



DRAFT

Receivership Quarterly Report

2nd Quarter - November 1, 2015 to January 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
10X438: Fordham Leadership Academy for Business and Technology	321000011438	NYC GEOG DIST #10 - BRONX	Yellow	SIG Cohort 6
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	Fiorella Cabrejos, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcott, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	9, 10, 11, 12	397

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 The Fordham Leadership Academy for Business and Technology 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.

Fordham Leadership Academy for Business and Technology is located on the Roosevelt campus in the Fordham Road section in the Bronx, NY. Our diverse student body (420 students) is comprised of 68% Hispanic, 28% Black, 3% White, and 2% Asian students. The percentage of students in Special Education is 29% and those students who receive English as a New Language (ENL) services make up 17% of the total population, which means that almost half of the students have special needs. As a Renewal school, now in its second year, the school has been the recipient of targeted support to improve the quality of instruction, attendance rate, and strengthen parent and community ties. This process is enabling us to build a community of active intellectual learners who will graduate to become leaders in their communities, careers, and promote leadership values. Fordham Leadership Academy caters to the "whole child" by an unwavering commitment to develop future leaders that are prepared for the challenges of the 21st century via academic excellence and character development. Students at Fordham Leadership Academy will experience leadership curricula across all grade levels which will enable them to develop core leadership values upon the end of each of their four years in high school.



Key strategies are being implemented in alignment with the Renewal School Comprehensive Education Plan (RSCEP). Fordham Leadership Academy knows that students learn best when they are respected members of their school community, when they find meaningful connections to their lives in their classrooms, and when teachers provide high expectations coupled with high support.

The Office of the High School Superintendent and Office of Renewal Schools provides the school with support through various means. The Field Support Liaison (FSL) acts as the direct liaison between the Borough Field Support Center (BFSC) and the school. Supports and services provided by the BFSC such as professional development, student support services, curriculum and instruction, operations, academic policy and systems, performance and assessment, finance and human resources are monitored by the FSL. The Director of School Renewal (DSR) supports the school directly in meeting the goals articulated in the RSCEP. The DSR's work is articulated by the development of a School Support Plan that is framed by goals outlined on the RSCEP. These goals are the long-range goals, framing all the work that takes place at the school over the course of the school year. When reached, improvement is demonstrated in each element of the Framework for Great Schools; school leadership, family and community ties, student outcomes, overall school culture and environment, collaboration among teachers, and rigorous instruction. Specific and measurable improvements in these areas ultimately lead to improvement in overall student achievement. Short-range goals are written by the DSR and are used to monitor progress towards the long-range goals and ensure movement towards the meeting of these goals by the end of the school year. Short-range goals represent what is expected to be accomplished towards meeting the long-range goals within 10 week cycles. In addition, Instructional Coaches provide ELA, Math, and Social Studies teachers instructional support in the form of unpacking and adapting curriculum, lesson planning, implementing Hochman writing strategies, strategic inquiry, and pedagogical moves through a participatory coaching model. Coaches work with all core teachers to build their capacity in becoming teacher leaders.

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



Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators				
Please list the school’s Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
4-Year Graduation Rate	Y	38%	39%	<ul style="list-style-type: none"> Approaching on-target status to meet graduation rate by maximizing Extended Day Time (ELT) and PM/Saturday school options (projected graduation rate of 52.6% between on-track and almost on-track students). Regents’ preparation (AIS) classes provide students with targeted content support during the school day. Tutoring after school for Global/US, Algebra, Living, Chemistry, and ELA is available (ENL included).
College Readiness Index	Y	3.7%	4.7%	<ul style="list-style-type: none"> Approaching on-target status to meet College Readiness Index by providing students with advanced level courses (AP Language, AP Environmental Science, Chemistry) 62 students (juniors and seniors) enrolled in College Now courses at BMCC College applications submitted for the year increased to Encouraging students to sit for additional Regents exams to meet Advanced Regents diploma status. ELA College readiness- 23.7%
English Regents Percent Pass By Year 3	Y	32%	33%	<ul style="list-style-type: none"> Approaching on-target status In need of further intervention to reach 100%



				<ul style="list-style-type: none"> • Direct instruction in ELA to be provided after school and Saturdays
Make Priority School Progress	Y	N/A	Meet progress criteria	<ul style="list-style-type: none"> • Addressing out-of-time status through various initiatives.
Math Regents Percent Pass By Year 2	Y	30%	31%	<ul style="list-style-type: none"> • Interventions provided for students: ELT AIS, double period math, tutoring after school for Algebra Regents, Fordham University tutoring.
School Survey - Safety	Y	1.76	1.80	<ul style="list-style-type: none"> • Robust social emotional team comprised of youth advisors (2), full-time SAPIS, full-time psychologist, 4 guidance counselors, 3 full-time youth counselors (The Leadership Program), 4 full-time hallway monitors. • Changes in ladder of referral include teacher intervention and immediate parental as well as support staff outreach. • Progressive discipline measure include lunch detention, after-school detention, and community service. Youth advisors and/or guidance counselors provide intervention and guidance for our youth. • Communication channels for end of day report of daily occurrences-email to all support staff and administrators.



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	2.68	2.72	<ul style="list-style-type: none"> Teachers meet weekly by content area in dedicated blocks of time to engage in professional learning. Impact on student achievement is evident in scholarship data (passing rates are higher than previous year). Teachers engage in cohort progress monitoring meetings to discuss individual students (review of attendance patterns, scholarship, and social emotional development). Success mentoring is provided by teachers (target students in each cohort based on attendance and progress toward graduation data)
Framework: Supportive Environment	Y	2.60	2.64	<ul style="list-style-type: none"> Robust social-emotional team comprised of youth advisors (2), full-time SAPIS, full-time psychologist, 4 guidance counselors, 3 full-time youth counselors (The Leadership Program), 4 full-time hallway monitors. Changes in ladder of referral include teacher intervention and immediate parental contact, as well as support staff outreach. Progressive discipline measures include lunch detention, after-school detention, and community service. Youth advisors and/or guidance counselors provide intervention and guidance for our youth.



				<ul style="list-style-type: none"> Communication channels for end of day report of daily occurrences-email to all support staff and administrators. 		
Implement Community School Model	G	N/A	Implement	<ul style="list-style-type: none"> Attendance support teams College and Career readiness opportunities for students (internships, College Now exposure and college trips) ELT support-extracurricular activities Additional partners (The Leadership Program, Global Kids, Center for Supportive Schools) to provide leadership development to students via classroom instruction, lunch and learn activities and after school clubs. 		
Provide 200 Hours of Extended Learning Time	G	N/A	Implement	<ul style="list-style-type: none"> Academic focus for all ELT activities-credit bearing and AIS. College and Career readiness opportunities for students (internships, College Now exposure and college trips) ELT support-extracurricular activities Additional partners coordinated by the Fordham University CBO (The Leadership Program, Global Kids, Center for Supportive Schools) to provide leadership development to students via classroom instruction, lunch and learn activities and after school clubs. 		
Regents Completion Rate	Y	28.0%	29.0%	<ul style="list-style-type: none"> Regents preparation (AIS) classes provide students in the day time with targeted content support. Tutoring after school for Global/US, Algebra, Living Environment, Chemistry, and ELA is available (ENL included). 		
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 II – Key Strategies

Key Strategies		
<i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.		
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.
<p>1. Rigorous Instruction Goals: By June 2016, 85% of teachers will implement rigorous Common Core-aligned lessons and tasks in all content areas as evidenced by the following:</p> <ul style="list-style-type: none"> • 80 % of teachers will earn a rating of Effective or higher on Danielson 1e • 80 % of students will complete 4 CCLS aligned performance based assessments in ELA and Math and 2 CCLS aligned tasks in Science and Social Studies. <p>The impact on student achievement will be:</p> <ul style="list-style-type: none"> • a six percent (6%) increase in the four-year graduation rate • a two percent (2%) increase in the four-year college readiness index <p>Key Strategy:</p> <ul style="list-style-type: none"> • Teachers will utilize strategic inquiry and Writing is Thinking strategies in order to modify 	<p>Y</p>	<ul style="list-style-type: none"> • CCLS aligned curricula implemented across the school (Engage NY and New Visions). • Teachers unpacked curricula with the support of coaches beginning in the summer of 2016 • Cabinet Inquiry began in December of 2015 with a focus on 1E through the eyes of 1C. • Movement from “not meeting” to “meeting” expectations for our target teachers across subskills on the 1E tennis charts. • Approaching on-target status to meet graduation rate by maximizing day time (ELT) and PM/Saturday school options (projected graduation rate of 52.6% between on-track and almost on-track students). • Regents’ preparation (AIS) classes provide students in the day-time with targeted content support. • Tutoring after school for Global/US, Algebra, Living, Chemistry, and ELA is available (ENL included). • Writing is Thinking with Strategic Inquiry (WITsi) takes place by cohort (9, 10) and teachers meet weekly to review student writing samples and monitor growth, as well as their content proficiency. 11th grade inquiry was added in order to identify specific gaps in student skills that keeps them from passing the Global History



	<p>curriculum across the 9th and 10th grades in order to make data driven instructional decisions and meet the needs of struggling students.</p> <p>Renewal School Priority Areas:</p> <ul style="list-style-type: none"> • Classroom implementation of curricula/writing strategies • Planning and refinement of written CCLS-aligned curricula to provide access to all students 		<p>Regents (target group totals 16) to develop a strategy implemented across content areas. This resulted in positive improvement with 8 of 16 scoring at 65+ and 2 scoring between 55-64 (eligible for safety net).</p>
2.	<p>Supportive Environment</p> <p>Goals:</p> <p>By June 2016 the targeted chronically absent students including SWD's, ELLs, SIFE and STH will improve their attendance rate as evidenced by a 6% increase in the overall school wide attendance rate.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Fordham Leadership Academy will utilize structures and protocols for prevention and intervention by referring students to services that support social and emotional development, mental health and academic success. • Attendance Systems & Structures • Cohort Teams 	Y	<ul style="list-style-type: none"> • Attendance support teams organized by cohort • Our CBO, Fordham University, facilitates attendance meetings by organizing materials and providing all relevant data. The school has identified 57 students who exhibited chronic absenteeism and has created a mentoring program for these students. The CBO also leads efforts in securing engaging and exciting after school internship and College Now opportunities for students. • Other school teams (e.g., cohort/grade level teams) look at and talk about student attendance data, how absences impact academic performance and share ideas for improving attendance. The entire faculty has incorporated attendance outreach as a standard operating activity that is evidenced by outreach logs. • Our CBO, Fordham University, leads our effort to recognize perfect and improved attendance monthly. The school established an incentive program named, "The Battle of the Cohorts", where the entire cohort/grade with the best and most improved attendance wins a special luncheon and other prizes. In addition, students with perfect monthly attendance receive printed awards and



			<p>movie tickets or other gift cards. This information and results are posted on the school's Attendance Bulletin Board.</p> <ul style="list-style-type: none"> • A new attendance plan requires weekly outreach by teachers for students with two or more absences and daily check-in of “must see” students upon entry by guidance counselors.
3.	<p>Collaborative Teachers Goals: By June 2016, 85% of all teachers will demonstrate teacher practices that promote high levels of student achievement in CCLS aligned rigorous tasks as measured by the Danielson Framework 3b, 3c, 3d, in ratings of both formal and informal observations.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> • Fordham Leadership Academy teachers will actively participate in inquiry based teacher teams on a weekly basis in order to assess student work and craft CCLS aligned tasks in response to collected data. <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry</p>	Y	<ul style="list-style-type: none"> • Strategic programming and use of resources enabled the school to create blocks of professional learning periods and a lighter teaching load for teachers in order to maximize the support by coaches and supervisors on pedagogy. • On-going, off-site WITsi, Engage NY, ENL in integrated settings training of staff-building capacity. • WITsi takes place by cohort (9, 10) and teachers meet weekly to review student’s writing samples and monitor growth as well as their content proficiency. 11th grade inquiry was added in order to identify specific gaps in students’ skills that keeps them from passing the Global History Regents (target group totals 16) to develop a strategy implemented across content areas. This resulted in positive results with 8 of 16 scoring at 65+ and 2 scoring between 55-64 (eligible for safety net).
4.	<p>Effective School Leadership Goals: By June 2016, school leaders will consistently communicate high expectation resulting in 30% of all teachers moving from developing to effective in Danielson Domains 3 (b,c)</p>	Y	<ul style="list-style-type: none"> • Use of timely feedback-tracked via use of Google Docs • Principal and assistant principals have engaged in effective practices prior to observations: norming, calibrating, joint observations, joint feedback sessions. • Principal review of observation reports prior to confirming them in ADVANCE. • Strategic use of resources to program the school and provide effective professional learning time for teachers.



	<p>Key Strategy:</p> <ul style="list-style-type: none"> Leadership will utilize the Danielson framework to provide feedback to teachers on pedagogical practices as well as identify professional development topics to support areas for growth 		
5.	<p>Strong Family-Community Ties</p> <p>Goals: By June 2016, all families will have access to the resources and support of the Community School, and as a result there will be an increase in parent engagement, as measured by participation data in meetings and adult offerings.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> The Community Schools Partnership (CSP) will provide individual, family and group counseling; in addition to stress management and life skills workshops. Groups providing these services will include St. Barnabas, Puerto Rican Family Institute and St. Rita’s Immigration Services CSP will also offer support to the physical health of FLA’s students and their families through linkages with the Bronx Health Link, a coalition of health care providers The CSP will also sponsor an Adolescent Health and Wellness Fair which will include information about free and low-cost medical coverage, Medicaid and New York State’s Child and Family Health Plus programs 	Y	<ul style="list-style-type: none"> Attendance support teams College and Career readiness opportunities for students (internships, College Now exposure and college trips) ELT support-extracurricular activities Additional partners (The Leadership Program, Global Kids, Center for Supportive Schools) to provide leadership development to students via classroom instruction, lunch and learn activities and after school clubs. Original key strategies currently not being implemented by CBO



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 III – Community Engagement Team and Receivership Powers

<u>Community Engagement Team (CET)</u>	
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.	
Status (R/Y/G)	Analysis / Report Out
Y	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p>Superintendent-Approved CET Recommendations:</p> <ul style="list-style-type: none"> • Continue to offer a stand-alone ENL program in compliance with CR Part 154. • Expand Languages Other Than English (LOTE) department to include language options other than Spanish. Target students for Advanced Placement foreign language courses <p>We are bringing AP foreign language to our school next year (2016-17) and currently targeting students who are eligible and meet proficiency level to experience gains and success in foreign language development.</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>



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
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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.
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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)

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.		
2.		
3.		

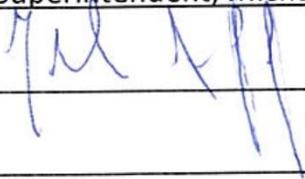
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Part V – Attestation

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, Michael Alcott

Signature of Receiver: 

Date: 2/2/16

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