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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
08X375: The Bronx Mathematics Preparatory School	320800010375	NYC GEOG DIST # 8 - BRONX	Y	SCEP
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Dyon T. Rozier, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Karen Ames, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	253

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

The Bronx Mathematics Preparatory School quarterly report assesses and speaks to our implementation of Level 1 and Level 2 indicators. In summary, we believe with committed, consistent, and ongoing persistence; self-regulation; engaging and supporting all students in learning; creating and maintaining effective environments for students to learn; planning instruction and designing learning experiences for all students; assessing student learning; developing the professional educator; and working with the overall school-wide community and Community-Based Organizations (CBOs) to ensure that education continues to be the most important ingredient that can shape, impact, and transform a students' life, career, and future. It is within these standards, indicators, and behaviors that we continue to work towards and demonstrate improvement in the indicated levels and domains.



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 ELA Growth Percentile	Y	46.5	47.5	<p>Based on our interim assessments, we are making progress towards our target. The following points serve as evidence of implementation and/or strategies:</p> <ul style="list-style-type: none"> • Rescheduled and reprogrammed the school to establish academic intervention services for students using I-Ready. • Implement Teachers College writing units on all grade levels. • All students receive 8 periods of ELA based instruction weekly. • Students take I-Ready baseline and mid-year assessment to determine growth and determine targeted areas of improvement
3-8 Math Growth Percentile	Y	30.1	31.1	<p>Based on our interim assessments, we are making progress towards our target. The following points serve as evidence of implementation and/or strategies:</p> <ul style="list-style-type: none"> • Implement CCLS aligned curriculum combining



				<p>units from Engage NY and CMP3</p> <ul style="list-style-type: none"> • AIS support and tutoring provided twice a week to targeted students based on assessment data.
3-8 Math Percent Level 2 & Above	Y	26%	27%	<p>Based on our interim assessments, we are making progress towards our target. The following points serve as evidence of implementation and/or strategies:</p> <ul style="list-style-type: none"> • Implement CCLS aligned curriculum combining units from Engage NY and CMP3 • AIS support and tutoring provided twice a week to targeted students based on assessment data.
Grade 4 and 8 Science Percent Level 3 & Above	Y	26%	27%	<p>Based on our interim assessments, we are making progress towards our target. The following points serve as evidence of implementation and/or strategies:</p> <ul style="list-style-type: none"> • Teachers use item analysis from the previous year's exam to inform decisions; • OMNI-Learn science CBO providing tutoring to 8th graders, focusing on the hands on lab portion of the exam; • Urban Advantage delivers professional development to science teachers
Make Priority School Progress	Y	N/A	Meet progress criteria	Based on our interim assessments, we are making progress towards our target.
School Survey - Safety	Y	1.72	1.76	<ul style="list-style-type: none"> • Based on our interim assessments, we are



				making progress towards our target. Examination of OORS data for September 2014 January 2015 compared to OORS data for September 2015 – January 2016 indicate a decline in level 1, 2, and 3 infractions.
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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
9th Grade Credits of Former 8th Graders	Y	71.0%	72.0%	Based on our interim assessments, we are making progress towards our target.
Framework: Collaborative Teachers	Y	2.72	2.76	Based on administration’s work with teacher teams, we are making progress towards our target. <ul style="list-style-type: none"> • Teacher teams meet regularly during scheduled department meeting times. With a focus on student work, and using protocols they address problems of practice identified through the analysis of student work products and assessment data. • Using assessment data , teachers make decisions to their lesson plans, unit plans, pacing calendar, and curriculum maps • Teacher teams collaborate to create and refine lessons that promote intellectual engagement and greater student learning.
Framework: Rigorous Instruction	Y	3.00	3.04	Based on our interim assessments, we are making progress towards our target. The following points serve as evidence of implementation and/or strategies: <ul style="list-style-type: none"> • DRP assessment administered 3 times per year (September, January, May) • TC writing units implemented school-wide



				<ul style="list-style-type: none"> • TC writing On demand baseline and endline data • AIS Math tutoring for targeted students using I-Ready • Metamorphosis consultants in Math and Generation Ready consultants for ELA/Humanities focusing on planning and coaching classroom practice • Daily common planning time focusing on looking at student work and planning
Implement Community School Model	Y	N/A	Implement	<p>The Community Engagement Team makes continuous efforts to engage parents of The Bronx Math Prep school community. Parent workshops are held once per month, on the 3rd Wednesday of the month, from 5:30pm to 7pm geared toward various topics. These workshops are facilitated primarily by one of our CBO's, The Leadership Program. The focus of these workshops are to provide parents with the tools to be actively involved in their child's academic achievement, updates on current events that affect their child's safety and socialization and information around effective communication strategies. On average, there are 10-15 parents who attend each workshop.</p> <p>The Community Engagement Team also outreaches to parents on a weekly basis through personal phone calls. These phone calls are primarily made to invite parents into the school to meet with the Community School's Parent Engagement Specialist for one-on-one meetings with the goal of engaging parents in a personal conversation assessing any challenges or obstacles that prevent the family from engaging with the school more</p>



				<p>regularly. Another goal of these meetings is to allow parents to request assistance for themselves via referrals to local community resources that they may be unaware of.</p> <p>Parents receive information regarding school events and how they can participate in these events regularly through robo-calls, standard letter mail, backpack mail, the Remind app text messages, personal calls and flyers that are both mailed home and displayed in school when they visit.</p> <p>In November 2015, the Community Schools Team facilitated a community health fair for both parents and students in collaboration with multiple community resources with a variety of health and safety related information for families. Parents' that attended the fair received useful information, were able to watch a student dance performance at intermission and were provided with free smoke detectors for their homes.</p>
Provide 200 Hours of Extended Learning Time	Y	N/A	Implement	<ul style="list-style-type: none"> The school programmed the 200 hours of learning in collaboration with the lead CBO, Counseling in Schools. Students receive additional time for reading during our Independent Reading Block. We also offer the following programs during Extended Learning Time (ELT), dance, robotics, chorus, academic interventions, computer programming, engineering, fashion and design, and cosmetology, and Black Pearl. These clubs and activities support students' social and emotional and academic development. This is evidenced based on students' attendance and participation.



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.
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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.
<p>1. Rigorous Instruction</p> <p>Goals: By June 2016 teachers will incorporate a workshop model to increase the rigor and coherence of Math and ELA curricula that is strongly aligned to the instructional focus, CCLS, and the instructional shifts which will result in students ability to analyze, synthesize, evaluate complex text, and problem solve as measured by an increase in the average level of proficiency rates to 2.17 in ELA and 2.11 in Math.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Teachers will participate in cycles of professional development to support the implementation of a comprehensive literacy program. • Teachers will participate in PD on how to incorporate small group reading strategies that will help guide students toward becoming independent readers who build knowledge and understanding through texts. • Teachers will participate in PD at the TC Writing 	<p>Y</p>	<ul style="list-style-type: none"> • Teachers participate in Teachers’ College cycles of professional development to support the implementation of a comprehensive literacy program. • Teachers participate in PD to support science (facilitated by Omnilearn) and math (facilitated by Metamorphosis) to implement inquiry based learning activities which promote higher order thinking and problems solving. • Independent reading professional development provided to all teachers. Teachers participate in PD on how to incorporate small group reading strategies that will help guide students toward becoming independent readers who build knowledge and understanding through texts. • TC units of study are being taught across the curriculum to ensure student proficiency in writing informative, narrative and argumentative writing. • OmniLearn has provided professional development on how to implement inquiry based learning activities to promote higher order thinking, as well as classroom support on a weekly basis to science teachers and students in grades 6 and 7.



	<p>Institute that will prepare teachers to teach units of study in writing.</p> <ul style="list-style-type: none"> Teachers will participate in PD to support science (facilitated by Omnilearn) and math (facilitated by Metamorphosis) teachers on how to implement inquiry based learning activities to promote higher order thinking by discovery of students. <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students RTI/AIS</p>		
2.	<p>Supportive Environment Goals: By June 2016 the school community, in collaboration with our main CBO, Counseling in Schools, will continue to implement Positive Behavior Interventions and Supports (PBIS) resulting in a 6% reduction in level 4 and 5 incidents and an increase of in attendance to 90.6% as measured by OORS data and daily ATS data.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Provide ongoing professional development and training to staff to address the social-emotional needs of the school community. Training in restorative circles Training in collaborative problem solving Training in conflict resolution 	Y	<ul style="list-style-type: none"> Counseling in Schools is currently implementing a number of PBIS initiatives at Bronx Math Prep including monthly attendance trip incentives, Citizen of the Month trip incentives, monthly birthday celebrations, and use of restorative practice techniques in the STAR Room. A schedule of Professional Development Trainings will be confirmed with new administration for the spring semester. Examination of OORS data for September 2014 – January 2015 compared to OORS data for September 2015 – January 2016 indicate a decline in level 1, 2, and 3 infractions. Staff has received training on Chancellor's Regulations 411 and Crisis De-Escalation PD in support of addressing the needs of the social-emotional needs of the school community. Training in Life Space Crisis Intervention provided to Social Worker and one staff member who support the school's crisis intervention team. Counseling in Schools, will continue to implement Positive



	<ul style="list-style-type: none"> • Training in Life Space Crisis Intervention. • Training in Anecdotal documentation • Training in how to integrate PRIM (Pre Referral Intervention Manual) strategies. 		<p>Behavior Interventions and Supports (PBIS).</p> <ul style="list-style-type: none"> • Counseling in Schools, are providing on going counselling to all identified at risk students. • Year-to-date attendance is 90.7%
3.	<p>Collaborative Teachers Goals: By June 1016, teachers will participate in both horizontal and vertical teams to using the "Looking at Student Work " protocol to examine student data , identify gaps in student knowledge or skill, and plan for targeted small group instruction that include appropriate scaffolds for all students including targeted sub groups (bottom 1/3, SWDs, and ELLs) which will increase the average level of proficiency rates to 2.17 in ELA and 2.11 in Math as measured by New York State ELA and New York State Math exam.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Tier 3 Teacher Inquiry team will collaborate to complete a minimum of two inquiry cycles aligned to one of the Framework for Teaching components (1e, 3b, 3c, or 3d) to identify next steps and practices that are needed to support lesson planning and instruction. • Teacher teams will use writing assessment rubrics and "looking at student work" protocol to inform small group instruction and next steps for instruction adjustment. 	Y	<ul style="list-style-type: none"> • Teachers meet weekly as a department using protocols to reflect, evaluate, and analyze students’ work, performance, and achievement. Additionally, assessments (formative and summative) are also looked at to identify trends, gaps and next steps. • The departments are also able to make the necessary adjustments both vertically and horizontally to support meeting the needs of the targeted subgroups. • Across curriculum, teachers use TC Writing assessment rubrics to inform small group instruction and next steps for instruction adjustment.



	<p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry</p>		
4.	<p>Effective School Leadership Goals: By June 2016 school leaders will allocate fiscal, human, and structural resources to ensure every teacher is trained and supported in utilizing a research-based protocol for looking at and analyzing student work and data, using a collaborative inquiry process in order to identify school-wide , group, or individual student needs, and in instructional practices that extend higher-order thinking and rigor for all students, as evidenced by 60% of ineffective and developing teachers advancing one or more HEDI rating in Danielson components.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • On a quarterly basis, the principal and administrative cabinet will review student data to analyze and aggregate data by grade and subject that is aligned to student progress and provide feedback to department and individual teachers. • Evaluation Feedback will be used to guide mid-year teacher and administrative conferences. • Evaluation Feedback will be used to identify professional development needs and adjustment to plan. 	Y	<ul style="list-style-type: none"> • The school administration uses reading assessment data from the Degrees of Reading Power (DRP) to assess student progress. The results from the DRP inform the school of the current reading levels which is used to inform instructional practices and gives the administration insight in how to purposefully meet with our teacher teams which is used to provide feedback to departments and individual teachers. • School leadership analyzes measures of teacher practice data to design individual and department professional development for educators.



5.	<p>Strong Family-Community Ties Goals: By June 2016, there will be a 5% increase in the parent response rate on the NYC DOE Learning Environment Survey as a result of the coordinated efforts of the administration, teachers, Parent Coordinator, Community School Site Director, on-site community based organization (CBO) and all additional external partners.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Use of online grading and reporting system, Skedula will ensure unlimited real time access to student progress. • Use five point communication system to provide outreach to parents regarding school activities and important updates. 	Y	<p>The Community Engagement Team makes continuous efforts to engage parents of The Bronx Math Prep school community. Parent workshops are held once per month, on the 3rd Wednesday of the month, from 5:30-7pm geared toward various topics. These workshops are facilitated primarily by one of our CBO's, The Leadership Program, and have focused on topic areas that provide parents with the tools to be actively involved in their child's academic achievement, updates on current events that affect their child's safety and socialization and information around effective communication strategies. On average, there are 10-15 parents who attend each workshop.</p> <p>The Community Engagement Team also outreaches to parents on a weekly basis through personal phone calls. These phone calls are primarily made to invite parents into the school to meet with the Community School's Parent Engagement Specialist for one-on-one meetings with the goal of engaging parents in a personal conversation assessing any challenges or obstacles that prevent the family from engaging with the school more regularly. Another goal of these meetings is to allow parents to request assistance for themselves via referrals to local community resources that they may be unaware of.</p> <p>Parents receive information regarding school events and how they can participate in these events regularly through robo-calls, standard letter mail, backpack mail, the Remind app text messages, personal calls and flyers that are both mailed home and displayed in school when they visit.</p> <p>In November 2015, the Community Schools Team facilitated a community health fair for both parents and students in collaboration with multiple community resources with a variety of health and safety related information for families. Parents who attended the fair received useful information, were able to watch a student dance performance at intermission and were provided with free smoke detectors for their homes.</p>
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			<p>Teachers communicate with parents through Pupil Path which allows parents access to grades and ongoing communications with each staff member.</p> <ul style="list-style-type: none"> • The School Leadership Team meet monthly to discuss issues and concerns that impact students’ academic and social-emotional performance, progress, and achievement. • Open School Nights were held to allow parents to meet and greet teachers and to discuss students’ academic progress and social-emotional development. <p>During parent engagement on Tuesdays teacher do the following:</p> <ul style="list-style-type: none"> • Meet with parents (telephone, text, email, and in-person, SKYPE) to discuss pertinent student matters (e.g. IEP meeting, concerns, and positive reinforcement). • Create a hard copy newsletter for parents outlining curriculum, current homework assignments, upcoming events, photographs, and ways parents can help at home etc. • Have student led conferences, where students lead the conferences based on their next steps/growth.
6.			
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: Increase parent communication. As evidenced by:</p> <ul style="list-style-type: none"> • Robo-call • Mail • Remind Application Text • Backpack mail • Personal calls • Month Parent Meetings • Student of the Month Breakfast • Monthly Parent Workshops <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</p>



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
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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>
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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. Grade level and content department planning periods.	Teacher-lead data inquiry teams meet weekly to analyze pre and post unit assessments in math and science.
2. Implementation of the writers’ workshop.	Implementation of Teachers College Writing Units across curriculums and all subject areas.



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, Karen Ames

Signature of Receiver: _____

Date: _____

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