



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
26Q435: Martin Van Buren High School	342600011435	NYC GEOG DIST #26 - QUEENS	Y	SIG Cohort 4
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	Sam Sochet, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Donald Conyers, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	9, 10, 11, 12	1521

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 Martin Van Buren 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.

Martin Van Buren High school is using its SIG and Renewal plan to implement its Instructional Focus, "If teachers, holding students to the highest expectations, monitor student progress in literacy and content-area knowledge, differentiate instruction, and provide timely, actionable feedback, then students will demonstrate academic progress evidenced in part by the ability to communicate evidence-based claims in writing across all disciplines." The area of greatest growth since the beginning of SIG implementation has been in creating a supportive environment, particularly for special populations. The school hired a dedicated ELL guidance counselor and an ELL teacher/coordinator to provide targeted support to this group specifically. In response to the needs of its ELL population the school has created an International Small Learning Community that will be housed in a section of the school with a group of teachers. Some students need both ELL services and ISS services concurrently. In order to assess the types of support needed, the ISS Department utilizes Resiliency Software-Success Highways which measures students' aptitude in the six critical areas that are scientifically linked to student engagement, achievement and graduation. The overall goal of this software is to help teachers improve graduation results.



To promote rigorous instruction, the school added four minutes of instructional time to daily classes, thus adding 24 minutes of instructional time to the school day, which translates into 72 additional hours of instruction per year. The current ELT model offers extended learning time classes to all students in need of academic support from 2:30 to 4:30, during which time students are able to complete one core instructional class over the course of 37 class visits, Monday through Wednesday. They also offer Saturday Academy classes in core academic areas to sophomores and juniors for four hours per day (9:00-1:00) for 14 weeks. Additionally, the school offers non-credited College preparation classes Thursdays and Fridays to all students. In the second half of the year, MVB wants to add Regents preparation classes on Thursday and Friday. They are continuing to work on strengthening the extended learning time program. Talent Development Secondary (John Hopkins) is the CBO that Martin Van Buren partnered with. The CBO has been supporting them with Extended Learning Time, Small Learning Communities, Early Warning Indicators and attendance.

With the goal of increasing the number of local students who select MVB in the high school application process, they are introducing Small Learning Communities focusing on ENL students, 9th graders, future engineers, and medical technology specialists. Through these programs and area partnerships with the Central Queens Y, they want to once again make Martin Van Buren a prime destination high school for the local area and all of Queens. As part of this process, the Principal has been working closely with local Principals to foster partnership with middle school families and faculty. Programs implemented over the past three years include data-analysis consultation and instructional coaching from Teachers College at Columbia University, Scholastic's System 44 and Read 180 programs, QCC's College Now and Career Cluster programs, and the Central Queens YMCA's ACE (Achieving and Creating Excellence) program and the SOAR (Student Opportunities for Achievement and Readiness) program. All of these programs have made significant contributions to MVBHS over these past few years. All groups continue to be directed to prioritize building stronger in-community ties and encouraging more family participation in the educational process. In an effort to meet the Renewal School graduation benchmark, Martin Van Buren has targeted students in their senior year who are off track to graduate. Each student has been linked to an adult in the building for support to meet their individual needs. They call this program College Bound.

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
4-Year Graduation Rate	Y	53%	54%	MVB has implemented systems and structures to support meeting this benchmark. MVB has made progress that shows students are on track to graduate. However, MVB struggles with its Regents completion rate, as evidenced by previous data. In Cohort R, 241 out of 422 students have completed 36 credits and passed 4 Regents. This data was calculated before the January 2016 Regents results. The Regents passing rates for January 2016 are as follows: 53% in the Common Core (CC) ELA, 18% ELA, 12% Global, 18% on US, 12% on the CC Algebra, and 16% on the Living Environment. Based on the January Regents scores, students will be placed in Regents preparation classes as part of their Extended Learning Time (ELT). Struggling seniors (77) are being mentored by staff using graduation plans to help students stay on track to graduate; a program they call Champions for College.
College Readiness Index	Y	15.8%	16.8%	While it is difficult to determine at this time, MVB expects to meet the benchmark as structures are in place to improve both pedagogy and curricular supports. If implemented with fidelity, these supports will result in improved student scores on Regents exams. The January Regents results show that on the Common Core ELA Regents, 7 students got a 75 or better and 0 students scored a 70 or better on the CC



				Algebra Regents. It's difficult to calculate the progress from last year because some student data from last year reflects non- COMMON CORE aligned exams.
Make Priority School Progress	Y	N/A	Meet progress criteria	MVB continues to make progress towards moving the 4-year graduation rate beyond the 2016-2017 Receivership Benchmark of 56% and to achieve a 60% 4-year graduation rate. The school has put structures in place to support students in ELA and Math. Noted progress was evident in the January 2016 ELA Regents data to indicate overall improved student performance across all sub-groups. For Math, targeted professional development with a focus on SWDs and ELL sub-groups has provided students with additional supports to help MVB to achieve increases in the Performance Index.
Progress Toward Graduation- Years 2 and 3	Y	45.2%	46.2%	MVB has implemented systems and structures to support meeting this benchmark. In Cohorts S and T, students have a higher rate of accumulating credits; however, they tend to struggle with passing Regents. In Cohort T, 226 out of 311 students have completed 10 credits or more. Out of the 226 students 118 of them have passed 2 or more Regents. In Cohort S, 252 out of 364 students have completed 20 credits or more. Out of the 252 students 130 passed 3 or more Regents. This data was calculated before the January 2016 Regents. The number of students who are on track significantly dropped based on the number of Regents passed. Data from the January Regents will give a more accurate number of Regents passed. Students who didn't pass the Regents will be scheduled for Regents prep courses during their extended learning time.
School Survey - Safety	Y	1.64	1.68	Based on the three year incident suspension report, the incidents were significantly lower each month



				<p>from September through December 2015. However, January incidents have increased from last year. Martin Van Buren will continue to implement their PBIS program and adjust it as necessary. They use Bee Bucks to promote good behavior where students receive rewards. The Bee Bucks is an incentive program that acknowledges the behaviors needed for College and Career readiness.</p>
--	--	--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<u>LEVEL 2 Indicators</u>				
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
College and Career Preparatory Course Index	Y	26.3%	27.3%	MVB has implemented systems and structures to support meeting this benchmark. This year Martin Van Buren added SUPA-Syracuse University classes in US History and Economics. They also added AP Calculus and AP Language & Composition giving more students the opportunity to meet college and career readiness. To help students succeed MVB added tutoring for the AP Language & Composition.
Framework: Rigorous Instruction	Y	2.28	2.32	MVB has implemented systems and structures to support meeting this benchmark. Although Marin Van Buren has been working on curriculum, they continue to struggle with implementing rigorous instruction. According to the Quality Review from 2014-2015, MVB received a <i>developing</i> in this area. MVB has adapted Engage NY curriculum and has been attending professional development in ELA, Math, and the WiTSI writing strategies. Recently, MVB has hired new Assistant Principals for Math and Social Studies. In addition, they



				have coaches from John Hopkins supporting Math and Social Studies. The school continues to work on strengthening rigorous instruction with support from coaches and newly hired Assistant Principals who have experience with effective pedagogy. With support from the new administration and coaches, teachers will also continue working on planning and adjusting curriculum.
Implement Community School Model	Y	N/A	Implement	MVB has implemented systems and structures to support meeting this benchmark. MVB has partnered with Talent Development Secondary, John Hopkins. The CBO has coordinated with MVB to create two Small Learning Communities and has incorporated two coaches to support the teachers. The CBO has been collaborating with the school to create extended learning time activities. The CBO is also a member of the attendance team. There were some collaboration concerns with the Community School Director who has recently resigned. Martin Van Buren is in the process of interviewing new candidates for the position.
Provide 200 Hours of Extended Learning Time	Y	N/A	Implement	MVB has implemented systems and structures to support meeting this benchmark. The school offers 5 hours of extended learning time (ELT) for all students. Martin Van Buren continues to struggle with attendance during ELT but is in the process of adapting their ELT program to include offerings that are more interesting to students. They will also offer Regents prep courses in order to improve Regents pass rates.
Regents Completion Rate	Y	39.5%	40.5%	MVB has implemented systems and structures to support meeting this benchmark. In Cohort T, 226 out of 311 students have completed 10 credits or more. Out of the 226 students 118 of them have passed 2 or more Regents. In Cohort S, 252 out of 364 students have completed 20 credits or more. Out of the 252 students 130 passed 3 or



				<p>more Regents. This data was calculated before the January 2016 Regents. The Regents passing rates for January are as follows: 53% in the CC ELA, 18% ELA, 12% Global, 18% on US, 12% on the CC Algebra, and 16% on the Living Environment. To address students who struggle, Martin Van Buren as added Regents prep courses to their Extended Learning Time.</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 <u>with impact</u>.</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>

DRAFT



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.	<p>Rigorous Instruction</p> <p>Goals: By the end of June 2016, as a result of improved curriculum reflecting rigor and access for all students, including the incorporation of WiTSI writing strategies across all content areas, the Regents Examination pass rate will increase by 5% in all disciplines.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Lesson Planning - Provide teacher training around WiTSI writing strategies embedded in Engage NY curriculum, which will include how to create multiple-entry-points and scaffolds in lessons and activities for diverse learners. Teachers will meet to refine curriculum based on data. Mathematics teachers will receive support from the CBO, TDS Johns Hopkins, in assessing students as they reach the CC Math standards and using assessment. Social Studies teachers will continue to utilize the double-period format for Global Studies to maximize student contact hours, content delivery, and assessment of 	Y	<p>MVB has authentically implemented the Key Strategies with some evidence of impact.</p> <p>Currently, Martin Van Buren attends WiTSI training Bi-monthly on the Inquiry process. Additional training is provided from the Office of School Renewal on Engage NY curriculum in Math, ELA, and WiTSI writing strategies. The teachers at Martin Van Buren have been working in their teacher teams to create WiTSI writing Tasks. There is some evidence of WiTSI writing strategies in classrooms. However, at this time, the implementation is inconsistent across classrooms. Martin Van Buren will monitor their Regents scores in January to ensure a 5% increase by June in all disciplines.</p> <p>The Regents passing rates for January are as follows: 53% in the CC ELA, 18% ELA, 12% Global, 18% on US, 12% on the CC Algebra, and 16% on the Living Environment. Based on this data, each department will do a deep analysis of the Regents results and identify trends to ensure they meet their 5% passing rate across disciplines.</p> <p>John Hopkins has provided Martin Van Buren with a full time Math coach. Math teachers have received coaching and professional development around planning and, as a result, teachers have shown some improvement in lesson planning, but it is not consistently observed. Recently, Martin Van Buren hired a new Assistant Principal in Math from the Ambassador program to support The Math department. With support</p>



	<p>Regents-aligned skills (thematic and evidence-based essay writing). Additionally, CPET coaches from Teachers College will observe teachers in Global Studies classes and provide actionable feedback on instructional effectiveness and data to drive instructional shifts.</p> <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Comprehensive Academic Assessment Plan</p>		<p>from the new Math Assistant Principal, the Math department will work on common assessments to identify students' gaps and develop support for struggling students to improve their Regents completion rate.</p> <p>Martin Van Buren has been utilizing the double period format for Global Studies. Twice a month, a coach from Teachers College comes in to support the Social Studies department, but progress has been minimal. Recently, Martin Van Buren has hired a new Social Studies Assistant Principal to support the teachers in tandem with the coaching. The Social Studies department has begun planning for utilizing the sentence expansion strategies from WITSI. The new Assistant Principal will support the Social Studies department with creating curriculum to support struggling students to improve their Regents completion rate.</p> <p>This year Martin Van Buren added Syracuse University- SUPA classes in US History and Economics. They also added AP Calculus and AP Language & Composition.</p>
2.	<p>Supportive Environment Goals: By June 2016, the whole school attendance will improve to meet 86.0% percent as measured in the school's Annual Attendance Report. Key Strategy:</p> <ul style="list-style-type: none"> • Early Warning Intervention - The Attendance Team, Social Worker Teachers, and TDS will create a matrix for tracking, identifying and supporting at-risk students and track progress using Early Warning Intervention. Based on attendance data, students will receive guidance/intervention supports. • Continue to develop our attendance team with all stakeholders to create and implement 	Y	<p>MVB has authentically implemented the Key Strategies with some evidence of impact.</p> <p>The Community School Director from John Hopkins has been running the Early Warning Intervention (EWI) meeting in the two small learning communities, where students' progress has been tracked. The Community School director runs EWI meetings once a week with teachers. They identify struggling students and implement interventions. Martin Van Buren will continue work on and identify interventions that show impact.</p> <p>Martin Van Buren has developed an extensive attendance team (Guidance counselors, Assistant Principal, Americorps worker, Community Schools Director, Attendance Teacher, Principal, and teachers) with the CBO's support and has created an attendance plan to</p>



	<p>structures for maximizing class attendance throughout the day. The CBO will assist in attendance outreach and interventions.</p> <ul style="list-style-type: none"> • Develop Small Learning Communities to ensure a common instructional focus, common language, uniform school protocols and procedures across all content areas. This will ensure that we create a school community that is safe and conducive to learning, leading to higher student attendance and overall student achievement. Teachers will meet to identify interventions for specific students. 		<p>address the drop in attendance in January 2016. However, attendance this January was higher than last January 2015. Martin Van Buren, will continue to monitor attendance daily to ensure they hit their Renewal benchmark.</p> <p>Martin Van Buren has created two Small Learning Communities with support from the CBO: 9th grade SLC and an English as a New Language SLC. The CBO has been working with the teachers to create interventions for struggling students. Teachers meet once a week to discuss these students. The school has hired a mental health provider from Counseling in Schools who provides counseling to students. Martin van Buren also partners with the Queens Central Youth organization which supports their 9th and 11th grades. The 9th grade is supported through the Achieving and Creating Excellence program which counsels and supports struggling students and provides individual educational planning. The target population is students transitioning who scored below a level 4. The 11th grade students are supported through the Student Opportunities for Achievement and Readiness program, where they receive counseling and academic support (educational planning). The target group is 75 juniors who are off track in Regents and credits.</p> <p>All of these supports are geared to improve student attendance. The team will continue to work on improving attendance, specifically with creating focus groups based on data.</p>
3.	<p>Collaborative Teachers Goals: By June 2016 based on Professional Development received, all teachers will demonstrate greater command of collaborative planning, use of the inquiry process, supported by data analysis in order to improve achievement as measured by a 3 percentage point increase in credit accumulation across all grades. Key Strategies:</p>	Y	<p>MVB has begun implementing the Key Strategies with some evidence of impact.</p> <p>Martin Van Buren staff has been attending professional development in Writing is Thinking Through Strategic Inquiry. The school has developed inquiry teams that follow protocols and analyze student work twice a week. However, this is not consistent across all disciplines. Teacher teams in the two small learning communities meet twice a week to look at student work and use a tennis chart, a tool used monitor student progress, which has shown improvements in writing.</p>



	<ul style="list-style-type: none"> • Data Driven Instruction – Provide teacher training to analyze data, identify trends and implement differentiated instructional strategies to increase student skill development and impact student achievement. Collaboratively work across academic departments and SLCs to analyze student achievement data on reading levels and department created assessments, using our school-wide CCLS-aligned rubrics, so that we may act upon the results to increase rigor and complexity of activities. • Teachers will be provided with professional development around WiTSI which will supportive planning as well as curriculum development and the Inquiry Process. <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry Master, Model, & Peer-collaborative Teachers</p>		<p>Teacher teams in English Language Arts, English as a New Language SLC, and an 11 grade team meet twice a week to analyze student work using the protocols provided by the Writing is Thinking Through Strategic Inquiry PD. Teacher teams meet to look at student work and create WiTSI writing tasks. Teachers have attended training from the Office of School Renewal on WiTSI. Martin Van Buren has a Model Teacher who has just started an inter-visitation schedule to model the writing strategies. Currently, data shows slight improvement in credit accumulation in 9th and 10th grade, however, not in 11th and 12th.</p> <p>Teacher teams in Math and Social Studies continue to struggle with data analysis, identifying trends and modifying curriculum based on that data. Martin Van Buren has hired two new Assistant Principals with experience in those content areas to support the teacher teams that meet twice a week. The new Assistant Principal’s with support from the coaches from John Hopkins and Teachers College will continue to collaborate to meet the needs of the teachers.</p> <p>The Regents passing rates for January are as follows: 53% in the CC ELA, 18% ELA, 12% Global, 18% on US, 12% on the CC Algebra, and 16% on the Living Environment. Teacher teams will do an analysis of the Regents data to identify trends to support their students to improve student progress.</p>
4.	<p>Effective School Leadership Goals: By the end of June 2016, based on improved performance of the MVB administration team, teachers will demonstrate greater proficiency in the areas of curriculum, assessment, and instruction, as measured by a 10% increase in Domain 3 based on the 2014-2015 baseline.</p>	Y	<p>MVB has begun implementing the Key Strategies with some evidence of impact.</p> <p>Martin Van Buren conducts monthly seminars where administration provides professional development and collaborates with all teachers in small groups. Observations have shown some implementation of the key strategies presented in the seminars; however, Martin Van Buren is working on a better way to align their seminars to more effective practice in classrooms- that will be evident in the observation process.</p>



	<p>Key Strategy:</p> <ul style="list-style-type: none"> Faculty Seminars - Monthly faculty seminars and teacher inter-visitations will address best practices in data-driven and engaging instruction, using MVBHS case studies. Leadership Professional Learning – Conduct Professional Learning for the Principal and Assistant Principals using inter-visitation protocols to assist in providing teachers with meaningful and actionable feedback in accordance with Danielson’s Framework and other best practices. . Professional Learning Plan – Analyze data from teachers’ 6/2015 HEDI reports to create a targeted Professional Learning Calendar that will provide teachers with supports and tools to better meet their students’ needs. We will provide supports to help facilitate their planning of lessons, units and cross disciplinary strategies. By supplying these instructional tools we will help students meet the school-wide focus of communicating evidence based claims in writing across the disciplines. Create a Public Relations team within the school and devise a specific campaign geared to recruiting students to MVBHS. 		<p>Martin Van Buren has just started Cabinet Inquiry around 1E, Planning and Preparation, and will connect that to 3C, Engaging Students. The Principal has created a protocol for Assistant Principal’s to conduct inter-visitations together for the purpose of adult learning and norming evidence of effective practices. At this point, there are no significant gains in Domain 3. Martin Van Buren lost an Assistant Principal who formerly supervised Math and Social Studies. They recently hired two new Assistant Principals in Math and Social Studies. The school will continue to pair APs to conduct learning walks to ensure that the new administrative team’s supervisory judgment is aligned to the Danielson Framework for Teaching. The school has created a professional development team and the administration is in the beginning stages of creating a professional development plan which aligns to their monthly seminars and the findings of the cabinet inquiry cycle.</p> <p>Martin Van Buren has created a Community Engagement Team that meets and discusses how to recruit new students. With support from the CBO, a newsletter was created and delivered to houses in the community to promote a more positive perception of the school. The principal has presented to local middle schools about what Martin van Buren has to offer. The Community Engagement Team will continue to meet to create ways to promote Martin Van Buren to the community.</p> <p>The Principal meets with the head of local Civic Associations every other month to discuss Marin Van Buren progress and to continue promoting the positive things happening at the school.</p>
5.	<p>Strong Family-Community Ties Goals: By June 2016, the collaboration between MVBHS and TDS Johns Hopkins will lead to an increase in parental</p>	Y	<p>Martin Van Buren has a Community Engagement Team that has created a survey that was sent out to parents to solicit feedback from those</p>



	<p>engagement, and an increase in delivery of services to families as measured by 15% of families giving feedback on the quality of services.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Develop a family engagement monitoring system that measures the quality of services and solicits feedback from those families. • Parent Participation – Conduct early outreach, increased and targeted promotion, we will increase parent attendance at PTA and SLT meetings, so that parents and other community school stakeholders can engage in two-way communication regarding school initiatives, as well as support our students’ growth. 		<p>families. Martin Van Buren is waiting for the responses to analyze the results and create opportunities that meet the needs of the parents.</p> <p>To improve attendance at the PTA meetings, MVB alternates their meetings from a weeknight to Saturdays and this has improved attendance. The school has hosted a Community Night and a Newcomers parent meeting. They have conducted workshops for parents on College Applications.</p> <p>The school will continue to work on strengthening parent engagement. They will collaborate with an Outreach Specialist from central to support this effort. Martin Van Buren is working on three workshops for ELLs that will focus on using technology. After hiring the Community School Director, Martin Van Buren is interested in hosting breakfasts for parent once a month around a focus area to gain insights from their parents.</p>
	<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>.</p>	<p>Yellow Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red 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"> • Work on expanding Advanced Placement (AP) classes. • Set up monthly meetings with B-Tech (co-located school) to coordinate efforts to expand our Queensborough Community College (QCC) offerings during school day • Create a guidance team to create more restorative practices to reduce suspensions • Create a Public Relations team within the school, and devise a specific campaign geared to recruiting students to MVBHS • Create a system to share data and progress of the data to the community • Develop scheduled open house meetings inviting the outside community to see the great things going on at the school. <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>



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.</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 IV – Best Practices (Optional)

<p><u>Best Practices</u></p> <p>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.</p>	
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.	

DRAFT



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, Donald Conyers

Signature of Receiver: _____

Date: _____ February 2016 _____

DRAFT