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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
05M123: P.S. 123 Mahalia Jackson	310500010123	NYC GEOG DIST # 5 - MANHATTAN	Y	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	Melitina Hernandez, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Gale Reeves, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	PK,0K,01,02,03,04,05,06,07,08	560

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 Mahalia Jackson 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.

PS/MS 123 has been engaged in the Receivership process since September 2015. At that time the school community at large was invited to a Public Hearing on September 30th 2015. This meeting was well attended by the school administration, staff and several parents and community members were in attendance as well. Since September the school has implemented the following key strategies to positively impact student achievement:

- In the area of Rigorous Instruction, teachers participate in extensive professional learning opportunities both onsite (through school-based literacy, math and technology coaching) and offsite (at workshops and at Teachers College) to assist them in enhancing their teaching and student learning. Students who need additional support are served through a well-established Academic Intervention Services program provided by school staff and community based partners. Our Expanded Learning Time (ELT) program serves all students in the school five hours per week. In addition, students have the opportunity to attend programs provided by the Beacon, YMCA and Leadership Program which run until 6:00 p.m. and on Saturdays. A Saturday Academy focusing on test preparation will launch in February 2016. Interim assessments in literacy and mathematics indicate that students are making progress in improving academic performance. The progress is an indicator that end-of-year targets can be achieved.



- In the area of Supportive School Environment, through collaboration with our Renewal Partner, Graham Windham, the school now has been able to augment its student and family support services through additional onsite personnel (two guidance counselors, a full-time social worker, full-time mental health workers, family coach), and also provides health services (dental services) onsite in the school. The school has instituted a behavioral incentive program known as “R.O.C.K”. Students are encouraged to respect everyone, own their actions, care for the community, and keep the school safe. The program includes rewards and consequences for all actions. As a result of all school and partner personnel working together towards the goal of enhancing school safety, official on-line occurrence reports of student incidents have been reduced by more than 80%.
- A formalized attendance improvement initiative has been developed that will also help address student lateness. In addition to regular meetings of the Attendance Committee, this initiative, which will launch in February 2016, is expected to help the school meet its attendance target for the year.
- Various school committees, made up of school staff, parents and community partner organization staff (Instructional Cabinet, Community Engagement Team, Student Support Committee, Attendance Committee) work collaboratively to align and expand services and improve instruction. Teachers are also meeting as grade level teams multiple times during the week to plan instruction, develop curriculum and pacing calendars, investigate new teaching strategies, improve lessons and enhance student engagement.
- Parent and family engagement continues to be a major effort. Tuesday afternoon parent workshops are provided by PS/MS 123M teachers on a variety of topics of interest to parents. 98% of parents have received outreach through telephone, face-to-face meetings and in writing, from PS/MS 123M staff (classroom teachers, cluster teachers, guidance staff, family worker) and renewal staff (family coach, mental health workers, social worker). Parents and staff work together to improve the educational experience for all our students. To encourage a larger parent presence, translations are provided for parent notices and at parent meetings.

The entire PS/MS 123M community is constantly examining practice and working hard to improve all aspects of our students’ experience at the school.

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.

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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	Y	44.6	45.6	An interim assessment in mathematics was administered in grades 3 – 8. The assessment is used to measure student progress and also to provide teachers with information regarding areas in which students need additional supports. In the fall administration, students answered 34% of questions correctly. In January 2016, students answered 66.3% of questions correctly. This is a growth of 32%.
3-8 Math Percent Level 2 & Above	Y	25%	26%	A large percentage of the population is at level 1 and 2. Student growth on the math interim assessment provided above includes all students in the school.
Grade 4 and 8 Science Percent Level 3 & Above	Y	38%	39%	In the interest of not further impacting instructional time, a written interim assessment in science was not administered. Science simulation tests are planned to be administered beginning in March. Science is being included in nonfiction reading as part of the ELA program.
Make Priority School Progress	Y	N/A	Meet progress criteria	Mahalia Jackson is making progress toward meeting ELA and Mathematics benchmarks. Through intensive AIS and ELT programs, we are ensuring all students are given the supports needed to achieve success in our school.
School Survey - Safety	G	2.00	2.04	As an interim assessment, on-line occurrence reports have been utilized to measure progress. From September 2014 – January 2015, there was a total of



				96 OORS reports. From September 2015 – January 2016, there was a total of 17 OORS reports, a reduction of 82 percent.
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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
Average ELA Proficiency Rating	y	2.11	2.12	<p>Interim assessments in ELA indicate growth that is anticipated will translate to improvement on the standardized ELA examination in April 2016.</p> <p>A Writing Benchmark interim assessment was administered in October 2015 and January 2016. Schoolwide results indicated an improvement as follows: Level 1 – 15% reduction Level 2 – 4% reduction Level 3 – 15% increase Level 4 – 2 % increase.</p> <p>The online Accelerated Reader assessment demonstrated a school-wide average growth of 195 scale score points which translates to growth of 9%.</p>
Framework: Collaborative Teachers	G	2.52	2.56	<p>No written interim survey was administered to teachers regarding the “Collaborative Teachers” element of the <i>Framework for Great Schools</i>. Ongoing conversations with individual and groups of teachers, and through meetings of the Instructional Cabinet are utilized to measure degree of teacher collaboration and to respond to teacher needs. A variety of activities/structures have been put in place to enhance already existing teacher collaboration.</p>
Implement Community School Model	G	N/A	Implement	<p>The Community School Model is being implemented through partnerships (including Renewal Partner) which provide social services, student and family</p>



				social/emotional support, health services, and mental health services to identified students. A Community Education Team made up of school staff, renewal partner staff and staff from community based partner organizations meets regularly to discuss school needs and plan for providing appropriate and aligned services.
Performance Index on State ELA Exam	Y	49	51	Interim assessments in ELA indicate growth that is anticipated will translate to improvement on the standardized ELA examination in April 2016. A Writing Benchmark interim assessment was administered in October 2015 and January 2016. Schoolwide results indicated an improvement as follows: Level 1 – 15% reduction Level 2 – 4% reduction Level 3 – 15% increase Level 4 – 2 % increase. The online Accelerated Reader assessment demonstrated a school-wide average growth of 195 scale score points which translates to growth of 9%.
Provide 200 Hours of Extended Learning Time	G	N/A	Implement	An ELT program is provided for 5 hours per week for 40 weeks for all students in the school, thus providing an additional 200 hours of instructional time to all students. In addition, programs provided by the Beacon, YMCA and Leadership Program augment the ELT program and serve students until 6:00 p.m. and on Saturdays. A Saturday Academy for test prep in grades 3 – 8 has been planned (teachers hired, students identified, special instructional materials purchased) and will be launched in February.
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 As applicable, 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, staff implementation of rigorous curriculum in literacy and math will result in increased student achievement as measured by: 100% of full-year students will demonstrate increased achievement on state ELA and math exams as demonstrated an Average Proficiency Rating in ELA of 2.2 and in Mathematics of 1.99. Key Strategies: <ul style="list-style-type: none"> • Hire a literacy coach, Work with consultants on assessments, • Data meetings established to revisit targeted students' current performance levels and develop plan of action for all learners including high achievers. Patterns across grades are discussed at grade level team meetings. Renewal School Priority Areas: Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students	Y	<p>A full time Teacher Center Specialist has been working with administration and staff since September 2015. She is a core member of the instructional cabinet and has developed a good rapport with staff. The professional learning atmosphere she has cultivated since her hire is evident in the transformation of the room she utilizes into a professional development learning center. The Teacher Center includes computers for all teachers to use, professional literature and adequate space for collaborative teacher team meetings. The Specialist is a thoughtful partner to staff as they collaborate and plan.</p> <p>The administration has met with all staff to review benchmark and periodic assessment data. Each meeting is structured to allow teachers to present their strategic action plan for the identified students' needs and groupings according to the data. The instructional team uses the information gathered through the triangulation of the data to look closely at patterns and trends in order to extract and prioritize next steps within grades, grade bands, and across the school.</p> <p>Student growth on interim assessments in ELA and Math indicates progress towards meeting ELA and Math targets.</p> <p>An interim assessment in mathematics was administered in grades 3 – 8. The assessment is used to measure student progress and also to provide</p>



teachers with information regarding areas in which students need additional supports. In the fall administration, students answered 34% of questions correctly. In January 2016, students answered 66.3% of questions correctly. This is a growth of 32%.

A Writing Benchmark interim assessment was administered in October 2015 and January 2016. Schoolwide results indicated an improvement as follows:

- Level 1 – 15% reduction
- Level 2 – 4% reduction
- Level 3 – 15% increase
- Level 4 – 2 % increase.

The online Accelerated Reader assessment demonstrated a school-wide average growth of 195 scale score points which translates to growth of 9%.

Additional strategies the school has implemented include the following:

- A full time literacy coach has been hired and a UFT Teachers' Center has been established.
- Yearlong curriculum maps and pacing calendars in ELA and Mathematics have been created to guide the instructional program.
- Lesson study groups have been formed and protocols for lesson study have been developed.
- Common practices for checks for understanding in ELA and Mathematics have been adopted at each grade level.
- Workshop model teaching in writing is implemented across all grade levels.
- Independent reading from well-established classroom libraries is included as part of the literacy block.
- Classroom technology resources (e.g. Discovery, Mathletics) and online learning programs in math and literacy enhance the instructional program.



			<ul style="list-style-type: none"> • Student writing in the content areas includes science and social studies. • Online learning resources in literacy and mathematics (Mathletics, Achieve 3000, MyOn Reader) are implemented across grade levels to assist students in improving achievement. • An AIS program for elementary grades is provided in collaboration with renewal staff members. An AIS program for middle school students is provided by an F Status AIS teacher. • Consultant coaches in mathematics, literacy, early childhood education and technology, work with teachers to improve pedagogy with a focus on differentiating instruction to meet student needs.
2.	<p>Supportive Environment Goals: By June 2016, school wide structures and systems for student support will result in an overall VADIR score of less than 1.5, a significant reduction in the number of OORS reports, reflecting a safer school environment.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Hire F Status guidance counselor, Provide dance residencies and art experiences for students, Extended day program implemented– (After School Academic Program, Saturday Academy, After School Enrichment Club Program) teachers hired, schedules developed, materials identified. • Attendance Systems & Structures 	G	<p>The PS/ MS 123 Expanded Learning Program includes five additional hours of structured instruction each week for all students on register, as well as additional after-school programs offered by several community based partners for interested families and students. The five additional hours are structured to include instruction in the following areas: English Language Arts (ELA), Math, and Building Leadership and Positive Culture. A weekly session dedicated to enrichment activities (i.e. chess, art, dance, etc.) is another component of the additional instructional time.</p> <p>The school has developed a strong relationship with its primary community based partner, Graham Windham. Clear processes have been created so that staff may identify students in need and direct their concerns to the correct personnel immediately. This structure has been developed collaboratively by the Student Support Group, which includes school and community based support staff. The Student Support Group meets weekly to discuss individual students who have been identified by families or staff for support, and works to strategize an appropriate action plan. The ensuing support is followed up on by appointed members of the team and updates are provided at subsequent meetings.</p>



			<p>The school has instituted a behavioral incentive program known as “R.O.C.K”. Students are encouraged to <u>r</u>espect everyone, <u>o</u>wn their actions, <u>c</u>are for the community, and <u>k</u>eep the school safe. The program includes rewards and consequences for all actions.</p> <p>The school attendance team meets weekly and has the support of the borough field office staff, and together they work to increase the daily attendance rate at the school and decrease the number of students with chronic attendance problems. The attendance team has created a system whereby students are recognized for exemplary and improved attendance patterns, thus incentivizing others to follow suit.</p>
3.	<p>Collaborative Teachers Goals: By June 2016, as a result of grade level collaborative teacher team meetings, and using data to inform common core aligned lessons and units that engage students in differentiated learning, there will be an increase of 60% in the number of teachers who receive a rating of Effective or Highly Effective in the Designing Coherent Instruction component.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Onsite coaching by JDL trainer including use of electronic white boards, Macbooks, iMacs, iPads, online classroom resources, lesson development, use of student assessment technology software, • Onsite coaching by TMI math coach in grades 3 – 8 to develop model classrooms in mathematics. • In-class and grade level literacy coaching and data driven instruction by CSS and LSS coaches 	G	<p>As mentioned above, a full time Teacher Center specialist has been working with administration and staff since September 2015. She is a core member of the instructional cabinet and has developed a good rapport with staff. The professional learning atmosphere she has cultivated since her hire is evident in the transformation of the room she utilizes into a professional development learning center. The Teacher Center includes computers for all teachers to use, professional literature and adequate space for collaborative teacher team meetings. The administration has met with all staff to review benchmark and periodic assessment data. Each meeting is structured to allow teachers to present their strategic action plan for the identified student needs and groupings according to the data. The instructional team uses the information gathered through the triangulation of the data to look closely at patterns and trends in order to extract and prioritize next steps within grades, grade bands, and across the school.</p> <p>The school has begun the implementation of the Teachers College Writing program, and as a result has been provided with monthly on site and off site coaching opportunities. Teachers have been provided on-site support as grade level teams, in their own classrooms through demonstration lessons and modeling, and have attended professional development sessions at Teachers College with other teachers on their grade from other schools thus allowing them to share and learn best</p>



	<p>re: differentiating instruction, adapting common core curriculum to student needs,</p> <ul style="list-style-type: none"> Data Meetings - Teachers meet with grade supervisors and data coach to analyze interim assessment data, including data provided through the use of Achieve 3000 and Kid Biz, with the goal of developing a plan of action for targeted students. <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry Job-embedded Instructional Coaching</p>		<p>practices.</p> <p>A variety of structures and systems has continued and has been enhanced to augment teacher collaboration. These include:</p> <ul style="list-style-type: none"> Grade level team meetings and common preps have been programmed in addition to the regularly scheduled Monday and Tuesday afternoon professional learning time. The meetings are facilitated by consultant coaches, the literacy coach, assistant principals and by grade level teacher leaders. Schoolwide protocols are utilized to maximize the professional learning time. Professional development cycles address the three areas of focus for the year: Effective Pedagogy, Curriculum Development and Data Collection and Analysis. Individual teacher data meetings with grade supervisors are conducted along with grade-wide and school-wide data dives where teachers work collaboratively to analyze student achievement data. Grade level Lesson Study Groups are beginning. The groups utilize a school-developed protocol for crafting, implementing and assessing the effectiveness of lessons across the curriculum. Grade level coaching is facilitated by consultant coaches and the full-time Teachers Center’s literacy coach. At these sessions, teachers work together to plan, critique and develop curriculum and instructional strategies.
4.	<p>Effective School Leadership Goals:</p> <p>By June 2016, the principal and administrative team, will monitor the planning and implementation of teaching practices using the Danielson Framework to</p>	G	<p>Varied structures and systems have continued and have been enhanced to augment teacher collaboration. These include:</p> <ul style="list-style-type: none"> Grade level team meetings and common preps have been programmed in addition to the regularly scheduled Monday and Tuesday afternoon professional learning time. The meetings are facilitated by consultant coaches, the literacy



	<p>provide targeted feedback which will result in an increase in the number of teachers who receive an overall rating of Effective or Highly Effective.</p>		<p>coach, assistant principals and by grade level teacher leaders. Schoolwide protocols are utilized to maximize the professional learning time.</p> <ul style="list-style-type: none"> Professional development cycles address the three areas of focus for the year: Effective Pedagogy, Curriculum Development and Data Collection and Analysis. Individual teacher data meetings with grade supervisors are conducted along with grade-wide and school-wide data dives where teachers work collaboratively to analyze student achievement data. Grade level Lesson Study Groups are beginning. The groups utilize a school-developed protocol for crafting, implementing and assessing the effectiveness of lessons across the curriculum. Grade level coaching is facilitated by consultant coaches and the full-time Teachers' Center literacy coach. At these sessions, teachers work together to plan, critique and develop curriculum and instructional strategies.
5.	<p>Strong Family-Community Ties Goals: By June 2016, 100% of parents will have received outreach, learning opportunities, and/or services as documented by teacher and Partner logs.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Increased parent involvement planned and implemented: identification of a cadre of parent volunteers 	G	<p>The community school model implemented at PS/MS 123 includes a Community School Director, Family Support Coordinator, and Parent Coordinator. Each works alongside the principal to ensure that the school engages families on a daily basis and encourages strong family-community ties. Jeanine Lascelles is the PS/ MS 123 Community School Director. The role of the Community School Director is to effectively secure and integrate additional human and financial resources into the school to help address student needs, whether these relate to health, hunger, or homelessness. The Community School Director partners with the principal to identify priority areas, and then efficiently and creatively blend funding streams to support the most impactful services. Another core facet of the school's community partnership with Graham Windham is the role of the Family Support Coordinator, Marilyn Aviles. This full time staff member is positioned in the main office and greets parents, students and families as they enter the school. This personal connection allows her to follow up with families in need in a genuine manner. The</p>



			<p>Parent Coordinator creates additional opportunities for parent participation and keeps parents informed of important events and resources.</p> <p>Each Tuesday, school staff members have allotted minimally 40 minutes to speak and/or meet with parents, thus strengthening the communication between school and home.</p> <p>By February 2016, 97% of parents received outreach/contacts/services from school staff (i.e. classroom and cluster teachers, guidance staff, family worker) and partner staff (family coach, social worker, mental health clinic staff). Of those contacts, 91% were contacted by telephone, with 34% of those contacts being multiple contacts. 78% had meetings with staff, with 41% of parents having multiple meetings. Six percent of parents received written contacts (email, notes). Four percent received services from the social worker and/or mental health workers.</p> <p>A variety of activities have been implemented between September 2015 and February 2016. These include:</p> <ul style="list-style-type: none"> • Parent leaders are being developed through collaboration with Learning Leaders. • A year-long parent workshop calendar has been developed and shared with all parents. Input from the School Leadership Team (SLT) provided guidance as to topics. • Tuesday afternoon parent workshops are planned and implemented by classroom and cluster teachers to enhance parents’ knowledge of curricula, programs and activities, and expectations at the school. • A parent handbook was provided to all families and was translated.
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6.			
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully	Yellow Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized;



	implementing this strategy <i>with impact</i> .	achieve desired results.	major strategy adjustment is required.
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Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)	
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.	
Status (R/Y/G)	Analysis / Report Out
Y	<p>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: Increased Translation Services</p> <p>The Community Engagement Team at PS/MS 123 is in partnership with Graham-Windham and PS/MS 123. The team is comprised of Melitina Hernandez (Principal), Jeanine Lascelles (Community School Director), Parent Association (Hope Scott-President, Pia Johnson-Secretary), CBO partners- Brittney Parks-(YMCA Afterschool Director), Ian Holly- Graham Windham Beacon Director, Jenny Greeman- 21st Century Leadership Program Manager, Fran Streitch- UFT Representative, Debra Spivak, Director School Renewal, and various lead school building teachers. The team is in the developing process, at which it aims to expand its representatives to community leaders, parents and students.</p> <p>Meeting one time per month, the Community Engagement Team’s aim is to collaborate in “voices” and “action” to support the PS/MS 123 school community and to increase service and opportunity to students, families, teachers, administrators and community locals.</p> <p>The team utilizes PS/MS 123 RSCEP goals and current trends to drive the focus of the team meetings. In October 2015, the team has discussed public hearing feedback, school receivership plan and reviewed recommendations. The team has begun to translate documents and use phone banking to accommodate and increase communication among the school community. The team has also discussed various community resources that would be beneficial to the school. In November 2015, it was determined that a parent workshop series would be coordinated to increase parent engagement and opportunity, in connection with the school. Areas of opportunity include, but are not limited to, housing, immigration, domestic violence, ESL, GED, Public Assistance, and other areas of interest. This discussion informed January’s meeting, wherein a representative from the Mayor’s Office of Domestic Violence attended the CET meeting to present on the various services and opportunities in which they could collaborate to offer to both students and families. The team is in the process of</p>



implementing Parent & Community Academies for the Spring 2016, which will entail 10 week workshops to increase engagement and opportunity.

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
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.

PS/ MS 123 has been provided with several instructional and administrative supports. These include:

- A Director of School Renewal who works with the school to facilitate additional resources
- An additional Assistant Principal has been assigned to the school
- Creation of Community Schools to deepen family and community partnerships, including a fulltime Community School Director who offers day to day support to families
- Additional fiscal resources to support
 - An additional five hours of instruction weekly
 - A community school model including an on-site mental health clinic
 - Consistent attendance tracking and support through New Visions
- Supplemental writing curriculum and professional learning with Teachers College
- Supplemental reading intervention supports:
 - Reading Rescue program with additional paid staff to support the training and implementation
 - myOn on-line digital library which includes close reading tools and assessments. Students can access this tool using a phone, laptop, iPad etc.
- Participation in a quarterly Renewal Room which allows the school to have data driven conversations with other schools. Each Renewal Room includes a dialogue focused on Problem of Practice and provides the school with the opportunity to share recommendations and experiences with colleagues
- Additional curriculum planning and content area instructional professional development

Implementation of the School Renewal Program Strategy:

The core values held as essential for the success of the School Renewal Program:

1. A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
2. A “theory of action” must guide the work to ensure clarity and coherence.
3. Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
4. Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
5. Strong professional development/learning is a fundamental part of our work.
6. The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three-year period of renewal.



The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great Schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal Schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students' skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, as previously mentioned in Level 2 Indicator Implement a Community School Model, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and Extended Learning Time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.



	<ul style="list-style-type: none"> Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners. Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students. Additional, focused strategies to increase parent and family engagement. 			
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	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)

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. Teacher Center	Workshop model teaching in writing is implemented across the grades. Coaches from Teachers College Writing Project, the onsite Teachers’ Center Literacy Coach and consultant coaches in literacy and early childhood education work onsite in classrooms with teachers to help staff develop the skills needed to enhance student writing, which in turn can lead to a student’s love of writing. Teachers are also relieved for professional learning and attend Calendar Days at Teachers College to refine their skills and meet with colleagues from across the city who are also implementing this model of workshop writing. Student writing is now exhibited throughout the school and reflects significant growth in the quality and amount of writing being produced.
2. ELT or CBO relationship	Approximately 147 students (18%) at PS/MS 123M live in temporary housing/ shelters located in the neighborhood, three of which are domestic violence shelters. These students come to school with a myriad of academic and social/emotional needs, and many have interrupted schooling and poor attendance. Through Renewal, PS/MS 123M now can provide needed services through a fully-staff mental health facility, a social worker, two guidance counselors, a family coach (in addition to the school’s family worker), an AmeriCorps staff member, and health services (e.g. onsite dental services). Additionally, through collaboration between community partners and school staff, intensive efforts and a formalized plan has been developed to improve student attendance and reduce lateness.
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, Gale Reeves

Signature of Receiver: _____

Date: _____

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