



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
03M860: Frederick Douglass Academy II Secondary School	310300011860	NYC GEOG DIST # 3 - MANHATTAN	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	Osei Owusu Afriyie, Principal	Ilene Altschul, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08,09,10,11,12	387

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 Frederick Douglass Academy II Secondary School are committed to the continued improvement and the success of our students academically, socially and emotionally. Collectively, students, staff and families contribute to a school community that is safe and conducive to learning. We have aligned our resources to build systems that are informed by input and feedback from the School Leadership Team (SLT) and Community Engagement Team (CET), and implemented by school staff and leadership, which meet regularly to evaluate progress based on qualitative and quantitative data.

As a college preparatory secondary school, Frederick Douglass Academy II (FDA II) continues to focus on the development of students' character and scholastic achievement. To that end, in the 2015-2016 school year, it has implemented a refined Common Core standards curriculum that it strives to enhance through the work of teacher teams, teacher professional development, academic interventions for students and increased instructional rigor.

Key strategies this year have included providing students additional academic support in math and English language arts, such as Saturday Academy for academic intervention, CUNY Transitions to College Algebra program to support high school students taking the Algebra Regents, expanded AP course offerings (Environment, US History, English Composition, and Literature) a summer program targeting the school's rising 6th, 9th, and 12th graders; and the offering of instructional supports through the Expanded Learning Time, 200 hours of additional instruction, 4 times per week in core subject areas (ELA, Math, Science, Social Studies). To strengthen the delivery of instruction, FDA Academy has also provided teachers with weekly professional development and in-classroom coaching. Professional development topics include Essentials of Shared Inquiry; Questioning & Discussion and content specific professional development that integrates questioning as strategy to increase learning such as Algebra through Inquiry and New Visions History. Teachers also received in-classroom coaching on methods of checking for understanding. 100% participation in teacher teams to design and implement coherent lesson plans that incorporate high-quality question prompts and effective discussion techniques.

Through a partnership with Teachers College, FDA II has hired a Community School Director to assist the school with increasing attendance and reducing chronic absenteeism. Towards that end, the CSD has been working with the school to improve services and communication with families. To strengthen its outreach to families, FDA II and Teachers College have also organized dental, vision, and parent health screenings and workshops about student performance.



To date, FDA is on track to meet its College Readiness Index, pending the Winter Regents outcomes and is making progress towards its benchmark rate for graduation. The majority of students have made progress on school assessments and State Measures of Student Learning.

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
College Readiness Index	Y	8.5%	9.5%	<p>The school is on track to meet its College Readiness Index.</p> <p>25% of students have met the benchmark for English, 5% have met the benchmark for Math (Algebra). However, 22% have scores between 70 -79 and are retaking the Algebra Regents in February 2016 (special administration) and June 2016.</p> <p>The school is further preparing students with a partnership through CUNY Transitions to College algebra program.</p>
Grade 4 and 8 Science Percent Level 3 & Above	Y	21%	22%	<p>The school is on track to meet its Grade 8 Science target of 22% (6 students). As of mid-year, 58% of students have scored 65 or above on the grade 8 midterm exam.</p> <p>To support growth in Science, students are now receiving more targeted instruction in hands-on labs. The school has provided teacher professional development in Science through Urban Advantage.</p>
Make Priority School Progress	Y	N/A	Meet progress criteria	<p>The school is on track to meet priority school progress.</p> <p>Graduation Rate Projections: An analysis of student credit accumulation and Regents completion after this</p>



				<p>fall term indicates that <u>70%</u> of students are on track to graduate in June 2016.</p> <p>ELA MOSL/Performance Series: <u>48%</u> of students have made progress from the equivalent of level 1 to 2 and <u>10%</u> of students have made progress from the equivalent of level 2 to 3. According to our analysis, 18% of students are approaching or have met grade level proficiency.</p> <p>School ELA Assessment: <u>61%</u> of students have scored 65 or above on their midterm exams; and 85% have passed their ELA courses for the second marking period.</p> <p>MATH MOSL/Performance Series: <u>28%</u> of students have made progress from the equivalent of level 1 to 2 and <u>9%</u> of students have made progress from the equivalent of level 2 to 3. According to our analysis, 14% of students are approaching or have met grade level proficiency.</p> <p>School Math Assessment: <u>58%</u> of students have scored 65 or above on their midterm exams; and 78% have passed their courses for the second marking period.</p>
Math Regents Percent Pass By Year 2	Y	32%	33%	<p>The school is on track to meet its target of 33%.</p> <p>As of February 2016, the percentage of students to pass Algebra by the end of the second year is <u>38%</u>, a cumulative total of the students who passed it last year and this year.</p> <p>The projected 'pass by year 2' rate in June 2016 is <u>40%</u> based on an analysis of school Math assessment data.</p> <p>For the winter FDA Academy II has a 95% participation rate in Algebra.</p>



				<p>For the 2015-2016 school year, 9th and 10th grade students have received double periods of Algebra as an extra support. In addition, the department is implementing the Algebra through Inquiry framework which prioritizes the common core mathematical practices.</p>
School Survey - Safety	Y	2.20	2.24	<p>The school is approaching its target.</p> <p>An analysis of OORs data from September 2015 to present indicates no increase of level 3 or higher infractions, although to date, the school's suspensions have increased by .2% (one more suspension than last year).</p> <p>To better ensure the safety and socio-emotional growth of students, FDA Academy II has implemented Restorative Justice strategies, Advisory 5 time per week for 45 minutes, and a mentorship program for 280 students.</p>



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
Average ELA Proficiency Rating	Y	2.17	2.18	<p>The school is approaching its target.</p> <p>ELA MOSL/Performance Series: <u>48%</u> of students have made progress from the equivalent of level 1 to 2 and <u>10%</u> of students have made progress from the equivalent of level 2 to 3. According to our analysis, 18% of students are approaching or have met grade level proficiency.</p> <p>School ELA Interim Assessment: <u>61%</u> of students have scored 65 or above on their midterm exams; and <u>85%</u> have passed their ELA courses for the second marking period.</p> <p>As a course-correction, the school has implemented a Saturday Academy through its partnership with Teachers College. Using the middle school interim assessments aligned to the release items from the most recent NYS ELA Exam, students were identified for targeted outreach. Focus skills were the identified based on students' difficulties with particular standards. With the help of TC, the school refined the curriculum based on units of study from EngageNY that addressed the standards identified as in need of support.</p>
Framework: Collaborative Teachers	Y	3.72	3.76	<p>The school is on track to meet its target.</p> <p>Team Meetings: Teachers meet 2 times per week for 45</p>



				<p>minutes to collaborate on grade teams to develop common instructional practices to move a targeted group of students.</p> <p>Coaching: 18 teachers are partnered with a 3 instructional coaches for in-classroom and planning support.</p> <p>Teacher Leadership Program: 3 teachers participate in the NYCDOE Teacher Leadership Program as a cohort to organize cycles of inquiry at the school through teamwork and develop their teacher leadership skills.</p>
Framework: Effective School Leadership	G	2.60	2.64	<p>The school is on track to meet its target.</p> <p>School administrators participate in monthly district-led professional development to refine leadership practices (i.e. teacher observations, formative assessment, academic policy, teacher collaboration).</p> <p>To develop teacher leadership, a Peer Leadership Facilitator, Instructional Coaches, and teachers participating in the NYCDOE Teacher Leadership Program collaborate regularly to plan and organize instruction.</p>
Framework: Supportive Environment	Y	2.96	3.00	<p>The school is on track to meet its target.</p> <p>Anecdotal data from guidance counselors indicate that students are benefiting from the additional socio-emotional supports at the school.</p> <p>FDA Academy II partners with Achievement Initiative onsite for student social emotional support. The organization provides college preparatory experiences as well as social-emotional support for students in grades 10-12.</p>



				<p>Students meet in small cohorts during daily advisory.</p> <p>Students participate in student led conferences with teachers and parents.</p>
Performance Index on State ELA Exam	Y	61	63	<p>The school is on track to meet its target. The Performance Index on the State ELA Exam is expected to increase in 2016, based on the following:</p> <p>ELA MOSL/Performance Series: <u>48%</u> of students have made progress from the equivalent of level 1 to 2 and <u>10%</u> of students have made progress from the equivalent of level 2 to 3. According to the school’s analysis, <u>18%</u> of students are approaching or have met grade level proficiency.</p> <p>School Assessment: <u>61%</u> of students have scored 65 or above on their midterm exams; and <u>85%</u> have passed their ELA courses for the second marking period.</p>
Performance Index on State Math Exam	Y	49	51	<p>The school is on track to meet its target. The Performance Index on the State Math Exam is expected to increase in 2016, based on the following:</p> <p>MATH MOSL/Performance Series: <u>28%</u> of students have made progress from the equivalent of level 1 to 2 and <u>9%</u> of students have made progress from the equivalent of level 2 to 3. According to the school’s analysis, 14% of students are approaching or have met grade level proficiency.</p> <p>School Assessment: <u>58%</u> of students have scored 65 or above on their midterm exams; and <u>78%</u> have passed their courses for the second marking period.</p>



Progress Toward Graduation- Years 2 and 3	Y	30.4%	31.4%	<p>The school is on track to meet its progress.</p> <p>Progress Toward Graduation Projections: An analysis of student credit accumulation and Regents completion after this fall term indicates that <u>41%</u> of students are on track to graduate with their Year 2 cohort and that <u>49%</u> of students are on track to graduate with their Year 3 cohort.</p>
Provide 200 Hours of Extended Learning Time	G	N/A	Implement	<p>The school is currently implementing 200 Hours of ELT for 4 days a week. Through the school's partnership with Teachers College REACH, it has funding for afterschool programming. To date, there are 107 students participating in a range of programs (outlined below) and they have accumulated 131.25 hours of participation. Teachers College REACH and its partner, Achievement Initiatives, have been working with the Scholar Support Team and the school's Expanded Learning Opportunities Coordinator to use the academic and non-academic data (i.e. Success Highways) to identify</p>



				students for targeted, intensive outreach for afterschool programming. <ul style="list-style-type: none"> • Book Club: 9 students total, 16 days (24 hours) • Digital Media with : 9 students, 34 days (51 hours) • Middle School Chess: 10 students, 32 days (24 hours) • Peer Tutoring: 12 students, 44 days (33 hours) • Young Audiences New York (YANY) Portfolio Bootcamp: 6 students, 14 days (21 hours) • Robotics: 24 students, 18 days (27 hours) • Sister 2 Sister: 14 students, 30 days (22.5 hours) • Students of New York: 7 students, 32 days (24 hours) 		
Regents Completion Rate	Y	27.6%	28.6%	The regents completion rate is currently 31%, the school is on track to meet the target		
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.

Part II – Key Strategies

<p>Key Strategies <i>As applicable</i>, 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>		
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy	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.



		(R/Y/G)	
1.	<p>Rigorous Instruction</p> <p>Goals:</p> <p>By June 2016, 80% of teachers will improve the quality of the feedback Scholars receive by utilizing effective checks for understanding strategies that are aligned to the lesson's aim, as measured by a comparison of Fall and Spring Educator observation data.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Teachers will make use of effective checks for understanding strategies that are aligned to a lesson's aim, as measured by a comparison of Fall and Spring Educator observation data. 	Y	<p>The school is implementing its' CEP strategy to achieve this goal, but barriers exist in teacher development.</p> <ul style="list-style-type: none"> Professional development topics include Essentials of Shared Inquiry; Questioning & Discussion at Teachers College; and content specific professional development that integrates questioning such as Algebra through Inquiry and New Visions History. Teachers also received in-classroom coaching on methods of checking for understanding. 100% participate in teacher teams to design and implement coherent lesson plans that incorporate tiered high-quality question prompts and effective discussion techniques. Teacher observation data demonstrates that teachers are progressing in Questioning & Discussion techniques, Student Engagement, and Assessment as per the midyear observation cycle. Therefore, as a course-correction, instructional coaches are currently providing in-classroom support of teachers, focusing on methods of checking for understanding and planning checks for understanding into their lessons. Inter-visitations are also planned for the spring where teachers will use the Focus Point protocol to partner with teachers within their discipline to provide feedback on particular Q&D strategies being attempted. The school's community-based partnership with Teachers College REACH provides additional professional development in data analysis; Interim Assessment Development & Analysis; Supporting School-Wide Curriculum Refinement Using Understanding by Design; and Recognizing & Implementing High-



			<p>Quality Questioning for Discussion & Formative Assessment.</p> <ul style="list-style-type: none"> For the Saturday Academy, TC provided the school with middle school interim assessments based on the release items from the most recent NYS ELA and Math exams. Based on TC’s analysis of the data, students were identified for targeted outreach and focus skills were identified based on students’ difficulties with particular standards. The curriculum was developed by adapting units of study from EngageNY that addressed the standards identified as deficient. TC worked with the school to help them refine the adapted curriculum.
2.	<p>Supportive Environment Goals: By June 2016, at least 50% of the Most-At-Risk Scholars identified on the June 2015 Success Highway Academic Resiliency Report will have demonstrated a positive profile gain index in at least two of the six Academic Resiliency Skills by implementing the school’s universal and mandatory Community Class Curriculum.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Implementation of the school’s universal and mandatory Community Class Curriculum 	Y	<p>The school is implementing its’ CEP strategy with impact, and is expected to achieve its goal.</p> <ul style="list-style-type: none"> The school has achieved 92% implementation of the Community Class Curriculum across classrooms. Students meet in small cohorts during daily advisory. Students have participated in student led conferences with teachers and parents. The cumulative attendance rate for these students is 83% As a mid-year assessment of most-at-risk scholars, the school has launched guided group sessions to gather data on students’ connections to school and their peers. Anecdotal data from guidance counselors indicate that students are benefiting from the additional socio-emotional supports at the school. As an additional strategy to achieve its goal, FDA Academy II partners with Achievement Initiative onsite for student social emotional support. The organization provides college preparatory experiences as well as social-emotional support for students in grades 10-12, as well as a full-time LMSW and two graduate students to support a range of activities to support students’ social emotional and mental well-being. The AI team



			<p>has joined the Scholar Support Team and provides assistance with the review and utilization of data (i.e. attendance, Success Highways/SH, behavioral, and academic/Student Sorter PtG) to inform interventions for target students (low attendance, low credit accumulation and regents completion); identify targeted (60%-80% on SH assessment) at-risk students and students with majority 3 category across resiliency skills. The team meets for weekly counseling with social workers and graduate interns, and uses the data to inform/guide the Personal Learning Plan goals with students. The AI team has begun to collaborate with the Community School Director to facilitate a resiliency group for students. Students are targeted based on their SH, attendance, and PtG data: the workshop content utilizes the SH curriculum. The AI team assists with the identification of targeted students for ELO activities by referring those students who display risk. Such activities, based on assessment, include: Enjoy School, and Teacher and Peer Connections. The AI team also uses the SH data as well as other factors to form targeted groups for spring semester: Stressbuster, Girls Group, Life Skills, Social Media, Live Healthy. A school wide presentation of SH data to all staff was facilitated by Scholar Centric (the developers of SH) representative, Edith Schneider. In addition, Scholar Centric representative Cardozie Jones is conducting a “Building Resiliency” workshop series with teachers to assist them in incorporating SH data in the classroom. Workshops are held the first Wednesday of every month; two have been conducted to date and a total of 5 have been presented.</p> <ul style="list-style-type: none"> • As a Community School, mental health supports have increased with the addition of a partnership with NY Foundling for intensive family therapy referrals. • Supplemental academic supports include: peer tutoring; Saturday Academy for strengthening of skills in ELA and Math; SAT Preparation; and Summer Bridge for summer academics and
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			<p>enrichment.</p> <ul style="list-style-type: none"> The school’s community-based partnership with Teachers College REACH provides academic supports (peer tutoring; and enrichments (Photography, Film, Global Brotherhood, Sister 2 Sister, Digital Media, NY Chess Kids, Music, Painting, Book Club, Tennis, Football, and Basketball).
3.	<p>Collaborative Teachers Goals: By June 2016, 65% of teachers will work in their teacher teams to improve one level in the Danielson Competency 3b by designing and implementing coherent lesson plans that incorporate tiered high-quality question prompts and effective discussion techniques, resulting in deeper student understanding of content and increased scholar in-class engagement.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Teacher teams will collaborate to improve one level in Danielson Competency 3b by designing and implementing coherent lesson plans that incorporate tiered high-quality question prompts and effective discussion techniques 	Y	<p>The school is implementing its CEP strategy with impact, and is expected to achieve its goal.</p> <ul style="list-style-type: none"> Team Meetings: Teachers meet 2 times per week for 45 minutes to collaborate on grade teams to develop common instructional practices to move a targeted group of students. Coaching: 18 teachers are partnered with a 3 instructional coaches for in-classroom and planning support. TLP: 3 teachers participate in the NYCDOE Teacher Leadership Program as a cohort to organize cycles of inquiry at the school. To improve one level in Danielson (i.e. from developing to effective) by the third observation cycle, the school is launching a series of inter-visitations focused on 3b in connection with professional development provided by Teachers College (see below). CBO PARTNERSHIP: The schools community-based partnership with Teachers College REACH provides additional collaborative professional development in Recognizing & Implementing High-Quality Questioning for Discussion & Formative Assessment; Supporting School-Wide Curriculum Refinement Using Understanding by Design; and Middle School Interim Assessment Development & Analysis.
4.	<p>Effective School Leadership Goals:</p>	Y	<p>The school is implementing its CEP strategy to achieve this goal, but a course-correction is necessary.</p>



	<p>By June 2016, administration will complete 4 iterations of the FDA II observation cycle resulting in 80% of Educators meeting their 2015-16 PD Goals set in November 2015.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Design coherent lesson plans that reflect gradual release of Scholars to higher order tasks aligned with the instructional aims, resulting in increased Scholar engagement and performance as evidenced improvements in Danielson Competency 1E. 		<ul style="list-style-type: none"> To date, FDA Academy II school administrators have completed two teacher observation cycles, with completion of 2 feedback sessions. As a result, 68% of teachers have demonstrated improvement in Danielson 1: Designing Coherent, a universal professional development goal set in November 2015. Thus, after administration’s discussion with staff, the school has proposed an addition to its CEP goal, which now includes MOSL outcomes to help teachers establish individualized semester PD goals.
5.	<p>Strong Family-Community Ties</p> <p>Goals:</p> <p>By June 2016, we will facilitate 4 workshops, 1 each quarter, in order to build the capacity of families in using attendance and/or academic achievement data to support their child in raising their achievement, resulting in a 10% improvement in attending families results on pre and post workshop surveys,</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Set Professional Development goals with Educators rooted in the Danielson Framework for teaching. 	G	<p>The school is expected to achieve its goal, but has revised its key strategy for family and community engagement to be revised in the CEP.</p> <p>Teachers College, Columbia University (TC) worked with the school to facilitate a parent workshop focused on the school’s attendance data in relation to College and Career Readiness. The turnout was very low, which in part may be the fact that the school has not yet been able to replace the parent coordinator. As a course-correction, TC assisted the school with its Parent Association awards night to celebrate high attendance. There were between 50-60 individuals in attendance.</p> <p>The next parent workshop will target parents whose children are prone to anger or frustration during school, as this circumstance impacts students’ academic achievement. To help illuminate the workshop’s message, attendance and social-emotional data (i.e. Success Highways) will be shared with participants. A second parent event scheduled for this year is Family Cook Night featuring a local chef. It will celebrate students who have had the most improved attendance during the year, in an intergenerational activity with parents. After a parent coordinator is hired, TC will work with the individual to plan and implement additional</p>



			<p>workshops for the year.</p> <p>To increase student attendance, the school has hired a Community School Director (CSD), through its partnership with TC. A core responsibility for the CSD is to assist the school with increasing attendance and reducing chronic absenteeism. Towards that end, the CSD has been working with the school to implement “Kinvoled” to support the real-time notification to parents of students’ absences and lateness’s; develop and implement an Attendance Intervention Plan (Attendance Matters Campaign); and to enhance the Scholar Support Team’s use of data to support its work.</p> <p>The strategy also includes actions to increase community ties through the providing of services. There have been 285 (all students who were present at school were screened) students who have received vision screenings through Helen Keller International as part of the school’s partnership with TC. Of those screened, 89 received completed eyeglasses (6th grade-1; 7th grade-5; 8th grade-13; 9th grade-23; 10th grade-15; 11th grade-18; 12th grade-14). Sixteen students received referrals for follow-up care with an ophthalmologist. Dental screenings through Smile Program are scheduled for January 20th and February 3rd. Aggregated data on number of students served will be available after the last screening date. Parent health screenings (i.e. BMI, hypertension, and glucose) will be held on February 25th. On April 13th, a health cooking class will be held for parents to provide assistance in how to manage obesity-related diseases through nutrition while living on a budget.</p>
<p>Green</p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p>	<p>Yellow</p> <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>

Part III – Community Engagement Team and Receivership Powers



Community Engagement Team (CET)	
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.	
Status (R/Y/G)	Analysis / Report Out
Y	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <ul style="list-style-type: none"> • The school has started to convene a Scholar Support Team as a community engagement subcommittee that meets weekly for an hour to review progress toward school-wide goals within specific focus areas: instructional goals, addressing absenteeism; engaging families, and structures needed on socio-emotional support. Members of the team include the instructional cabinet and Community School Director, who coordinates health and wellness campaigns for students and families. • Per Superintendent-approved CET recommendations, the school hired instructional coaches to support teachers in improving their practice; the school has increased the amount of Algebra instructional time for students through its partnership with CUNY; the school has expanded AP course offerings (Environment, US History, English Composition, and Literature) and increased its focus on increasing student attendance through the hiring of the full-time Community School Director. <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</p>



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
G	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.

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 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.	



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, Ilene Altschul

Signature of Receiver: _____

Date: _____