



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
09X412: Bronx High School of Business	320900011412	NYC GEOG DIST # 9 - BRONX	Yellow	SIF 3
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	Ana De Jesus, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcott, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	9, 10, 11, 12	294

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 High School of Business 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 High School of Business (BHSB) has been making strides in meeting Receivership and Renewal benchmarks. Specific areas of focus have been increasing attendance, providing students with rigorous instruction and developing teacher pedagogy. School initiatives have encompassed consistent analysis of data; establishment of socio-emotional supports for students, building parent capacity and providing them with resources in support of their needs.

Key strategies are being implemented in alignment with the Renewal School Comprehensive Education Plan (RSCEP). At Bronx High School of Business, staff 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. These principles mean that teachers at BHSB work to create lessons that are relevant to learners, that meaningfully integrate content knowledge and that integrate literacy, as well as arts and technology, when appropriate.

The Office of the High School Superintendent and Office of Renewal Schools provide support to Bronx High School of Business 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, 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 long-range goals, and frame all the work that takes place at the school over the course of the school year. When reached, improvement will be 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 written by the DSR 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, science, 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 are working with selected 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	43%	44%	<ul style="list-style-type: none"> • Increase in Fall Semester scholarship for R cohort from 59.11% to 69% • Approximately 30 students are on track to graduate. • Extended Learning Time (ELT) is being used to provide students with Regents Preparation or to close credit gaps. • All under-credited R cohort students are currently enrolled in APEX
5-Year Graduation Rate	Y	56%	57%	<ul style="list-style-type: none"> • Increase in fall semester scholarship for R cohort from 59.11% to 69% • Approximately 30 students are on track to graduate. • ELT is being used to provide students with Regents Preparation or to close credit gaps. • All under-credited R cohort students are currently enrolled in APEX.
College Readiness Index	Y	7.5%	8.5%	<ul style="list-style-type: none"> • Students who passed the Algebra Regents and did not earn the college readiness proficiency are re-taking the Regents in June. • Some students have been attending Saturday tutoring and working with teachers during their lunch periods.
English Regents Percent Pass By Year 3	Y	34%	35%	<ul style="list-style-type: none"> • S cohort scholarship for the Fall Semester was 83.50% compared to 61.40% last January



				<ul style="list-style-type: none"> Approximately 50% to 60% of the S cohort have passed more than two of the required Regents
Make Priority School Progress	Y	N/A	Meet progress criteria	<ul style="list-style-type: none"> Addressing Priority/Focus status through various initiatives.
Math Regents Percent Pass By Year 2	Y	39%	40%	<ul style="list-style-type: none"> Fall Semester Scholarship in Mathematics for the V cohort is 65.48% Renewal Coach supports grade 9 & 10 Math teachers with curriculum and pedagogy. Implementation of EngageNY math curriculum and tasks. Engage NY formative assessments are being used to track student progress.
School Survey - Safety	Y	2.20	2.24	<ul style="list-style-type: none"> There has been a 33% decrease in the number of principal suspensions since last year. There has been a decrease of 23% in level 3 incidents. Protocols for dealing with student discipline have been established.



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	1.96	2.00	<ul style="list-style-type: none"> Teacher teams work collaboratively on the examination of student work through the inquiry process. Planning days per subject area provide teachers the opportunity to collaborate with colleagues and School Renewal Coaches on lesson planning and aligning EngageNY curricula to meet the needs of our students.
Framework: Rigorous Instruction	Y	2.12	2.16	<ul style="list-style-type: none"> ELA and mathematics teachers utilize the EngageNY curricula Social studies and science Teachers utilize the New Visions curricula. School leaders engage frequent cycles of observations and feedback based on the <i>Danielson Framework for Teaching</i>. School is on track to complete all required observations in ADVANCE. Individualized professional development plans have been created for “struggling” or teachers who received a developing rating last year.
Implement Community School Model	Y	N/A	Implement	<ul style="list-style-type: none"> As a Renewal school, BHSB is implementing an additional five hours of expanded learning time and working with its partner community-based organization to provide after-school programming. BHSB is now also



				a Community School, offering wraparound services to students and their families.
Provide 200 Hours of Extended Learning Time	G	N/A	Implement	<ul style="list-style-type: none"> All students are registered for ELT. Courses offered during ELT are based on students' academic needs and range from enrichment courses and internships for on track students to courses designed to fill credit gaps and/or preparing students for the Regents.
Regents Completion Rate	Y	29.0%	30.0%	<ul style="list-style-type: none"> Grade 9 students will be taking the Living Environment Regents this June. Grade 9 scholarship in science was 65.79% for the fall semester. Saturday make-up lab sessions are being held for students who are missing required labs. Grade 10 students will be taking the Global History and Geography Regents in June. Grade 10 scholarship was 83.33% for the fall semester. Grade 11 students will be taking the ELA and U.S. History. All students are programmed for the correct sequence of courses to qualify for taking the Regents.
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .		Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
				Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part II – Key Strategies

Key Strategies As applicable, identify any key strategies being implemented during the current reporting period that are <u>not described above</u> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.		
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.
1. Rigorous Instruction Goals: By June 2016, teachers will plan and implement coherent, common core-aligned lessons and units in core subjects that are adapted to the needs of students. As evidenced by: <ul style="list-style-type: none"> 60% of teachers will earn a rating of Effective or higher on the <i>Danielson Framework for Teaching</i> components: 1e (Designing Coherent Instruction), 3b (Questioning and Discussion Techniques), 3c (Engaging Students in Learning) and Assessment in Instruction (3d) 80% of students will engage in a minimum of four common core-aligned tasks in ELA and mathematics, and a minimum of two common core-aligned tasks in social studies and science Impact on Students: <ul style="list-style-type: none"> The four-year graduation rate will meet or exceed 53.5% 	Yellow	<ul style="list-style-type: none"> School administrators engage in a frequent cycle of formal and informal observations. Feedback is timely, actionable and specific. School is on track to complete all required observations in ADVANCE. School administrators collaborate with School Renewal Coaches in supporting teacher pedagogy. Individualized Professional Development plans have been created for “struggling” or teachers on a Teacher Improvement Plan. ELA and Mathematics teachers utilize the EngageNY curricula. Science and Social Studies teachers utilize the New Visions curricula. 9th and 10th grade teams engage in inquiry using the Writing is Thinking and Strategic Inquiry strategies based on the Judith Hochman’s writing program. Planning days by content areas provide teachers the opportunity to collaborate with colleagues and School Renewal Coaches on lesson and unit planning. Peer Collaborative Teacher supports teacher practice by conducting peer observations, opening up her classroom for inter-visitations and working with teachers on lesson and unit planning.



	<ul style="list-style-type: none"> The progress toward graduation rate (year 2 and 3 students) will meet or exceed 44.8% <p>Key Strategy:</p> <p>Coaches will provide professional development including on-site coaching and TC hosted events, retreats, and seminars. This will develop pedagogy that leads to maximum student achievement and includes individualized topics that are directly related to school goals, teachers’ needs and students’ needs.</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 		
2.	<p>Supportive Environment Goals:</p> <p>By June 2016 the school will establish and articulate clear school policies and procedures that will be consistently used by all stakeholders as well as monitored to promote a school culture where students feel safe, supported and challenged by their teachers and peers.</p> <p>As evidenced by:</p> <ul style="list-style-type: none"> By June 2016, the attendance rate will meet 81.6 %. By June 2016, the percentage of year 2 and 3 	Yellow	<ul style="list-style-type: none"> Office of school climate and culture has established protocols to handle student discipline and all staff have received professional development on these protocols. Pupil Personnel Team (PPT) supports our students’ socio-emotional needs by developing specific intervention plans for students. Administrators, teachers and guidance counselors have received professional development on restorative justice practices. Advisory program pairs teachers and other staff members as mentors. Attendance comprehensive plan was revised to address students with 70% to 80% attendance. Committee for Hispanic Children and Families provide small-group counselor for at-risk students.



	<p>students making progress towards graduation will meet 44.8%.</p> <p>Key Strategies:</p> <p>The following support structures will be utilized to provide a positive school climate:</p> <ul style="list-style-type: none"> • Student Intervention Team (SIT): Team members meet weekly to develop and monitor intervention plans for students at highest behavioral and social risk. • Instructional Support Team (IST): Team members work closely with teachers to develop classroom-based and instructional intervention plans and ensure strategies are implemented effectively. • Core Team: This team addressed school-wide matters of policy and practice that impacted overall school climate. • Attendance systems & structures 		<ul style="list-style-type: none"> • Saturday academic open houses every marking period serve as a vehicle for parents/guardians to meet with guidance counselors and discuss student academic progress. • Grades 9 and 10 are supported by one assistant principal, grade 11th by another and grade 12 is supported by the principal.
3.	<p>Collaborative Teachers</p> <p>Goals:</p> <p>Teachers will collaboratively plan and implement common core-aligned lessons, which provide multiple entry points based on analysis of student work.</p> <p>This will be evidenced by:</p> <ul style="list-style-type: none"> • By June 2016, curricula and tasks are planned and refined using student work and data so that a diversity of learners, including ELLs and 	Yellow	<ul style="list-style-type: none"> • Planning days provide teachers the opportunity of collaborating with colleagues and School Renewal Coaches on lesson and unit planning. • Inquiry teams meet twice a week to examine student work and assess the implementation of Writing is Thinking and Strategic Inquiries strategies. • Several committees (Steering, Pupil Personnel Team, Professional Development and Accreditation) have provided teachers the opportunity of taking part in decision making. • Teachers have been facilitating professional development for their peers. • Instructional strategies discussed during inquiry team meetings



	<p>SWDs, have access to the curricula (QR 1.1c rating of Proficient).</p> <ul style="list-style-type: none"> By June 2016, 80% of teacher teams consistently analyze assessment data and student work for students they share or on whom they are focused, resulting in improved teacher practice and progress toward goals for groups of students (QR 4.2b rating of Proficient). <p>Key Strategy:</p> <ul style="list-style-type: none"> Leverage teacher grade teams and professional learning experiences to develop a consistent set of teaching practices across the school that develop critical thinking, literacy, and communication skills. <p>Renewal School Priority Areas:</p> <ul style="list-style-type: none"> <i>Danielson Framework</i> implementation in regard to cycles of teacher observation. 		<p>have been implemented in the classroom.</p> <ul style="list-style-type: none"> Informal lead teachers have been identified in each subject area based on data from formal and informal observations.
4.	<p>Effective School Leadership</p> <p>Goals:</p> <ul style="list-style-type: none"> School leaders will devise a strategy that will promote understanding and sense of urgency about school wide goals by putting systems in place and monitoring the systems to improve student achievement. <p>This will be evidenced by:</p> <ul style="list-style-type: none"> The progress toward graduation rate (year 2 	Yellow	<ul style="list-style-type: none"> Protocols have been established to ensure adherence to DOE policies and procedures as stated in a staff handbook. School leaders engage in cycle of frequent observations and feedback. School is on track to complete all required observations in ADVANCE. Action plans have been developed to address Renewal and Receivership Benchmarks in collaboration with all staff. ELT has been designed to address students' academic needs. Roles of two assistant principals have been redefined to address



	<p>and 3 students) will meet 44.8%</p> <ul style="list-style-type: none"> • The four-year graduation rate will meet 53.5% • The school attendance rate for the year would be 81.6% <p>Key Strategies:</p> <ul style="list-style-type: none"> • Through the direct support of a leadership coach, school leaders and teacher leaders will be able to seek advisement and support as they continue to implement teacher teams. • The coach will help develop promising practices for all teacher and staff teams which will lead to increased capacity, effectiveness and sustainability. 		<p>the benchmarks.</p> <ul style="list-style-type: none"> • School leaders consistently engage in the analysis of data (scholarship, Regents passing, credit accumulation) using the New Visions Data Tool.
5.	<p>Strong Family-Community Ties</p> <p>Goals:</p> <p>In order to positively impact parental engagement, student attendance, and ensure that all students benefit from a robust home-school connection, school stakeholders will develop a system of communication to foster a collaborative culture where school, families and the community support students and families. This will be evidenced by:</p> <ul style="list-style-type: none"> • 25% increase in parent attendance at parent conferences from first semester 2015 compared to previous year’s data. • By June 2016, there will be an increase in student attendance to 81.6%. • By June 2016, 100% of the staff will be trained in culturally relevant parent engagement 	Yellow	<ul style="list-style-type: none"> • Tools to increase parental involvement have been established such as the consistent use of SKEDULA by all teachers. • Regular contact with homes is made daily through attendance phone calls, conferences with parents/guardians, mailings, parent association and school leadership meetings. • Efforts are being made for parents to be registered for PupilPath • The partner CBO has hosted several events to address the needs of parents/guardians such as a health fair, a financial aid night and Saturday academic open houses every marking period. • ESL and computer literacy classes will start on Saturday, February 6.



	<p>practices.</p> <ul style="list-style-type: none"> • By June 2016, school staff communication outreach efforts will increase by 80% • By June 2016, there will be a 10% increase in parents attending workshops <p>The impact on student achievement will be:</p> <ul style="list-style-type: none"> • The progress toward graduation rate (year 2 and 3 students) will meet 44.8% • The four-year graduation rate will meet 53.5% • The school attendance rate for the year would be 81.6% • There will be a 5% positive increase for parental responses in the School Environment Survey <p>Key Strategies:</p> <ul style="list-style-type: none"> • The school will build on the initiatives begun in 2014-15 and develop and implement structures for increasing regular contact between teachers and parents through school newsletters and parent outreach. • Parental ESL services will be made available for parents as part of the school outreach effort 		
6.	<p>Green Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p>	<p>Yellow Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



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:</p> <ul style="list-style-type: none"> • To continue improving the quality of instruction that BHSB teachers are delivering to students, BHSB teachers will be given continued opportunities to collaborate and share lesson plans with teachers from other high schools. • SRI coaches will continue to be present in the BHSB facility and to support the teachers with whom they are currently working. <p>The school has been working on strengthening its relationships with its CBO, Committee for Hispanic Children and Families.</p> <p>BHSB is looking into the possibility of inter-visitations with other schools to learn about different pedagogical approaches. In addition, BHSB hopes that these inter-visitations will identify other ways of handling some of the day-to-day logistics of running the school (teacher coverages, availability of schools, etc). BHSB plans to seek out other schools with similar populations with whom they can collaborate.</p> <p>SRI coaches have been working ardously with teachers to implement lesson plans and units from EngageNY.</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</p>



incorporated, the improvement plan was revised and resubmitted.

The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings.

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

Status (R/Y/G)	Analysis / Report Out
G	Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver:
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .
Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part IV – Best Practices (Optional)

Best Practices		
<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.	Peer-Enabled Restructured Classroom	Students work as teacher assistants in mathematics and science classes.
2.	Peer Group Connection	Grade 12 students engage in a mentoring program with all Grade 9 students.
3.		

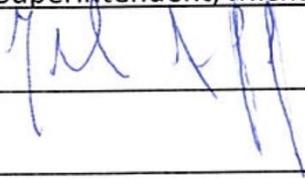
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Part V – Attestation

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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