



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
10X440: DeWitt Clinton High School	321000011440	NYC GEOG DIST #10 - BRONX	Yellow	SIG Cohort 4
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Santiago Taveras, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Elaine Lindsey, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	9, 10, 11, 12	1687

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 De Witt Clinton 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.

De Witt Clinton High School (DWCHS) has effectively implemented strategies to create and sustain a supportive environment. The CBO, Good Shepherd Services (GSS), provides a wide range of services, including providing a social worker for each one of the school's Small Learning Communities. In addition, the social workers all oversee one intern from local colleges, doubling the efforts to provide social-emotional supports that result in a safe and inclusive environment. As a result, the number of principal's suspensions in the school has decreased from 76 during the first term of last year to 24 in the first term of the current school year.

DWCHS has established an effective Community School Team (CST) that consists of school-based staff and representatives from local community agencies that meets on a monthly basis. The CST focuses on attendance improvement, dropout prevention and parental involvement. During weekly meetings, students' data is analyzed and action plans are created for struggling students and students with chronic attendance issues. As a result of this work, 577 students who had attendance of 95% or higher during the academic year of 2014-2015 have been able to sustain this level of attendance. The current year to date overall attendance is 80.4%.

Parent engagement continues to be an area of focus for the school. The school's goal in which 40% of its parents will utilize an online grading system to



monitor their children’s academic progress has not been reached. To date, 15% of parents are registered to use the online grading system. Additionally, the plan aimed at having dedicated time in teachers’ programs to conduct parental outreach. However, due to scheduling issues, dedicated time was not provided for this work. Parent engagement will continue to be conducted by GSS, which provides, crisis intervention, support groups and workshops on a needs basis.

The Superintendent enacted receivership at the outset of the school year. First, the Superintendent met with the principal and members of the Community Engagement Team (CET) to give stakeholders an overview of the receivership process and review the benchmarks. Second, the Superintendent, principal, and Office of School Renewal held a joint public hearing to inform the greater community of the receivership process and gather feedback for improving the process to ensure that the school meets its benchmarks. Third, after the joint public hearing, the CET reconvened and gathered more feedback to present to the Superintendent. Fourth, the Superintendent gave her feedback as to which recommendations should be included in the revised Renewal School Comprehensive Educational Plan (RSCEP).

At this time, the assessment of the school’s ability to meet its benchmarks noted in the Level 1 and Level 2 indicators below is that some barriers exist in the schools’ ability to make mid-year adjustments due to a lack of systematically using data to track for progress on a regular basis. If the school improves its systems and structures for tracking toward benchmarks, it will be able to achieve desired results.

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
5-Year Graduation Rate	Y	60%	61%	According to the New Visions Student Sorter, a cloud-based system of data collection and systemization accessed through Google Docs that tracks school data, such as plans for student graduation and test-taking, 72% of DWCHS 5/6 year cohort are graduates. The tool is not yet calibrated to the Receivership metrics and therefore, direct comparisons cannot always be made.
English Regents Percent Pass By Year 3	G	43%	44%	According to the New Visions Student Sorter, 61.2% of current Seniors, through the end of their Junior year have passed their English Regents.
Make Priority School Progress	Y	N/A	Meet progress criteria	At this time, the assessment of the school’s ability to meet its benchmarks noted in the Level 1 and Level 2 indicators is that some barriers exist in the schools ability to make mid-year adjustments due to a lack of systematically using data to track for progress on a regular basis. Through improved systems and structures for tracking toward benchmarks, it will be able to achieve desired results.
Math Regents Percent Pass By Year 2	Y	41%	42%	According to the New Visions lower house sorter of current 11th graders that have completed 2 years of math, 67% have passed Integrated Algebra, 14.6% have passed CC Algebra, 35.8% have passed



				Geometry and 8.5% have passed the Trigonometry Regents.
School Survey – Safety	Y	2.16	2.20	Term I (Level 3-5) occurrences decreased by 11% from 71 last school year to 63 this year. Term I suspensions (both Principal’s and Superintendent’s Suspensions) decreased by 19%, from 54 last school year to 44 this year.

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
5-Year Graduation Rate for Limited English Proficient Students Subgroup	Y	44%	45%	A YABC program was relocated to the Dewitt Clinton Campus last year which allows for over-age, under-credited students to take classes in the evening in order to catch up and complete their high school graduation requirements.
College and Career Preparatory Course Index	Y	21.0%	22.0%	According to the New Visions Student Sorter, the current June 2017 graduates have the following college ready course index: ELA= 43.9%, Math= 26.9 and Both=23.6
Framework: Collaborative Teachers	R	2.32	2.36	DWCHS has been sending 6 staff members to the bi-monthly Writing Is Thinking With Strategic Inquiry (WITSI) training. This is followed by inquiry teams and professional development where the WITSI strategies are turn-keyed to the rest of the staff during Monday PD days. We feel that we have made a lot of progress, since



				most of the staff has been implementing WITSI strategies in their classes. We have borrowed the coin phrase “WITSI Wednesdays” from another school and evidence of the implementation of the WITSI strategies can be seen in most of our classrooms.
Framework: Rigorous Instruction	Y	2.16	2.20	DWCHS cabinet is tracking data from Advance teacher rating system and using it to inform work with coaches to drive instructional improvement. Although the students’ scholarship is slightly down from last year, We believe that the improvement in the quality of the teaching will result in higher pass rates.
Implement Community School Model	Y	N/A	Implement	The CST meets once a month (last Tuesday of each month during 7 th and 8 th periods). The team includes three groups: attendance improvement group, dropout prevention group and parent involvement group. Each group works independently from the larger group in between meetings and then reports back to the larger group. The group consist of teachers, parents, the parent coordinator, APs, CBOs, students and the principal. The group uses the New Visions Heat Map and the Student Sorter to get information about our students and to develop strategies in how to improve each area.
Provide 200 Hours of Extended Learning Time	Y	N/A	Implement	ELT is provided to all of our students grades 9 to 12. The ELT is scheduled for Tuesday, Wednesday, Thursday and Friday from 2:35 to 3:50 PM. Students are offered classes that prepare them for the Regents Examinations they have yet to master, courses that they need to repeat and courses that they have not taken yet and are in need of in order to make progress toward meeting



				<p>graduation requirements. Attendance for ELT is in the mid 50% and we have done a number of things to incentivize students to attend these classes. In addition, letters and phone calls have been made to the parents providing information about the purpose of the ELT courses. We have also explained that ELT courses will show up on their transcripts just as other classes and the grade averaged in to the overall average. An example of these calls can be found on our website in English and Spanish by clicking on to the following link: http://dwchs.net/parents/letters.html</p> <p>The voicemail to click on is “End of First Marking Period 10-3-15 – English”</p>
<p>Green</p>	<p>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</p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



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 implement data driven instructional strategies to develop CCLS-aligned curricula that is engaging and connects the content to real world experiences, which will result in the school meeting at least the Renewal School benchmark of 51.3% as highlighted in the Leading Indicator “ Progress Toward Graduation- year 2 and 3”. (These are students earning 10 plus credits in their second and third year) Key Strategy: <ul style="list-style-type: none"> Scholastic will provide Professional Development on effective planning for units of instruction using backwards design. Emphasis will be on developing performance tasks that incorporate the CCSL shifts in literacy and form 	Y	Houghton Mifflin Harcourt (HMH) has been contracted by the school to both work with teachers with TIPs as well as to support the assistant principals in their knowledge of backwards design unit mapping. They are also helping the assistant principals to standardize this process across various Small Learning Communities (SLCs). The HMH instructional coaches work closely with the administration and provide specific feedback so that the units are CCLS-aligned and include differentiation strategies so that the needs of all students are met. After having planned an entire unit of instruction with HMH, each AP is working with a select group of teachers to guide them through the process of effectively planning a unit of instruction. HMH consultants work with the APs weekly to advise them on the unit planning process, support with planning effective PD, and provide strategies for teachers who are having difficulty implementing new practices. Approximately 40 teachers have been engaged in this process thus far.



	<p>the foundation for the units/lessons that will engage all learners including SWD's and ELL's.</p> <p>Renewal School Priority Areas:</p> <ul style="list-style-type: none"> • Planning and refinement of written CCLS-aligned curricula to provide access to all students 		
2.	<p>Supportive Environment</p> <p>Goals:</p> <p>By June 2016 the school will create a culture that encourages students to support one another, GSS to provide for their social and emotional growth, and for parents to feel welcomed and invited as evidenced by a 5% increase in the supportive environment category of the NYCDOE School Survey as compared by the results from 2014-15.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • The school's SLCs are staffed with one social worker for exclusive work with the students of that SLC for issues that impact individual student success. • Each SLC holds monthly meetings attended by the guidance counselor, assistant principal, coordinator, social worker, and attendance teacher to track and evaluate individual student progress against benchmarks and 	G	<p>The CBO, Good Shepherd Services, provides a wide range of services, including providing a social worker for each one of the School's SLCs. In addition, the social workers all oversee one intern from local colleges, doubling the efforts. GSS provides students with counseling, conflict mediation, a Muslim support group, gender specific support groups as well as support group for parents. Furthermore, in order to support the implementation of the Community School Model, DWCHS has developed a Community School Team (CST) that meets on a monthly basis. The members of the team include teachers, students, GSS, Sports and Arts Foundation, Montefiore Clinic, parent coordinator, parent association president and treasurer and the principal. The CST has three groups, which focus on: 1. Attendance improvement, 2. Dropout prevention and parental involvement. During weekly meetings held by each SLC, CBO staff participate in analysis of weekly attendance and the effectiveness of support interventions through the use of the New Visions Sorter and Heat Map. As a result of this work, 577 students who had attendance of 95% or higher during the academic year of 2014-2015 have been able to sustain this level of attendance. The current year to date overall attendance is 80.4%.</p>



	<p>discuss needed supports and interventions.</p>		
<p>3.</p>	<p>Collaborative Teachers</p> <p>Goals:</p> <p>By June 2016, teachers will engage in inquiry based collaborations during SLC professional learning sessions centered around analyzing student data and will develop CCLS aligned units that contained multiple entry points for all learners in department meetings that will result in instructional coherence and higher student achievement for all learners as evidenced by an increase of at least 5.2% in regents completion rate as indicated by the Renewal School Benchmark and at least 1 CCLS aligned unit per core course.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> The school will move from multi-session to single session in order to increase teacher meeting time intervals, giving them an opportunity for deeper, more rigorous work around inquiry, CCLS aligned unit planning and curriculum development. <p>Renewal School Priority Areas:</p> <p>Danielson Framework Implementation - Observation Cycle</p>	<p>R</p>	<p>The school has moved to single session and does have regular time for faculty, department, and SLC meetings. As a part of the Renewal Program, members of the DWCHS staff have received extensive training on WITSI. The school sends a team of 4 teachers and the AP of English to monthly trainings and they, in turn, share the information upon their return. Currently, there are 7 WITSI teams across all of the SLCs that meet for ninety minutes each week. In each SLC, 9th and 10th grade teachers are engaged in an inquiry cycle focusing on student writing. The teams have reviewed students’ work, looking particularly at sentence formation. After careful review, the teams observed that the students used run-ons, sentence fragments, incorrect capitalization and no sentence markers (periods, exclamations, question marks.) Subsequently, the ELA teachers, supported by the social studies teachers, provided direct instruction regarding sentence fragments and they continue to support students with their writing. Teachers regularly review students work during these weekly meetings to monitor and assess student progress in writing. . Additionally, there are two eleventh grade teams that have chosen to focus on the 10th grade ELA Common Core Regents for inquiry purposes. The system of meeting twice a week is working well and will be continued for the rest of the term.</p> <p>As mentioned earlier, APs are continually working with teachers on their unit planning with the support of HMH to ensure that at least 1 CCLS aligned unit per course is created by the end of the school year.</p>



	Inquiry		
4.	<p>Effective School Leadership</p> <p>Goals:</p> <p>By June 2016 the school leader will implement the WITSI writing program, across the grades and content areas which in turn will increase the percentage of students passing the ELA regents by 5%.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Scholastic will provide job-embedded support to the Assistant Principals to improve their ability to coach teachers around effective unit design, including performance tasks. 	R	<p>The school has implemented WITSI fully across SLCs resulting in 7 regular teams, 5 of which focus on 9th/10th grades and 2 of which focus on 11th grade. For January 2016, the pass rate for the ELA Common Core was 60.5%. The administrators are devising a plan to closely work with the ELA Content Team to create a cycle of inquiry that will focus on those students that did not pass and those that will sit for the exam in June.</p> <p>Furthermore, teachers will receive additional support on ELA pedagogical practices through individual feedback during their observation reports for Advance and in-person debriefing sessions when possible.</p> <p>The school met and surpassed its midyear benchmark of completing its Advance observations by Feb. 1st. Additionally, the administration received targeted training from the TDEC and DSR to enhance skills around crafting compelling and succinct rationales for 3C. The TEDEC and DSR also provided school leaders with a feedback protocol for the Additional Comments section, so teachers receive thorough feedback to develop their pedagogy.</p>
5.	<p>Strong Family-Community Ties</p> <p>Goals:</p> <p>By June 2016, 40% of parents will use Skedula at least 4 times a year to review their child’s gradebook, stay abreast of anecdotes, and be knowledge of their student’s progress as evidenced by a 7% increase (from 63% to 70%) in the Strong Family Community ties category of the NYC School Survey as compared to the</p>	R	<p>When the school constructed this goal around the number of parents that would use Skedula, the plan was that teachers would have dedicated time every Tuesday to work on parental outreach. However, because of various scheduling issues, that dedicated time was not able to be provided. Currently, 15.3% of parents are registered.</p> <p>GSS provides parents with the opportunity to attend support groups which provide parenting skills. In addition, the parent coordinator and</p>



<p>results from 2015.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • DWCHS will hold Community School Events to honor members of the community who help and support the school. • These events include activities for young siblings, sports activities, workshops for parents, food and information tables with representation from colleges, health providers, our own SLCs and other community based organizations to provide critical information to parents, students, and the broader school community. 		<p>GSS work together to provide parent workshops that deal with various needs. For example, there have been workshops targeting drug use, anxiety and depression. Workshops are designed based on the needs of students and parents.</p> <p>A new mental health initiative started in February to continue efforts to provide parents with crisis intervention, individual counseling and group counseling on an ongoing or as needed basis. GSS has done a number of needs assessments and is constantly planning and implementing programs and workshops based on those needs. Before the Parent-Teacher Conferences in the Fall, GSS called every family and invited them to come in to school to learn more about their child’s progress toward graduation. As a result, DWCHS had the highest amount of parents attend parent teacher conference in years. In addition, The principal has made a video about graduation requirements for parents and it can be found on the school’s website.</p> <p>The impact of all the support provided by GSS in collaboration with DWCHS staff is that the school is no longer first in the city when it comes to safety incidents. This is also reflected in the number of principal’s suspensions in the school. This time last year, there were already 74 incidents, whereas this year, there have only been 24 incidents to date. .</p> <p>Moving forward, the school will focus on creating a positive incentive program for next year, which includes providing the students with “Clinton Bucks” cards for many things including coming to school on time, having parents come to meetings, etc.</p>
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	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
--------------	--	---------------	------------	---

DRAFT



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"> • Create a PM school for students who are not faring well in the daytime because of work of family issues. • Find a way to look at the quiet students that are slipping away because they're the ones that sometimes have lost hope. <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> <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.</p>



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	<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> <ul style="list-style-type: none"> • The school leader is required to attend six Professional Learning Sessions provided by Superintendent’s Team to support the development of the principal as an instructional leader. In addition, this professional learning is designed to assist the school leader to develop an understanding of school operations to successfully implement policies regarding the school budget, graduation requirements, and servicing special needs students. To date the principal has attended three sessions. • The school leader and his APs are required to participate in a minimum of four scheduled visits conducted by the Teacher Development and Evaluation Coach to support teacher development and the observation process. Currently, the school leaders are on track to completing their required observations to support teacher development. Additionally, the Superintendent’s Team has noted an improvement in the ability of school leaders to give teachers actionable and time-bound feedback to improve teaching and learning. To date the principal and the APs have participated in three professional learning sessions with the Teacher Development and Evaluation Coach. • The principal will participate in three learning walks during the months of November, February, and April with other principals in a district – wide Superintendent’s initiative focused on assessing the cognitive rigor of instructional tasks during lessons across content areas. During learning walks, school leaders observe and debrief lessons with each other, share best practices for improving instruction, reflect on their own practices to strengthen the instructional core, and develop action plans to provide teachers with effective professional learning opportunities to develop pedagogy and increase student learning outcomes. To date the principal has participated in one learning walk with his colleagues.



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.		

DRAFT



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.	

DRAFT



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, Elaine Lindsey

Signature of Receiver: _____

Date: _____

DRAFT