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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
01M509: Marta Valle High School	310100011509	NYC GEOG DIST # 1 - MANHATTAN	Y	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	Steven Aragona, Principal	Marisol Bradbury, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	268

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 Marta Valle 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.

With regard to enhancing the quality of teaching and learning, the MVHS community has implemented a rigorous professional learning program for all staff that is driven by the national Common Core standards as well as the New York City and New York State content standards for each discipline. In the arts, the MVHS community has strategically incorporated guidance from the "Blueprint for Teaching and Learning" as provided by the NYCDOE. The professional learning as it relates to teaching and learning that the MVHS community has implemented has also emphasized the use of assessment and connecting the design and measurement of student learning to not only the standards, but to real-world experiences through the use of "authentic" tasks. As a result, the quality of teaching and learning at MVHS now more closely reflects the grade-band aligned to national and state standards and thus is preparing students more adequately for college and careers. Further, every teacher is provided with feedback on their practice weekly by a school leader or instructional coach to support the implementation of the school's rigorous reforms and initiatives. These "coaching sessions" are strengthening teacher practice quickly and effectively and grounded in the *Framework for Teaching* by Charlotte Danielson.

The student performance data generated from the classroom, and more specifically from the authentic tasks, has also created richer opportunities for focused collaboration and inquiry among teachers. Teachers meet daily to analyze student work, identify learning gaps, and



identify research-based strategies to target student needs and preferences and measure progress. In addition, teachers also supplement their instructional focus on targeting learning gaps with supportive interventions and monitoring of progress toward graduation of students organized by cohort. This has enabled teachers to focus on each student’s performance inside their classroom while simultaneously not losing sight of the student’s whole-school experience. Moreover, every student has been strategically programmed so that they can earn credit and make significant progress toward graduation in a more strategic, and sequenced manner according to NYCDOE Academic Policy.

In an effort to support all students and shift the culture at MVHS, there has been a comprehensive student support program implemented for students that focuses on the use of restorative justice and positive behavior intervention strategies. The MVHS community has partnered with the NYU Metro Center to conduct 10 hours of professional learning each month with a “Student Support Team” comprised of various MVHS stakeholders to develop, implement, and sustain practices that reflect a more culturally responsive and inclusive school community both inside the classroom and beyond. MVHS’s partnership with NYU also extends with the College Advisory Corps., who is dedicated to supporting college readiness for 9th and 10th graders. MVHS’s partnership with Grand Street Settlement supports college readiness with 11th and 12th graders.

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	36%	37%	MVHS is on-track to meet 4-Year Graduation target. The school has increased AIS to students in all grades in ELA and Math, including differentiated instruction to meet the needs of ELL’s and SWD’s.
College Readiness Index	Y	10.0%	11.0%	MVHS is on-track to meet or exceed College Readiness Index target. The school has increased Expanded Learning Time programs in order to meet the needs of students in ELA, Math, and Reading. We have increased Regents Preparation during Expanded Learning Time.
English Regents Percent Pass By Year 3	Y	46%	47%	MVHS is on-track to meet the English Regents Percent Pass Rate by Year 3. We are ensuring that ELA instruction is differentiated to meet the needs of all learners, including ELL’s and SWD’s. Teacher teams meet on a weekly basis to analyze student work, and ensure that assessments are aligned to high quality instruction.
Make Priority School Progress	Y	N/A	Meet progress criteria	MVHS is on-track to meet or exceed target. The school has increased Expanded Learning Time programs in order to meet the needs of students in ELA, Math, and Reading. We have increased Regents Preparation during Expanded Learning Time.
Math Regents Percent Pass By Year 2	Y	54%	55%	MVHS is on-track to meet the Math Regents Percent Pass Rate by Year 2. We are ensuring that Math instruction is differentiated to meet the needs of all



				learners, including ELL's and SWD's. Teacher teams meet on a weekly basis to analyze student work, and ensure that assessments are aligned to high quality instruction.
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LEVEL 2 Indicators

Please list the school’s Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
4-Year Graduation Rate - Economically Disadvantaged Students Subgroup	Y	38%	39%	MVHS is on-track to meet target. The school has increased AIS to students in all grades in ELA and Math, including differentiated instruction to meet the needs of ELL’s and SWD’s.
College and Career Preparatory Course Index	Y	13.3%	14.3%	MVHS is on-track to meet or exceed target. The school has increased Expanded Learning Time programs in order to meet the needs of students in ELA, Math, and Reading. We have increased Regents Preparation during Expanded Learning Time.
Framework: Collaborative Teachers	Y	2.76	2.80	MVHS is engaged in inquiry work on all grade levels. Teacher teams meet together on a weekly basis to develop and enhance curriculum, utilizing CCLS aligned tasks, and ensuring that units of study are differentiated to meet the needs of all students. Instructional leads are ensuring that student work is analyzed in departmental teams to ensure that assessments are aligned to CCLS expectations.
Framework: Effective School Leadership	Y	2.08	2.12	The Principal is ensuring distributive leadership, evidenced by instructional leaders on all grades, and ensuring teacher teams are working to implement strong pedagogy.
Framework: Rigorous Instruction1	Y	2.48	2.52	MVHS is ensuring that instruction is differentiated to meet the needs of all learners, including ELL’s and SWD’s. Teacher teams meet on a weekly basis to analyze student work, and ensure that assessments are aligned to high quality instruction.



Provide 200 Hours of Extended Learning Time	Y	N/A	Implement	The school is providing Expanded Learning Time both during afterschool, and during Saturday programs. Students are receiving extra supports in ELA, Math, Reading, Writing, and Regents preparation.		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .		Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

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Part II – Key Strategies

Key Strategies As applicable, identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.		
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.
1. Rigorous Instruction Goals: By June 2016, at least 85% of teachers will ensure engaging, rigorous and coherent curricula in all subjects, aligned to Common Core and content standards and accessible for a variety of learners. This will be evidenced in classroom observations as students will experience rigorous learning tasks that are aligned to grade-level CCLS and content standards. This will also be evidenced in student work products that reflect mastery and/or movement toward mastery of grade-level standards. Key Strategies: <ul style="list-style-type: none"> • The three Institute for Student Achievement (ISA) consultants will work with teachers, coaches and school administrators in curricula development and periodic adjustment, centered, data-driven instructional practices starting in early September. • Use of DataCation to assist with tracking and analyzing student and teacher data. 	Y	All teachers are currently receiving individualized support from ISA coaches and school leaders at least once per week with planning, implementing, and analyzing instructional strategies that are aligned to CCLS and content standards. Classroom assessments have reflected the integration of the instructional shifts as evidenced by teacher observation reports. Common assessments have been implemented and utilized in each class to monitor progress toward mastery and increased mastery of grade-level standards for each student.



2.	<p>Supportive Environment Goals: By June 2016, we will develop and implement restorative approaches to school-wide discipline which will engage students and families and support students’ social and emotional development and respect for all. This will be evidenced through student surveys that measure the extent to which students feel safe, supported, and challenged in the school and in classrooms.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • The NYU Metro Center will support the implementation of restorative justice practices school-wide through staff training and direct student support. • The NYU College Advising Corps. with collaborate with Grand Street Settlement to support all students in grades 9-12 with college readiness. 	Y	<p>The NYU Metro Center has currently conducted professional learning with a team of school stakeholders to create a more culturally responsive and inclusive school environment. Each member of this team receives a minimum of 10 hours of professional learning every month. This work is also shared with the entire staff quarterly through whole staff professional learning conducted by NYU faculty and the principal.</p> <p>The NYU College Advising Corps. has established weekly classroom visits to all students in each grade level to insure increased levels of college of readiness. Every student in the school is also provided with an individual one-on-one “college coaching session” once per month. The NYU College Advising Corps. has also conducted a college trip once per month for each grade level. The principal has also currently applied for a grant to extend this work and is awaiting approval.</p> <p>The Grand Street Settlement has concentrated its work on supporting college readiness with this year’s graduating cohort. Every 12th grader has been programmed for a “College Readiness” course once per day. The principal has also just acquired additional funding through a grant application expanding the relationship between the school and the CBO which will support additional college readiness programs for students of all grade levels.</p>
3.	<p>Collaborative Teachers Goals: ELEMENT: COLLABORATIVE TEACHERS</p> <p>By June 2016, at least 85% of teachers will collaborate in teams to systematically collect and analyze student formative and summative assessment data and other evidence of student learning to determine learning needs and priorities, to monitor student progress, and</p>	Y	<p>The MVHS teachers have all been engaged in collaborative professional learning opportunities totaling more than 20 hours a month dedicated to analyzing student work, modifying instruction, and implementing research-based strategies. This strategic plan for collaboration is comprehensive and multi-faceted, providing concentrated support on key areas related to student success and teacher improvement. The composition of each team is carefully designed to simultaneously build and widen capacity of students and staff throughout the entire MVHS community. Collaborative Inquiry is structured by Department Teams,</p>



	<p>to help sustain continuous professional growth. This will result in educators developing the knowledge and skill to meet the diverse learning needs of all students and in 85% of students being exposed to rigorous academic tasks that are aligned to CCLS and content grade-level standards.</p> <p>Key Strategies: Collaborative Inquiry Structure</p> <ul style="list-style-type: none"> • Department Teams – Analyze teacher practice and student performance data. • Cohort Teams – Monitor progress toward graduation and apply interventions to targeted subgroups. • Coaching Circles – Differentiated professional learning structure to ensure implementation of rigorous, high-quality teaching and learning in every classroom. 		<p>Cohort Teams, and Coaching Circles, with focus on teacher practice, student performance, and social-emotional support. This collaborative inquiry has created opportunities for providing students with academic interventions that target student learning needs and monitor progress toward graduation.</p>
4.	<p>Effective School Leadership</p> <p>Goals: School leaders will align student outcomes with educator performance and curriculum standards resulting in every teacher receiving feedback on practice at least twice per month. This will result in closer alignment between teacher performance ratings and student outcomes.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Weekly one-on-one coaching sessions with assistant principals 	G	<p>All teachers receive feedback on practice at least once per week through weekly “coaching sessions” with a school administrator and/or instructional coach. Most teachers are engaged in coaching sessions twice per week – once with a school administrator and once with the instructional coach. In addition to conducting individual coaching sessions with teachers to provide written and verbal feedback to teachers about their practice and student performance, the principal conducts coaching sessions with the instructional coaches on both an individual and group basis. Each Assistant Principal and each instructional coach meets once per week with the principal. The Assistant Principals then meet once per week with the principal for professional learning as a leadership team focused on writing effective feedback and conducting effective coaching conversations and post-observation conferences. The</p>



	<ul style="list-style-type: none"> Weekly one-on-one collaborative sessions with instructional coaches Weekly professional learning workshops with all assistant principals collectively Weekly consultative coaching with all instructional coaches collectively 		<p>principal also meets with the instructional coaches as a team to review individual teacher performance and analyze trends to further inform and support the collaborative inquiry work conducted by department teams.</p>
5.	<p>Strong Family-Community Ties Goals: By June 2016, we will enhance systems and structures aimed at communicating high expectations to students and families, as evidenced by a 15% of families attending monthly school-wide events.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Monthly Family Engagement Events Monthly Newsletter Bi-monthly “Celebrations of Success” 	Y	<p>The MVHS community has engaged families at an increased level than in the past. The monthly Family Engagement events and/or “Celebrations of Success” have resulted in a 10% of families represented. While this number falls short of our goal, we are confident that the increased role of the principal in the Parent Association will lead to us reaching this goal.</p> <p>The MVHS community came close to acquiring a Parent Coordinator but the candidate accepted another offer in December causing the school’s search committee to reconvene and organize another search. The addition of this role is expected to produce increased levels of family engagement and result in the school meeting or exceeding this goal.</p> <p>The principal is in the formative stages of developing a “satellite approach” to family engagement, working with NYU faculty and geospatial mapping research to identify communities and neighborhoods that are heavily populated by MVHS students and families so that the school can extend their outreach.</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	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
			Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET) Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.	
Status (R/Y/G)	Analysis / Report Out
Y	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p>Superintendent-Approved CET Recommendations: Utilize the expertise of instructional coaches for each subject-area.</p> <p>All teachers receive direct one-on-one coaching through ISA instructional coaches and school leadership once per week.</p>
	<p>Increase the frequency of observations and direct feedback from school leaders.</p> <p>Administration has established an observation and feedback cycle that includes coaching sessions for 100% of all teachers.</p>
	<p>Teachers must be able to demonstrate high levels of student engagement.</p> <p>School leaders have created a professional learning cycle to increase rigor of classroom tasks.</p>
	<p>Monday professional development used to strengthen instructional focus.</p> <p>In Quarter 2, leadership has moved from whole faculty professional learning to a differentiated approach to accelerate the learning and application of these pedagogical shifts for teachers.</p>
	<p>Restorative practices to school-wide discipline and increased inclusive classroom practices.</p> <p>Key staff have been trained in Restorative Practices through the MFSC and NYU and will begin turn-keying approaches to staff in Quarter 3.</p>



	Classroom practices have become more inclusive with the increase in flexible programming to meet the needs of students, and the principal and ICT teachers attending a district led professional learning on inclusive culture and ICT best practices.
	Partner with programs to support the social and emotional needs of students and families. Partnerships and increased support of students and families is resulting in yearly attendance currently at 82.3%, a significant increase as compared with last academic year.
	Provide teachers with concentrated time to meet in teacher teams to plan, look at student work, share best practices, and track student progress toward graduation. School schedule was altered to allow for common planning time and common team time during the school day. Principal and administration attend team meetings to provide support and protocols in data analysis.
	Teachers must be able to demonstrate proficiency in using data to drive instruction. All guidance counselors and teachers have received training in transcript review, State graduation requirements, and key aspects of Academic Policy. Principal has provided monthly learning sessions to faculty on using data to plan high quality instruction aligned to student learning needs.
	School leaders should make frequent classroom visits provide specific instructional supports that ensure that all students receive high quality instruction, and provide specific and accurate feedback of teacher practice and coach teachers toward enhancing those practices to improve student outcomes. All administration have received support from the Superintendent’s team in calibrating instructional observations with the Danielson Framework for Teaching, that has resulting in more realistic teacher ratings as captured in Advance. Administration has also received training and coaching from Superintendent’s team in crafting and delivering effective feedback to teachers. Principal coaches assistant principals in the writing of observation reports, and the delivery of feedback through an observation cycle of assistant principals.
	School leaders that have knowledge and experience implementing structures that improve positive school culture improvement initiatives. IA Principal has reorganized Guidance Department and Student Support Services that is resulting in students programmed strategically towards graduation and college and career readiness and higher attendance rates.
	School leaders who are able to effectively manage time and ensure smooth operation of school. IA Principal and assistant principals have received central training at MFSC on school safety procedures and protocols, business operations that includes budgeting, procurement, and human resources.
	Convene a committee of staff and family members to ensure recruitment, marketing, and branding of programs and activities offered at the school are cohesive in order to enhance the name and reputation of the school.



	<p>School directory has been updated to accurately reflect programs. A culinary program was established after school for students in response to committee requests. School hosted middle school guidance counselors and middle school parents at two open houses in Quarter 2 with over 40 participants.</p>
	<p>Establish a committee to generate a public calendar of fundraising, spirit events, and professional learning sessions, to ensure parents and families are able to take advantage of engaging school-family-community offerings.</p> <p>IA Principal has implemented a committee to increase parent outreach and communication through emails, phone calls, and the use of Datacation.</p>
	<p>Staff develops partnerships with families through direct and ongoing communications about academic progress, and attendance.</p> <p>Family engagement time has been utilized to increase faculty outreach to families and documented in call and meeting logs to ensure accountability and effectiveness.</p>
	<p>Ensure that all administrators support school vision for improvement.</p> <p>IA Principal has worked with Superintendent’s team to establish coaching sessions for assistant principals in the school’s instructional focus, providing teachers with effective observations and feedback, as well as the IA Principal receiving coaching in establishing a clear support and supervision of assistant principal process that makes expectations clear and includes accountability structures.</p>
	<p>Educate students, parents, and teachers on how to read transcripts and graduation requirements.</p> <p>The IA Principal and Superintendent’s team have restructured and retrained school Guidance Department. IA Principal has led professional learning for all teachers in this process who have met with all students and reviewed transcripts and graduation trackers.</p>
	<p>During the first week of the 2015-16 school year, written notice was sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school. Once the school’s hearing was held, a summary of recommendations was provided to the school based on commentary from speakers captured in a transcript of the public hearing, a recommendations form provided to participants at the hearing, an online survey on our NYCDOE website, any email feedback received to our receivership@schools.nyc.gov email address, or by mail. The CET met to review the public input and finalize school improvement plan recommendations, which were submitted to the Superintendent, acting on behalf of the Chancellor as Receiver, for review. Upon Superintendent determination of which CET recommendations would be incorporated, the improvement plan was revised and resubmitted.</p>



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

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

Status (R/Y/G)	Analysis / Report Out
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G	<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> <p>The Superintendent hired a new IA Principal at the beginning of the school year to ensure that, with the appropriate leadership, the MVHS community would strengthen the quality of teaching and learning, create multiple opportunities for teachers to collaborate and receive direct support, engage students and families in the decision-making and vision-setting of the school, and provide numerous extended learning opportunities and interventions for students. The newly implemented systems and structures of support and accountability have strengthened the culture of the school and is shifting from a belief of low to high expectations for all stakeholders.</p> <p>Implementation of the School Renewal Program Strategy:</p> <p>The core values held as essential for the success of the School Renewal Program:</p>
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1. A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
2. A “theory of action” must guide the work to ensure clarity and coherence.
3. Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
4. Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
5. Strong professional development/learning is a fundamental part of our work.
6. The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three-year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal Schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, as previously mentioned in Level 2 Indicator Implement a Community School Model, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and Extended Learning Time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:



- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.

Additional, focused strategies to increase parent and family engagement.

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

Best Practices	
The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.	
List the best practice currently being implemented in the school.	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1. Comprehensive Coaching Structure to Deepen and Widen School Capacity	Coaching is a key feature of the school community. The principal has established a comprehensive coaching structure that promotes collaboration and professional learning on multiple levels that are designed to support the needs and preferences of students, teachers, administrators, and coaches. This has also resulted in feedback cycles at all levels of the school.
2. Strategic Partnership with Local University	The principal has established a powerful partnership with New York University that has resulted in direct support on high-leverage areas of the school that he has identified as part of his school improvement plan. This strategic partnership has targeted areas such as facilitative leadership, culturally responsive and inclusive pedagogical practices, college readiness, restorative justice, new teacher support, and data-driven decision-making.
3. Rigorous Professional Learning Plan	The principal has articulated a clear vision, mission, and instructional focus for the year and developed a comprehensive school improvement plan for quick, continuous, and sustainable.
4. Culture of High Expectations	The principal’s leadership approach has reframed the use of accountability to be centered on capacity-building (through collaboration and professional learning as opposed to compliance) resulting in a school community that holds itself accountable through clearly defined roles, responsibilities, and standards for quality and increased performance at scale.
5. School-Wide Goal Setting	All staff members have set individual goals that are tied to the school wide goals, vision, mission, and instructional focus. In addition to this supporting the coaching structure, it has resulted in a deeply reflective school community dedicated to professional growth.



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, Marisol Bradbury

Signature of Receiver: _____

Date: _____

DRAFT