



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
09X328: New Millennium Business Academy Middle School	320900010328	NYC GEOG DIST # 9 - BRONX	Yellow	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	Dorald Bastian, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Leticia Rodriguez-Rosario, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	186

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 MS 328 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.

Now in its second year as a community school, MS 328 continues to partner with the Center for Supportive Schools (CSS) to enact several new systems, structures and strategies to support its overall community school vision. The school celebrates a vibrant school culture where children and families feel supported and welcomed as we build upon structures for improvement in following areas:

Stronger Community partnerships:

Our main community partner is the Center for Supportive Schools), through which the school has hired a Community School Director, Community Outreach and Engagement Coordinator, Student Engagement Coordinator and Success Mentors. The school also has active partnerships with the following organizations: St. Barnabas Hospital, Astor Services, Viking Global, Dream Yard Project, Hip Hop 4 Life, YWRAP, Salvadori Center, Leap, Studio in the Schools, Bronx Global Writes, Americorps, Pathways to Leadership, Montefiore Hospital, and SAGA Innovations.

Strong Family Outreach Programs:



Working in tandem with our community partners and campus schools we provide the following services for families

- Parent ESL and Citizenship classes (With free child-care provided)
- Parent GED classes (forth-coming)
- Clothing and Food pantry

Facilities and Educational Technology Improvement Projects:

As a community school we are working to improve our branding in the community. In part, this effort also includes making improvements to the physical plant. Working together with the campus schools, we have successfully completed the following:

- Creating new exterior signage for all campus schools
- Redesigning the boys' locker room into a weight room
- Redesigning the girls' locker room into a dance studio
- Working in tandem with the Central Administration, installing new white boards in all classrooms and upgrading school technology
- Upgrading school-safety station to include a camera console station at desk

Curriculum Support:

In concert with the office for renewal schools, we have adopted:

1. Teachers College Writing, and procured ongoing job-embedded professional development
2. Literacy Design Collaborative to support writing across the curriculum
3. Marilyn Burns Math Solutions curriculum and professional development
4. Urban Advantage Science curriculum and professional Development
5. Tomorrow's entrepreneurship program through LEAP

Expanded Learning Time & After School Enrichment Programs:

With support from our main CBO, , the school has implemented a robust ELT after school academic and enrichment program that includes the following:

- Studio in the Schools art enrichment
- LEAP ELA-based performing arts
- Step-Dancing through a 21st Century grant
- After- school tutoring through our partnership with Bronx Global Writes
- Salvadori, STEM-based architectural design program



- Digital-based math through our partner, Achieve Highpoints and Independent Reading through MYon

Attendance Mentoring

- Weekly attendance success meetings with CBO
- Cohort of success mentors for students identified as chronically absent (during 2014-15 school year-Present)
- Monthly attendance incentive program

In addition to all of the above, the school is instituting the following **Community Support Services**:

- Article 31 Mental Health Clinic with Astor Services
- School-based Health Clinic with Montefiore
- English Language Learners Saturday Academy

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 Math Growth Percentile	Yellow	45.9	46.9	<ul style="list-style-type: none"> Unit assessments which are administered in 4-6 week cycles indicate that the majority of students across grades are showing demonstrable improvement between pre- and post-unit assessments. All students receive targeted mathematics support using a digital mathematics program (Achieve HighPoints) for 2 and ½ hours during extended learning time (ELT).
3-8 Math Percent Level 2 & Above	Yellow	35%	36%	<ul style="list-style-type: none"> Targeted students (Level 2 and higher) receive daily on site tutoring based upon skill deficits revealed in their classroom assessments item analysis. In order to improve mathematics content knowledge, the school has structured time for all mathematics teachers to meet with the Mathematics Peer Collaborative Teacher and assistant principal to monitor and revise curriculum, analyze student performance data using a structured protocol, plan and demonstrate model mathematics lessons.
Average ELA Proficiency Rating	Yellow	2.10	2.11	<ul style="list-style-type: none"> The school has implemented Teachers College Writing Units focusing on developing students’ narrative, argumentative and informational writing skills across the curriculum.



				<ul style="list-style-type: none"> All content area teachers administer standards-based end-of-unit writing assessments that are analyzed using common rubrics and a shared protocol for looking at student work in 6-8 week cycles. All students reading levels have been assessed and students are provided structured time for daily independent reading using 100 Book Challenge reading program. Teachers conference logs and running records reveal an overall school growth of .38 (Almost four months) September-to- January.
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	35%	36%	<ul style="list-style-type: none"> We are implementing a new science curriculum through Urban Advantage and teachers attend regular professional development to build their pedagogical practices. Through our partnership with Teachers College and Literacy Design Collaborative (LDC) our science teachers receive ongoing professional development to build their capacity to teach content area writing.
Make Priority School Progress	Yellow	N/A	Meet progress criteria	<ul style="list-style-type: none"> Under the NYC renewal school program, MS 328 has been identified as a priority school. The school has therefore been embraced in the community schools initiative. We have implemented expanded learning time, supplied resources and supports to ensure effective school leadership, rigorous instruction supports and structures to support teacher collaboration.



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: Effective School Leadership	Green	3.24	3.28	<ul style="list-style-type: none"> The principal communicates a clear instructional vision and focus for the school. Strong social-emotional support systems are provided through the school-based PBIS structures, school community organization peer-mentoring program, and mental health services. School leader supports teacher development through ongoing professional development provided by several partners including the New Teacher Center, Teachers College, and Urban Advantage. The school Leader effectively uses evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP, including teacher practices measured through a common framework (Danielson) and structures for monitoring student achievement progress.
Implement Community School Model	Yellow	N/A	Implement	CBO (Center for Supportive Schools) has implemented the Community School Model focusing on the following: <ul style="list-style-type: none"> Social/Emotional Programming (Astor Services, P2L: Pathways to Leadership, Success Mentoring through Achievement Mentoring); Leadership Programming (Peer Group Connection – PGC); ELT/Afterschool Programming (Salvadori, DreamYard, Leap, Studio in a School, Achieve HighPoints);



				<ul style="list-style-type: none"> • School Structures & Supports (Student Success Summits, daily absent student phone call structures and reporting, professional learning team consultation); • Campus Alignment (connecting three campus community schools to align under same umbrella); • Family Engagement (alignment of campus Parent Coordinators, engaging families in Community School Teams, program/event outreach and engagement).
Performance Index on State ELA Exam	Yellow	52	54	<ul style="list-style-type: none"> • School has identified “pushable” (students on the cusp of a performance level) and “slippables” (students just at or on the cusp of proficiency) to create lessons with multiple points of entry. • School has systems and structures for monitoring student progress that includes simulated State assessments, rigorous writing assessments, common assessment rubrics and structured time for teachers to collaborate to analyze student work, monitor and revise curricula.
Performance Index on State Math Exam	Yellow	39	41	<ul style="list-style-type: none"> • School has identified “pushable” students on the cusp of a performance level and “slippables at or on the cusp of proficiency to create lessons with multiple points of entry. • School has systems and structures for monitoring student progress that includes simulated State assessments, unit pre and post assessments, common assessment rubrics and structured time for teachers to collaborate to analyze student work, monitor and revise curricula.
Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	Students receive five hours of additional instructional support weekly. Our Extended Learning Time is scheduled four days per week, Tuesday – Friday from 2:20PM to



				<p>3:35PM The ELT is comprise of academic instruction that is facilitated by the use of digital learning technology for mathematics and independent reading. In addition, students are provided opportunities for project-based learning through programs developed in tandem with our partners: Salvadori Center, LEAP, Studio in the School, Yrap and Hip Hop4Life.</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>

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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.
<p>1. Rigorous Instruction</p> <p>Goals: By June 2016, teacher teams will collaborate to design at least four rigorous CCLS-aligned writing tasks in all content areas. Student performance will be measured by a 30% increase of students in each class scoring a holistic '3' or higher on end of unit benchmarks. Teacher teams will create rubrics based on the NYS Expository Rubric and content specific standards in mathematics, social studies, and science.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • The entire school staff will be developed in utilizing the TC Writing Pathways rubrics and checklists to determine student-learning needs around writing. • Staff will participate in a norming session around the rubrics in September. • Staff will meet in grade level teams to discuss student writing. Grade level teams will determine strategies for differentiation around student writing. • Next steps will be recorded in the Analysis of 	Yellow	<p>We are on track to meeting this goal. All content-area teachers are writing end-of-unit writing tasks with professional support from our partners (Teachers College, Literacy Design Collaborative) and our teacher leaders. Specifically:</p> <ul style="list-style-type: none"> • All social studies, science and literacy teachers have been developed in utilizing the TC Writing Pathways rubrics and checklists to determine student-learning needs around writing. We have modified our plans to exclude mathematics teachers. Our math teachers will use the NYS State holistic scoring rubric. • All ELA teachers attended Teacher's College Summer institute and ongoing fall-winter trainings. • All Content area teachers (excluding math) meet weekly on Thursdays to design standards-based writing tasks with support from school based ELA Peer Collaborative Teacher, Social Studies Model teacher and a Generation Ready consultant (Aussie) who skypes in on a bi-weekly basis. • Staff meets in grade level teams to analyze student writing and determine learning goals and strategies for differentiation. • Mathematics Peer Collaborative Teacher and Assistant principal meet weekly with all math teachers to design standards-based math extended response tasks.



	<p>Student Work document.</p> <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Expanded Learning Time Professional Development: Academics</p>		<ul style="list-style-type: none"> Analysis of student work assessment documents clearly show that the school is on track to meet its goal in this area (increase student writing by a minimum of 30%).
2.	<p>Supportive Environment Goals: By June 2016 our school will work in tandem with community-based partners to increase self-monitoring of their attendance as measured by a 2% increase in our annual attendance.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> To foster a climate of involvement and interaction between partnerships Provide mentors for students that involve opportunities for social, emotional, or educational support. Allow students to gain familiarity with a wide variety of community resources Provide students with real-world opportunities to practice goal setting, communication, problem-solving, and flexibility Engage partners in classroom learning to <ul style="list-style-type: none"> Develop student ability to strengthen learning at school/home Promote real world learning in the classroom 	Yellow	<p>The school is on track to exceed this goal. Our year-to-date attendance is at 92.1% giving us a 2.3% gain from the previous school year. Our benchmark goal is to reach 90.6. Specific systems and structures include:</p> <ul style="list-style-type: none"> Weekly student attendance success meetings A targeted student success mentoring program serving severely absent, chronically absent and at risk students Monthly attendance incentive program Peer Group Connection Mentoring: grade 8 to grade 6 mentoring program Weekly achievement mentoring: An Evidenced-based adult-student mentoring



<p>3.</p>	<p>Collaborative Teachers Goals: By June 2016 teachers will utilize the Japanese lesson study model and participate in lesson studies in order to strengthen school wide practices aligned to our instructional focus. This will result in a minimum increase from 22% of teachers rated effective or highly effective in Domain 3B (as measured by MOTP scores in the 2014-2015 school year) up to 44% of teachers rated effective or highly effective in Domain 3B (as measured by MOTP scores in the 2015-2016 school year). Students will engage in discussion, questioning and critical thinking as measured by classrooms observations, and student work products.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Teachers will collaborate in writing and revising lesson plans, observing instruction and providing low-inference feedback aligned to our instructional focus. <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry</p>	<p>Yellow</p>	<p>We are on track to meeting this goal; however, we have several challenges impeding this work currently. Our current state includes the following:</p> <ul style="list-style-type: none"> We have successfully completed one lesson study cycle and we are currently planning the second centered on a problem practice aligned to component 3B. Teachers attending offsite training at times can interfere with our ability to more regularly complete our lesson study cycles. However, our goal is to complete at least three additional cycles before the conclusion of the school year. A review of our current Year-to-date data reveals that 20% of our teachers are currently rated effective in component 3B.
<p>4.</p>	<p>Effective School Leadership Goals: By June 26, 2016 at least 80 percent of teachers will move at least one rating level in Danielson’s framework for teaching rubric in component 3B, 3C and 3D as measured by a minimum of four teacher observations.</p>	<p>Green</p>	<p>We are on track to meet this goal. The school has put structures and systems in place to improve teacher practice aligned to the school’s instructional focus. Specifically, the school administration has successfully completed:</p> <ul style="list-style-type: none"> 100% of teacher goal-setting conferences, including TIP’s 53% of the school’s annual teacher observations completed one out of two interim progress-monitoring



	<p>Key Strategies:</p> <ul style="list-style-type: none"> To set up structures and systems so that teachers will participate in at least five lesson studies, have goal-setting and progress monitoring conferences with administration, participate in at least 2 book study groups that focus on school’s instructional focus, quality Interactions, set instructional goals and attend a minimum of two (2) interim admin-teacher progress monitoring conferences Teachers will receive regular instructional feedback, including a minimum of four (4) observations completed by a licensed administrator and closely monitor their students’ learning progress through ongoing formative and summative assessments. 		<p>conferences</p> <ul style="list-style-type: none"> The school has successfully recruited and facilitated the training of two Peer Collaborative Teachers and one Model Teacher who support instructional practice via weekly class visits, demonstration lessons and individual teacher meetings to develop lesson plans and improve pedagogical practices. 100% of teachers have been targeted to build their capacity in domain three through weekly school-based professional learning activities that included: <ol style="list-style-type: none"> Training in divergent and convergent questions Discussion protocols Norming our grading practices around common, standards-based rubrics, Protocols for analyzing student work.
5.	<p>Strong Family-Community Ties</p> <p>Goals:</p> <p>By June 2016 the school will develop collaborative partnerships with families and community based organizations resulting in up to 50% increase in parent attendance at school events (workshops, conferences, orientations, special events, etc.) and a change in parent perception as measured by students and parent responses to a school survey aligned to the NYC School Environment Survey.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> To form partnerships with community based organizations to help foster parent/school 	Green	<p>In partnership with Community Schools CBO, Center for Supportive Schools(CSS), our Parent Coordinator now works in collaboration with CBO and sister campus school Parent Coordinators to plan and execute campus wide programming and workshops for parents and families. Weekly parent outreach time has been built into the teacher schedules. CSS has also contracted with Kinolved to assist teachers with continuous parent outreach utilizing a text messaging, email, and phone call platform that connects to student attendance. This facilitates timely outreach using multiple communication forms. School has created a central Parent Resource Center where parents can find resources and support daily family-school interactions. The school has also established a Community Schools office with additional resources and connection opportunities. School has formed a strong School Leadership Team and Community School Team to further parent outreach and engagement.</p>



	<p>relationship</p> <ul style="list-style-type: none"> Implement structures that change parent perception by creating a supportive and vibrant school environment where parents are confident, comfortable and secure. 		<p>Monthly school-level and campus wide family newsletter with announcements and calendar updates are sent home with students. The schools messenger system is used to communicate important events, and schedule updates to parents as needed.</p> <p>In addition to the schools messenger system, parents are contacted directly to share important information, updates and events via Kinvoled, personal phone calls and email blasts.</p> <p>School utilizes community partners such as CSS and AmeriCorps to assist with parent outreach as needed.</p> <p>School outreach has expanded into social media forum with the creation of school Facebook-Like page, which will soon be updated monthly with events and school announcements.</p> <p>School workshops are organized though out the year to assess and meet specific parent/student social and educational needs.</p> <p>In collaboration with our sister campus schools, we have developed community wide ESL, Citizenship, and GED classes for parents.</p> <p>Parent coordinator follows up weekly with parents to further survey parents' needs and expectations.</p>
6.	<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 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
Yellow	<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: Parent recommended assigning students homework based on their level so that they can successfully complete assignments A parent recommended instituting a protocol for when students are disrupting a lesson that is sensitive to all students involved. A parent recommended better enforcement of the uniform policy as it distinguishes New Millenium students from others in the building. A speaker recommended a full time parent advocate to support families in getting services A parent recommended providing parents with support so they can partner with their children in doing homework A parent recommended engaging more parent /community volunteers A parent recommended increased communication about positive student behavior.</p> <p>School Response:</p> <p>The School Leadership Team and Community School team meets on a monthly basis to monitor progress toward meeting school goals, and State and City performance Benchmarks. In addition, this leadership body is addressing the CET recommendations above:</p> <ul style="list-style-type: none"> • Appropriate, grade level homework is assigned daily so that students can successfully complete assignments • The school continues to implement and deepen its PBIS model for managing student behavior in a manner that is sensitive to all students involved. To support this work, the school has implemented Peer-mentoring through CSS and a Student Government council • The school continues to implement a strict uniform policy as it distinguishes New Millenium students from others in the building. • Through Astor Services the school has employed a parent and family advocate to support families in getting services • Parent and community volunteers work with school community weekly • The school has adopted Kininvolved (a parent messaging and attendance monitoring program) to increase communication about positive student behavior.



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.

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.

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
Green	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.
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.	CSS Peer Group Connection Mentoring Program
2.	Student Success Mentors – Attendance Monitoring Partnership



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, Leticia Rodriguez-Rosario

Signature of Receiver: _____

Date: _____

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