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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
18K581: East Flatbush Community Research School	331800010581	NYC GEOG DIST #18 - BROOKLYN	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	Daveida Daniel, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Beverly A. Wilkins, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	6, 7, 8	133

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 East Flatbush Community Research 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.

East Flatbush Community Research School is on the trajectory of meeting the indicators for the SY2015-16. The current assessments have shown a decrease in Level 1 or quartile 1 performance in both ELA and Math, and an increase in Level 2. The Lead Community Based Organization University Settlement has been instrumental in collaborating with all the CBOs in order to meet the needs of the school community. This year the school has had an increase in parent participation. The newly formed Parent Engagement Team has been a vital aspect of this work. The school community partners organized and school leaders hosted a Take Your Father To School Day which resulted in an overwhelming number of fathers and male relatives attending the event. East Flatbush Community Research School hosted a housing seminar on January 30, 2016. Seventy-five adults received information on housing.



This seminar was a direct response to information culled from a parent survey in which there was an expressed need for support in this area. Expanded Learning Time (ELT) affords all middle school students on this educational campus access to academic and non-academic activities fostering productive peer relations.

The school conducts progress monitoring in six weeks intervals and uses the data to make adjustments to support student learning. The school on average has an attendance rate of 92%. However, there is concern over lateness. An issue due in part to students escorting younger siblings to school. Professional learning sessions for teachers are tailored or revised based upon observed classroom practices in areas for further development or student work and assessments.

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



Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators				
Please list the school’s Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
3-8 ELA Growth Percentile	Y	46.2	47.2	<p>East Flatbush Community School measures student growth utilizing Degrees of Reading Power (DRP), interim assessments and the English Language Arts (ELA) Tracker aligned to Common Core Learning Standards (CCLS). Based on the goal to increase the ELA proficiency rating by 3% and increase subpopulation progress by 5 %, as written in the Renewal School Comprehensive Educational Plan (RSCEP), the school is on track to meeting this goal via continued opportunities for teachers to engage in targeted professional development cycles as well as providing 1:1 coaching through a staff developer/administrator and/ or providing timely actionable feedback to teachers every 6 weeks. Teachers analyze the Data Driven Classroom (DDC) unit performance task data, benchmark assessments, and DRP assessments to monitor and revise units of study. In turn, all students who have not made adequate progress have access to learning through access to additional supports such as Extended Learning Time(ELT) and Saturday Academy. The most recent DRP scores for grade 6 show a decrease of students in quartile 1 (at grade 4 and below). Students were tested in fall 2015, 56% scored in the quartile 1 range. Students were also assessed in the winter. Twenty-two percent scored in quartile 1</p>



			<p>showing a decrease in students reading at this grade level. In addition, 25% of students scored in quartile 2, (at grade 4-5). Subsequently, the winter assessment results indicated 30% percent scored in quartile 2 showing a 5% increase in reading proficiency at this level. In the fall, 3% of grade 6 students were reading at quartile 3. In the winter, 26% of students were reading or approaching quartile 3 standards for grades six through eight.</p> <p>On the fall assessment, 11% of grade 6 students were reading onLevel 4 or quartile 4. On the winter assessment, 22% of students were reading above grade level (grade 9-10). For grade 7, the fall assessment indicated 65% of students were reading below grade level. Winter assessment numbers decreased to 27% reading below grade level. For quartile 2, 22% of students were assessed as approaching grade level. During winter, 38% of students were on the cusp of reading on grade level. Level 3 or quartile 3 fall assessment data indicated that 9% of students were reading on or above grade level. When assessed during the winter, 14% were reading on or above grade level (grades 6-8). Quartile 4 results indicated that 4% of the students were reading above grade level (grade 9-10) and during winter assessments 22% of students were reading above grade level (grade 9-10). For grade 8, fall assessment data indicated 49% of students were reading at quartile 1 and in the winter the numbers decreased to 39%. In the fall, 36% of students scored at quartile 2, however, in winter 31% were reading at this low level. At quartile 3, 5% of students were reading on this in the fall and the school experienced an increase to 8% students reading on this level when assessed in winter.</p>
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				<p>Nine percent of students were reading above grade level in the fall. In winter, there was an increase to 22% of students reading above grade level. Overall, East Flatbush Community Research School is making demonstrative gains in student proficiency levels. Students who are not on target receive intense and targeted support such as study hall hours, tutorial sessions, and a seat in the Saturday Academy.</p>
3-8 ELA Percent Level 2 & Above	G	38%	39%	<p>In fall 2015, 25% of students scored in quartile 2, (at grades 4-5). Subsequently, thirty percent scored in quartile 2 showing a 5% increase in reading proficiency at this level as evidenced on the winter assessment. In the fall 3% of grade 6 students were reading at quartile 3. In the winter, 26% of students were reading or approaching quartile 3 standards for grades 6 through 8.</p> <p>On the fall assessment, 11% of grade 6 students were reading on Level 4 or quartile 4. On the winter assessment, 22% of students were reading above grade level (grade 9-10). For grade 7, the fall assessment indicated 65% of students were reading below grade level. Winter assessment numbers decreased to 27% reading below grade level. For quartile 2, 22% of students were assessed as approaching grade level. In the winter, 38% of students were on the cusp of reading on grade level. Level 3 or quartile 3 fall assessment indicated that 9% of students were reading on or above grade level. When assessed during winter, 14% were reading on or above grade level (grades 6-8). Quartile 4 results indicated 4% of students were reading above grade level (grade 9-10) and during winter assessments 22% of students were reading above grade level (grade 9-10). For grade 8, the fall assessment indicated 49% of</p>



				<p>students were reading at quartile 1 and in winter the numbers decreased to 39%. In the fall, 36% of students scored at quartile 2, however, in winter 31% were reading at this low level. At quartile 3, 5% of students were reading on this level in the fall and the school experienced an increase to 8% students reading on this level when assessed in winter. Nine percent of students were reading above grade level in the fall. In the winter, there was an increase to 22% reading above grade level, which is an increase of 13%. Based on the RSCEP goals and State targets, East Flatbush Community Research School is on track to school-wide academic improvement.</p> <p>The school is studying questioning techniques and is teaching the writing process using the WICOR model (Writing, Inquiry, Collaboration, Organization, and Reading). Teachers have embraced Teachers College Reading and Writing Program. Teaching strategies support student learning. Teachers review units of study and revise curriculum based on student outcomes work products, and assessments.</p>
3-8 Math Growth Percentile	Y	47.7	48.7	<p>East Flatbush Community Research School administers the Math Standards Tracker for grades 6-8. Based on the Number System Standards assessed on the DDC unit assessment, 61% of students tested met standard 6.NS.A.1; 71% of these grade 6 students were successful in meeting standard 6.NS.B.4. Fifty percent and sixty-one percent of grade six students were successful at meeting additional standards. This success was due to intentional scaffolds and re-teaching methods employed by teachers.</p> <p>Grade 7 students scored 63% on standard 7.NS.A.1; 71% scored well on standard 7.NS.A.1c; 55% were able to meet standard 7.NS.A.2a; and 40% of students</p>



				<p>tested on standard 7.EE.A.2, (Expressions and Equations) met with success. Seventy-six percent of seventh graders demonstrated mastery on standard 7.NS.A.1 and 42% on standard 7.NS.A.3. On 4 out of 6 standards tested, scores went down denoting a need for re-teaching and scaffolding from unit to unit and standard to standard. The master math teacher has been working with colleagues in the math department to identify strategies that support teachers in implementing standards-based instruction. There is a focus on Students with Disabilities and English as a New Language students. These students have also been invited to attend Saturday Academy.</p> <p>Grade 8 showed an increase in student performance on fall and winter assessments based on the 2015 state exam results. Assessed standard 8.G.A.4, revealed 46% percent student mastery. For standard 8.G.9c (Geometry and Algebra), 61% tested at mastery level. Standards 8.G.1 and 8.G.A.5, 40 % and 55% of students met expectations respectively. Teachers work incorporating multiple entry points for re-teaching content and skills during Extended Learning Time and Saturday Academy.</p> <p>Based on the RSCEP goal, the school is on track to meeting the math goals as evidenced by Math Standards Tracker scores. The partnership with Hunter College supports the math department. Teachers meet in teacher teams to discuss units of study and essential modifications such as re-teaching of strands based on student needs.</p>
Grade 4 and 8 Science Percent Level 3 & Above	Y	14%	15%	Due to a leave of absence, school staff and a per diem substitute deliver science content lessons for all



				<p>students.</p> <p>The substitute teacher has been given the unit plans and joins team meetings as well as receives support from administration.</p> <p>Students who have a passion for science are encouraged to join the ELT Science, Technology, Engineering and Math (STEM) and Robotics for additional exposure to science themes.</p>
Make Priority School Progress	Y	N/A	Meet progress criteria	<p>East Flatbush Community School’s professional development planning has been instrumental in improving teacher practices. Teachers have asked for more team time to plan lessons and this has been added to the daily schedule. Professional Learning is structured based on the needs of the teachers. The school has adopted Teachers College for ELA enhancement and the school’s instructional focus is aimed at Danielson’s Domain 3: Instruction, specifically 3b Questioning and Discussion; 3c Student Engagement; and 3d Using Assessment in Instruction.</p> <p>The Teacher’s College coach works with the ELA and humanities teachers to hone professional knowledge and skill. The math master teacher works with math and science teachers in collaboration with Hunter College.</p> <p>Performance-based tasks and Degrees of Reading Power (DRP) scores show improvement in math and in ELA progress and performance. The school is on track with Priority School indicators.</p> <p>Shared lessons, analysis of student work, and inter-visitations are underway so that colleagues can learn from each other in order to strengthen capacity and embed common practices across the school.</p> <p>During professional learning time, the school</p>



				community reviews school data including teacher attendance to determine next steps for supporting and improving effective impact on student learning.
School Survey - Safety	Y	1.88	1.92	From September to January the percentage of infractions has decreased. In 2015, the school experienced 36 incidents, inclusive of eight principal suspensions and four superintendent suspensions. As of January 2016, there have been 15 incidents, including three principal suspensions. To date, there has not been cause for a superintendent suspension. Data above is captured in the Online Occurrence Reporting System (OORS).

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LEVEL 2 Indicators

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

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
Framework: Collaborative Teachers	Y	2.80	2.84	East Flatbush Community Research School focuses on Collaborative Teachers by providing daily embedded teacher team time for planning and assessing student work. This came directly from teacher surveys and the American Institutes for Research (AIR) report that was conducted last spring. Additionally, teachers are participating in professional learning where they are building community and trust.
Implement Community School Model	G	N/A	Implement	Four years ago, the community school model was adopted by the principal when she was assigned to the school. The school has had Community-based Organization (CBO) partnerships for three years. Currently, the lead CBO is University Settlement and the secondary organizations are Counseling in Schools, Leadership, and Interboro. Three percent of students at East Flatbush Community Research School participate in the mental health offerings. The remainder of the students is afforded the opportunity for support through Counseling at Schools and Leadership partners. This is the first year that the school has had universal vision screening. A second vision screening will take place in February as the optometrist will visit the twenty-five students who failed the eye exam for a follow up and next steps toward obtaining glasses.
Performance Index on State ELA Exam	Y	43	45	Students at East Flatbush Community Research School are on target with the expected performance on the ELA



				State Exam. All ELA and humanities classes provide assessments aligned to the CCLS. Teacher teams review student assessment scores and revise lessons based on outcomes. Administration reviews student assessment scores to ensure that teacher teams are on task with revisions for student learning toward positive student outcomes. ELA and humanity teachers reteach lessons during ELT and additional support is provided during Saturday Academy.
Performance Index on State Math Exam	Y	59	61	Students at East Flatbush Community Research School are on target with the expected performance on the Math State Exam. All math classes administer assessments aligned to the CCLS. All Math teachers review student assessment scores and reteach standards in which students struggle. Administration reviews the assessment scores and plans with the master teacher for the re-teach of lessons and strategies during ELT and Saturday Academy.

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Provide 200 Hours of Extended Learning Time	G	N/A	Implement	<p>The ELT at East Flatbush Community Research School consists of both academic and non-academic classes. Extended Day operated from 2:20-4:45. Enrichment courses include: ELA, Math, ESL, STEAM, Chess, Robotics Club, EFCRS Newsroom, EFCRS Top Chef, Visual Arts, Lyric Lounge, Soccer, Visual Arts, Music Production, Hip Hop Dance, Media Production, African Drumming, Willy Wonka Play, Basketball, and The Brotherhood. Offerings in the spring will change as a result of student input on a school-level survey.</p> <p>In January 2016, Saturday Academy Enrichment Programs being offered to students in need of additional support in ELA and Math began.</p>	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .		Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part II – Key Strategies

Key Strategies <i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.		
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.
1. Rigorous Instruction Goals: By June 2016, we will increase the average ELA and math proficiency rating by 3% and increase our sub population’s progress by 5 % in order to meet AYP in ELA and Math by engaging teachers in targeted professional development cycles, providing 1:1 coaching through a staff developer/administrator, and providing them with timely actionable feedback every 6 weeks . Key Strategies: <ul style="list-style-type: none"> • Increase instructional practices and teacher effectiveness by using both the Advance observation process and a research based rubric, Charlotte Danielson Framework. • The administration will engage in short, frequent cycles of classroom observations and feedback every 6 weeks using a research based rubric to provide meaningful feedback to teachers that articulates clear expectations and 	Y	DRP Overall Performance ELA and Math Standards Tracker The assessments show improvement in student scores. The number of quartile 1 (grade 4) has decreased by 34% for grade 6. Grade 7 shows a decrease of quartile students by 38%, and for grade 8 a decrease of 10% of students in quartile 1 is noted. Increased meeting time provides teachers the opportunity to examine lessons and student work and to modify units of study and lesson plans. Students who are not meeting standards have tutorial and Saturday Academy classes to focus on their areas of need.



	<p>instructional strategies for increasing the level of teacher practice and student achievement.</p> <p>Renewal School Priority Areas: Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students Professional Development: Educating All Students RTI/AIS</p>		
2.	<p>Supportive Environment Goals: By June 2016, we will expand our systems/structures for discipline and positive behavior in order to continue decreasing the amount of principal/superintendent suspensions by 30%, increase the number of teachers who responded positively on the Learning Environment Survey by 20%, and provide training on cultural responsiveness to sustain a positive climate/culture and build trust.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Embed an Advisory class in the schedule three times a week. Our Advisory classes address the social- emotional needs of the students. • Based on the need, targeted lessons are created to address the specific area of concern. 	Y	<p>The school has implemented a PBIS structure that includes Town Hall meetings and “Panther Pay” Rewards where students participate in auctions for items. principal and Superintendent suspensions have decreased, and issues that may arise are dealt with in advisory classes, restorative justice classes, and guidance meetings. Evidenced by the OORs reports.</p>
3.	<p>Collaborative Teachers Goals: By June 2016, teacher teams will analyze DDC (unit performance task) data, benchmark assessments, and DRP scores</p>	Y	<p>The DDC (Data Driven Classroom) has been administered twice (Fall and Winter) as aforementioned. The work continues to move a small group of students to Levels 3 and 4. The intervention methods that are being used that yield the best results are: Achieve 3000, Guided Reading 1, and Read 180. Based on the DRP</p>



	<p>every 6 weeks to monitor and revise units of study which will provide access to all and ensure impact on student achievement .</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Teachers analyze results of the Degrees of Reading Power assessment, Interim Assessments, and the Measures of Student Learning performance-based assessments to inform instruction every six weeks. • Teachers will meet in departments, professional learning communities, and grade teams to analyze student performance levels and progress and create school-wide interventions based on the results. <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry</p>		<p>scores, students are provided with additional support in the area of need.</p>
4.	<p>Effective School Leadership</p> <p>Goals: By June 2016, increase the amount of effective teachers by 10 % as per Advance and the observation process, build capacity through teacher leadership by creating 6 professional learning communities (PLCs) for each of the Pillars within the Framework that analyze, revise/reflect and adjust curriculum to assess instructional practices.</p>	Y	<p>Administration has been working with the Teacher Development Evaluation Coach to calibrate the observation process. In addition, the principal created an in- house observation tool so that all administrators have the same lens when visiting classrooms. Therefore, expectations are transparent and teachers are aware of the expectations. Professional Learning Communities to date have focused on math, ELA and Special Education. Teams are looking at teaching practices and revising unit plans based on student outcomes. This body of work is evidenced in Google Docs where units of study are housed.</p>



	<p>Key Strategy:</p> <ul style="list-style-type: none"> Consistent incorporation of assessments into daily lessons, developing a cohesive inquiry-based technology driven curriculum in all subject areas, differentiation via purposeful questioning, classroom discussion, servicing our “at-risk” population, and meeting the targets set by the school vision and mission 				
5.	<p>Strong Family-Community Ties</p> <p>Goals: We will continue to host monthly parent workshops. Our Community Schools Director will survey parents and families three times during the school year to identify workshops they would be interested in participating in.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Monthly parent workshops. Parents use a needs survey at the beginning of the year to determine what workshops to schedule. 	Y	<p>The creation of a Parent Engagement Team has been support to the Lead CBO in hosting open houses and events for parents. There is daily outreach to parents regarding student updates and upcoming events. The school has had open houses to create dialogue whereby constituents learn about the school, support educational programs, and have voice in the direction of the school.</p>		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part 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: A speaker suggested that the school facilities be more "child-friendly" by providing space for students to engage in physical activity. Develop an enrollment action plan with SLT team The school has since developed parent engagement structures and increased parental involvement and expanded community activities.</p> <p>During the first week of the 2015-16 school year, written notice was sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school. Once the school's hearing was held, a summary of recommendations was provided to the school based on commentary from speakers captured in a transcript of the public hearing, a recommendations form provided to participants at the hearing, an online survey on our NYCDOE website, any email feedback received to our receivership@schools.nyc.gov email address, or by mail. The CET met to review the public input and finalize school improvement plan recommendations, which were submitted to the Superintendent, acting on behalf of the Chancellor as Receiver, for review. Upon Superintendent determination of which CET recommendations would be incorporated, the improvement plan was revised and resubmitted.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings.</p>



Powers of the Receiver

Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

Status (R/Y/G)	Analysis / Report Out				
G	<p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver:</p> <p>The school has conducted several open Houses in hopes of increasing student enrollment. The school also participated in the District School Wide Open House.</p> <p>The school offers Extended Learning Time (ELT). ELT has drumming, a creative arts program that will present its Willy Wonker production in May. The school participates in the Turnaround Arts Program. Students can join the dance class as well as the newly formed school choir. (Evidenced in the RSCEP 5b part 2: pages 22-23; 5e part 2: pages 38-40; and 5e part 3: page 44 -section 8).</p>				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact.</i>	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part IV – Best Practices (Optional)

<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.	

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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, Beverly A. Wilkins

Signature of Receiver: _____

Date: _____ February 2016 _____

DRAFT