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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
08X405: Herbert H. Lehman High School	320800011405	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	John Powers, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcott, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	1071

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 Herbert H. Lehman High 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.

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

<u>LEVEL 1 – Indicators</u>				
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	54%	55%	Initiatives/activities in place to increase the likelihood of meeting established target: <ul style="list-style-type: none"> • Through partnerships, including our main CBO East Side House Settlement, that provide academic and interest-based activities to target individual student needs. • Utilize New Visions data tracker to efficiently target students’ credit accumulation.
5-Year Graduation Rate	Y	60%	61%	Initiatives/activities in place to increase the likelihood of meeting established target: <ul style="list-style-type: none"> • Through partnerships, including our main CBO East Side House Settlement, that provide academic and interest-based activities to target individual student needs. • Utilize New Visions data tracker to efficiently target students’ credit accumulation. • Expanded Learning Time, PM, and Saturday school includes targeted instruction for students who are off track towards graduation.
English Regents Percent Pass By Year 3	Y	41%	42%	Initiatives/activities in place to increase the likelihood of meeting established target:



				<ul style="list-style-type: none"> • Increase usage of various assessments throughout the school year to determine pathways to success. • SRI Coach and Master teacher support of 11th grade ELA teachers with curriculum and pedagogy.
Make Priority School Progress	Y	N/A	Meet progress criteria	<p>Initiatives/activities in place to increase the likelihood of meeting established target:</p> <ul style="list-style-type: none"> • Addressing Priority status through various initiatives including: • . Implementation of Engage NY Math curriculum and tasks. • Engage NY formative assessments are being used to track students' progress.
Math Regents Percent Pass By Year 2	Y	46%	47%	<p>Initiatives/activities in place to increase the likelihood of meeting established target:</p> <ul style="list-style-type: none"> • SRI Coach supports 10th grade math teachers with curriculum and pedagogy. Interschool Teacher Development Coach also provides support and on-site PD to teachers. • Implementation of Engage NY Math curriculum and tasks. • Engage NY formative assessments are being used to track students' progress.
School Survey - Safety	Y	1.48	1.52	<p>Initiatives/activities in place to increase the likelihood of meeting established target:</p> <ul style="list-style-type: none"> • Student Advisors through our partnership with



				<p>East Side House provide academic and socio-emotional support for at risk students.</p> <ul style="list-style-type: none">• Reinstatement and expansion of Peer Group Connections to foster a positive school climate.
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<u>LEVEL 2 Indicators</u>				
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	1.92	1.96	Initiatives/activities in place to increase the likelihood of meeting established target: <ul style="list-style-type: none"> • Strategic Inquiry teams are refining and creating CCLS-aligned curricula. • Teachers and administrators are ensuring effective ELT through a coordinated curriculum.
Implement Community School Model	Y	N/A	Implement	Initiatives/activities in place to increase the likelihood of meeting established target: <ul style="list-style-type: none"> • East Side House Settlement is providing comprehensive academic and emotional supports throughout the school day and during Expanded Learning Time. • Active community engagement is ensuring reciprocal communication between families and our schools, as evidenced by parent workshops and educational opportunities for parents.
Progress Toward Graduation-Years 2 and 3	Y	31.4%	32.4%	Initiatives/activities in place to increase the likelihood of meeting established target: <ul style="list-style-type: none"> • Through partnerships, including our main CBO East Side House Settlement, that provide academic and interest-based activities to target individual student



				needs. <ul style="list-style-type: none"> Utilize New Visions data tracker to efficiently target students' credit accumulation.
Provide 200 Hours of Extended Learning Time	Y	N/A	Implement	Initiatives/activities in place to increase the likelihood of meeting established target: <ul style="list-style-type: none"> Teachers and administrators are ensuring effective ELT through a coordinated curriculum. Expanded Learning Time includes targeted instruction for students who are off track towards graduation.
Regents Completion Rate	Y	23.1%	24.1%	Initiatives/activities in place to increase the likelihood of meeting established target: <ul style="list-style-type: none"> Increase usage of various assessments throughout the school year to determine pathways to success. Through partnerships, including our main CBO East Side House Settlement, that provide academic and interest-based activities to target individual students' needs. Reciprocal communication with families to ensure supports are streamlined and in place.
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 II – Key Strategies

<p><u>Key Strategies</u> As applicable, identify any key strategies being implemented during the current reporting period that are <u>not described above</u>, but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.</p>		
<p>List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).</p>	<p>Status of each strategy (R/Y/G)</p>	<p>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>
<p>1. Rigorous Instruction Goals: During the 2015-2016 school year, teachers will collaborate on designing lesson plans and curriculum that use differentiation and DOK-aligned questioning, as measured by a 2% increase in students in years two and three of high school who have (1) earned 10 or more credits in the most recent year of high school, (2) earned six or more credits in the four main subject areas, with at least three of those subject areas represented, in the most recent year of high school, and (3) have a total of two (for year two) or four (for year three) Regents requirements completed by the end of the school year (June). NYSAA-eligible students are excluded.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Professional development will be embedded into teachers' schedules each week via teacher Circular 6 professional period to foster 	<p>Y</p>	<p>Professional development sessions occur throughout the school year on Chancellor's conference days and during regularly scheduled teacher team meetings, and after school.</p> <p>School administration provides classroom visits (evaluative and non-evaluative) that provide meaningful feedback to teachers regarding alignment of lessons and tasks to the CCLS, and best practices and strategies promoting student engagement in rigorous tasks. The observation cycle, as tracked by school leaders, is aligned to the measurable objective. This will continue to deepen lesson study and inquiry process.</p> <p>School continues in implementing curriculum analysis in alignment with inquiry in all disciplines for purpose of co-developing a CCLS-aligned lesson plan, observing it being implemented, and debriefing the implementation with school leaders and participating teachers.</p> <p>Teacher teams, with the support of School Renewal coaches, analyze student work using protocols in order to improve tasks and curricula. Teachers align tasks to Essential Questions, and Learning Targets, with all being aligned to state standards and CCLS. 9th and</p>



	<p>collaboration, strengthen trust between colleagues, and revise units and tasks to align to CCLS.</p> <ul style="list-style-type: none"> • The work of lesson study and inquiry will be strengthened. Increase the number of students participating in common planning. • School administration will provide classroom visits (evaluative and non-evaluative) provide meaningful feedback to teachers regarding alignment of lessons and tasks to the CCLS, and best practices and strategies promoting student engagement in rigorous tasks. • The observation cycle, as tracked by school leaders, will be aligned to the measurable objective. Continue to deepen lesson study and inquiry process. <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</p>		<p>10th grade teacher teams engage in strategic inquiry around writing skills to analyze student work and assessment data, and make all necessary curriculum revisions.</p>
2.	<p>Supportive Environment Goals: During the 2015-2016 school year, as a result of expanded prevention and intervention curricula for social emotional development instituted by both, internal and external stakeholders, there will be a 5% increase in student attendance by June</p>	Y	<p>All stakeholders at LHS 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 sustained by school staff and leadership, and which meet to evaluate progress based on qualitative and quantitative data.</p>



<p>2016.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Our school will continue with the implementation of PGC (Peer Group Connection), an instructional research-based program by Center for Supportive Schools to support the successful transition of incoming freshmen into high school. • Attendance Systems & Structures 		<p>We identify students with 70% - 89% attendance rate and provide the following interventions and services based on students' needs:</p> <ul style="list-style-type: none"> • home visits • daily progress reports • student attendance contracts • attendance improvement incentives • Individual and group counseling. • medical health services <p>Reinstate and expand PGC (Peer Group Connection) program, an instructional research-based program by Center for Supportive Schools to support the successful transition of incoming freshmen into high school. In PGC, 11th and 12th graders (peer leaders) provide peer mentoring to incoming 9th graders resulting in student-to-student positive interactions, relations, and connection to the school. The structures by which this program are facilitated are as follows:</p> <ul style="list-style-type: none"> • PGC team structure—a dedicated and highly trained team of faculty and staff (comprised of teachers, counselors, social workers) is supported by a stakeholder team (Assistant Principal and Coordinator). This collaboration enables the PGC team to successfully implement with fidelity the PGC curriculum provided by Center for Supportive Schools. • Selection of Peer Leaders—the PGC team, in collaboration of existing peer leaders, are responsible for the selection of all new peer leaders for the following school year. Interviews with applicants and review of student data as well as meetings with parents are critical components of
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the PGC peer leader selection process. During this process the expectations of the program as well as the positive impact on selected students is discussed in detail and both applicants and their parents have the opportunity to ask any questions and/or share concerns. The students selected for PGC range in academic and personal skills but do share common positive behaviors and a desire to work with others and contribute to their school community as well as a strong determination to graduate and remain on track. Peer leaders selected over the years have always included ELLs, students with disabilities, Students in Temporary Housing, and Students with Interrupted Formal Educations.

- Training of Peer Leaders—selected peer leaders participate in mandatory student retreats at the end of the summer prior to the start of the school year (intensive 3-day training session) and a second one mid-year (one night overnight retreat for intensive training). Students continue with their leadership training and delve into the PGC curriculum via a daily leadership PGC class which is a year-long credit bearing class (fall and spring terms= 2 elective credits).
- Outreach Mentoring Sessions with freshmen—Weekly outreach sessions will be conducted during PGC leadership class time via a push-in model in all 9th grade-exclusive PE classes. During this time, peer leaders conduct social emotional activities under the PGC calendar of activities for freshmen. The facilitation of these activities The PGC leadership classes and 9th grade PE classes are scheduled simultaneously to minimize disruption to students’ academic program and ensure successful outcome of the PGC program. PGC is mandatory for all incoming 9th graders (students with disabilities, ELLs, Students with Interrupted



			<p>Formal Education (SIFE), Students in Temporary Housing (STH), and over-aged) and part of the 9th grade experience at our school. This expectation is shared with students and parents during articulation meetings and at our freshmen orientation at the start of the school year.</p> <ul style="list-style-type: none"> • Family Engagement—a “Family Night” component is critical to the success of the program. Families of both peer leaders and freshmen are invited to partake in social emotional activities facilitated solely by our own peer leaders. This event happens once in the fall and based on demand by parents and students may be replicated once more in the spring term. <p>Implement Restorative Justice as our framework of social-emotional learning to strengthen campus communities, prevent bullying, and reduce student conflicts.</p> <p>Through partnerships, including CBOs, that provide academic and interest-based activities to target individual students’ needs. These include:</p> <ul style="list-style-type: none"> • Extended Learning Time opportunities provided by LHS teachers and CBO partners that include, but are not limited to: <ul style="list-style-type: none"> ○ Make-up courses to address credit gaps in core content subjects ○ Regents preparation courses for students that have not fulfilled regents requirements or need to take regents exams ○ Enrichment courses to further enhance and accelerate the learning experience, and to allow students to explore other areas of interest
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			<ul style="list-style-type: none"> • Daily Lunch-and-Learn activities and after-school extracurricular clubs formed based on student response data • SUNY and Advanced Placement courses that allow students to experience rigorous curricula and gain college credit
3.	<p>Collaborative Teachers</p> <p>Goals: During the 2015-16 school year, teachers will collaborate in teams to monitor and revise and or unpack and modify their curriculum and instructional practices to meet the needs of all students (special education, general education, and English language learners) , leading to higher levels of student understanding and engagement as measured by an increase in the number of students passing Regents examinations in Common Core Algebra and English Language Arts by 3%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Teacher Leaders will share their expertise with colleagues to develop a strong school culture through peer support, collaboration, and trust. They will work with colleagues to understand their individual skills/knowledge related to curriculum and instruction. • Teachers will participate in professional development opportunities on effective strategies for providing multiple entry points in 	Y	<p>Teacher Leaders share their expertise with colleagues to develop a strong school culture through peer support, collaboration, and trust. They work with colleagues to understand their individual skills/knowledge related to curriculum and instruction.</p> <p>Teachers participate in professional development opportunities on effective strategies for providing multiple entry points in curricula and classroom practice to meet the needs of all students.</p> <p>In an effort to strengthen curriculum development and teacher team practices, special education teachers collaborate with general education teachers during content common planning time to deepen inquiry, lesson studies, and classroom inter-visitations. During these meetings teachers share strategies and best practices to address the needs of all students, which include honor students, students with disabilities, and English language learners.</p> <p>To promote teacher-parent collaborations, we conduct a series of parent engagement workshops during which information regarding curriculum, assessments, Common Core Learning Standards, graduation requirements, academic expectations, and study strategies that parents can use to support their children. Teacher-parent communication continues via email, PupilPath, and phone and school conferences with targeted outreach to at risk students.</p>



	<p>curricula and classroom practice to meet the needs of all students.</p> <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry</p>		
4.	<p>Effective School Leadership Goals: During the 2015-16 school year, ELA and Math teachers will engage in collaborative and targeted Professional Development programs aligned to their individual strengths and needs leading to improved teaching strategies and pedagogy as measured by a 3% increase in the number of students who gain 4+ credits in ELA and Math.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Restructure the common planning time by increasing the time and number of teachers involved in common planning in which all ELA and Math teachers (inclusive of Special Education and ESL teachers) can collaborate by their respective content around research based pedagogical strategies dealing with literacy in alignment with the Common Core. This plan will be fulfilled by exercising the following measures: inter-visitations, cycles of 	Y	<p>In order to support ELA and math instruction across all grades, we are ensuring the following practices: inter-visitations, cycles of inquiry and tracking student progress toward reaching goals through an analysis of data from assessment, classroom observations, lesson planning and student work.</p> <p>In addition to conducting frequent cycles of evaluative observation with targeted and consistent feedback that is aligned to Danielson framework to support improved teacher practice, the principal and administration continue formative/non-evaluative visits to classrooms coupled with evaluative observations. School leaders engage in Cabinet Inquiry cycles to focus on specific sub-skills of teacher practice and align support to meet the needs of teachers' pedagogical development.</p>



	<p>inquiry and tracking student progress toward reaching goals through an analysis of data from assessment, classroom observations, lesson planning and student work.</p>		
<p>5.</p>	<p>Strong Family-Community Ties Goals: In the 2015–16 school year, the school will increase the participation in and impact from parental engagement opportunities, resulting in an increase in the number of parents that feel welcomed and engaged in the school community so they can better support their children’s academic and socio-emotional needs, keeping them on track to graduate as measured by a 5% increase in graduation rate.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Communication that include: Timely Notices (Language-Friendly), Calendar, Packages of information (Language-Friendly), Surveys, Teachers Syllabus explaining expectations (Language-Friendly) Expectations and Resources, Common Core information, Academic Policy resources • Pupil Path use • CBO Information or Supplied Services for 	<p>Y</p>	<p>Parents always feel welcomed in the school community by always having someone who can communicate with them in their native language.</p> <ul style="list-style-type: none"> • The school has linked parents to programs and resources within the community that provide support services to families. • The school has shared reports on school performance with parents and solicited input for future goals. • The school has provided information on how parents can foster learning at home, give appropriate assistance, monitor homework and give feedback to teachers. • Expand parents’ decision-making capacity regarding their child’s educational options and needs by providing professional development workshops for parents of all students including parents of ELLs, bilingual students and SWDs. • Communicate with parents continually through teacher contact, administrative and support staff contact, student progress reports, letters published in English and in languages spoken in the homes. • CBO staff and attendance teacher will provide attendance outreach, home visits, translations, coordinate monthly attendance meetings, follow up on 407’s, work with Long



	engaging Parents in Monthly Workshops		Term Absences, attend PPT meetings to support students and families who are at risk.
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

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: Create a peer-mentoring program similar to PGC that operates like a Big Sibs tutoring program. Increase student recruitment via networking with middle schools.</p> <ul style="list-style-type: none"> • Reinstatement and expansion of PGC (Peer Group Connection) program, an instructional research-based program by Center for Supportive Schools to support the successful transition of incoming freshmen into high school. In PGC, 11th and 12th graders (peer leaders) will provide peer mentoring to incoming 9th graders resulting in student-to-student positive interactions, relations, and connection to the school. • Through our partnership with East Side House Settlement, we are increasing our community outreach. <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
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.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact.</i>	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part IV – Best Practices (Optional)

<p><u>Best Practices</u></p> <p>The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.</p>	
List the best practice currently being implemented in the school.	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	
2.	
3.	

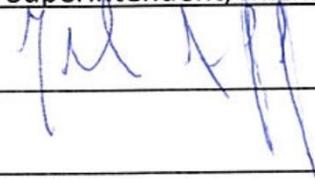
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Part V – Attestation

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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