpreting the School Snapshot. This has allowed for a greater level of parent understanding about how data can be used to drive instruction and serve their children’s academic needs.</p>



	<ul style="list-style-type: none"> To increase the number and quality of parent workshops to ensure all parents understand their students' academic needs and can support their progress. 		
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.

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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>Superintendent-Approved CET Recommendations: There were no recommendations incorporated from the public hearing.</p> <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:</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 <u>with impact</u> .	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.

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Part IV – Best Practices (Optional)

<u>Best Practices</u>	
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.	Attendance Initiatives
	Currently the school has a 91.2% attendance as a result of daily interventions. On a weekly basis, attendance meetings are attended by the principal, guidance counselor, parent coordinator, attendance teacher, attendance coordinator, program manager of counseling in schools and the community school director. Topics discussed are Student Register, Attendance Percentage to date, Interventions for Severely Chronic and Chronic Absent Students, Incentives for the week and moth (student attendance). Severely chronic absentees are identified and student-specific interventions are created by the teams.
2.	CBO/ School Partnership – “ Social and Emotional Health”
	Counseling in Schools CBO supports the suspension de-escalation program by supporting the Guidance Counselor by using group and individual group student sessions. CIS has a mental health program that uses the framework of mentoring. Students get matched with mentors who provide social emotional academic and attendance support. Mentors also conduct assessments and refer to outside mental health services as needed. Additionally CIS conducts professional development for teachers on social emotional topics such as, “ Classroom Management Through a Trauma Informed Lens”. They are also collaborating with the school in regular maintenance of a positive school culture.



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): Acting Superintendent, Rahesha Amon

Signature of Receiver: _____

Date: February 2016 _____

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