



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
27Q475: Richmond Hill High School	342700011475	NYC GEOG DIST #27 - QUEENS	Y	SIG Cohort 5
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	Neil Ganesh, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcott, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	9, 10, 11, 12	1955

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 Richmond Hill 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.

Richmond Hill High School is on a positive trajectory towards meeting the Receivership benchmarks set forth by the NYSED and NYCDOE. It is anticipated that it will meet a majority of the Level 1 and 2 indicators with the key strategies indicated during the 2015-2016 school year laid out in the RSCEP. The support of the Community Based Organization, SAYA, has been instrumental in the implementation of the Community School Model. Lastly, the Office of Renewal Schools has provided organizational and instructional supports essential for success. Several of the key strategies that have been implemented this year include:

1. The continued school wide focuses on curriculum development and revision in all content areas. The school is currently in year 2 of the process of creating and revising of Common Core Learning Standard aligned curriculum for all courses. This process is designed to increase student outcomes and improve teacher pedagogy.
2. Mathematics instruction as a priority focus. The school realizes the need for strong math instruction for all students. Its partnership with Metamorphosis, who is written into the SIG grant, provides job embedded math coaching for both teachers and administration.
3. Embedded College Now courses to improve college success for all students. College Now classes are held during the school day so students have



- the College experience without having to come early or stay late. There are an increased number of College Now classes from last year.
4. Creation of grade level teams to increase student engagement and provide support to teachers and students. The grade level teams are involved in Writing is Thinking and Strategic Inquiry (WITSI) training. Embedded instructional coaching provided by the Office of Renewal supports the Peer Collaborative Teachers with mentoring and inquiry development.
 5. The school has increased its offering of Advanced Placement (AP) courses to provide students with more academic rigor. All 11th graders who have passed the Comprehensive English exam with a 75 or higher are now programmed for Advanced Placement English Literature while 12th graders with the same criteria are taking Advanced Placement English Language.
 6. The school hired two Peer Collaborative Teachers that facilitate two grade level teams. These teams focus on a cycle of inquiry, action and analysis.
 7. The school has restructured the observation process to a 6 week cycle to provide quicker and more relevant teacher feedback as well as timely professional development. Additionally, the cabinet has been involved in an inquiry process that focuses on teacher development around the Danielson components on student engagement.
 8. The school is partnering with SAYA as its Community Based Organization (CBO). SAYA has been providing supports for after school tutoring, Saturday School, SAT prep, college readiness and a wellness center for emotional and social development. SAYA has been working with the International Academy to provide outreach to the English Language Learners (ELL).

The school has also been utilizing the “Are You Green” data initiative as well as the New Visions student sorter to assess Level 1 and level 2 Indicators. The New Visions data tools allow them to make data queries related to the Level 1 and 2 indicators more efficiently.

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
College Readiness Index	Y	14.9%	15.9%	<p>The College Readiness Index measures the number of cohort 2016 students who have passed the Comprehensive English Regents with a 75 or higher and passed the Integrated Algebra Regents with an 80 or higher or Common Core Algebra Regents with a 70 or higher. Additionally students also need to pass the Algebra, Geometry and Trigonometry course sequence.</p> <p>We are currently on target to meet the specified goal of 15.9% which equates to 98 students from the cohort 2016. Through the use of our Are You Green data and the New Visions student sorter we have determined that 12% of the students in the cohort 2016 have met the College Readiness Index metric. In order to meet the Indicator, we have programmed all students who passed the Comprehensive English Regents but scored below a 75 together in the same sections. They have been programmed to take the Regents in January and, if necessary June. We are also selectively programming students to retake the Integrated Algebra Regents on February 25 to meet the metric by June 2016. Additionally all students are expected to take the Algebra, Geometry and Trigonometry course sequence.</p>
Make Priority School Progress	Y	N/A	Meet progress criteria	The progress of priority schools is based upon achieving the following criteria:



				<ol style="list-style-type: none"> 1. For a school accountable for high school grades only, the 2013-14 combined ELA and mathematics PI for the “all students” subgroup is at or above the progress goal of 116. 2. The 2009 4-year cohort graduation rate or the 2008 5-year cohort graduation rate for the “all students” subgroup is at or above the progress goal of 70 percent. 3. If the 2013-14 PI is below the progress goal, the gap for the combined ELA and mathematics PI for the “all students” subgroup is reduced by 10 percent or more from 2012-13 to 2013-14. 4. If the “all students” subgroup’s 2009 4-year or 2008 5-year graduation rate is at or above 60 percent but below the progress goal of 70 percent, the gap in graduation rate must be reduced by 10 percent or more from the 2008 4-year cohort graduation rate to the 2009 4-year cohort graduation rate. <p>During the 2013-2014 reporting year, we were 17 points short on our PI to make Safe Harbor for ELA and 17 point short to make Safe Harbor for math. During the 2014-2015 reporting year, we were 1 point short on our PI to make safe harbor for ELA and 1 point short to make Safe Harbor for math.</p> <p>We are currently programming students to retake the Comprehensive English and Integrated Algebra regents</p>
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				in January and June. Additionally, the Assistant Principals of ELA and math have been emphasizing to both students and teachers the importance of students retaking Regents exams to show proficiency. Also, we have been working with the Guidance Counselors and our CBO SAYA to publicize the benefits to students regarding achieving proficiency on Regents exams.
Progress Toward Graduation- Years 2 and 3	Y	44.7%	45.7%	The Progress Toward Graduation- Years 2 and 3 is the percentage of students in years two and three of high school who have (1) earned 10 or more credits in the most recent year of high school, (2) earned six or more credits in the four main subject areas, with at least three of those subject areas represented, in the most recent year of high school, and (3) have a total of two (for year two) or four (for year three) Regents requirements completed by the end of the school year. NYSAA-eligible students are excluded. We are currently on target to meet the specified goal of 45.7%. 70% of our year 2 and 71% of our year 3 students have earned 5 or more credits towards the 10 or more needed for credit accumulation section of this metric.
Regents Completion Rate	Y	40.4%	41.4%	This metric evaluates the number of students who have passed 3 Regents exams after year 2 and 5 Regents exams after years 3 and 4. The value is the total number of passed subjects divided by the total number of needed subjects. We are currently on target to meet the specified goal of 41.4%.
School Survey - Safety	Y	2.40	2.44	This metric is based upon student and teacher survey data that is found with the Supportive Environment Framework element section of the School Quality report. Our score of 2.40 is based upon the % positive of responses based upon several of the following



			<p>questions;</p> <p>I feel safe:</p> <ul style="list-style-type: none"> • Outside around this school. • Traveling between home and this school. • In the hallways, bathrooms, locker rooms, and cafeteria of this school. • In my classes at this school. <p>The above questions are not exclusive of the survey. We are currently on target to meet the specified goal of 2.40. Our Incident Level and Infraction Summary data has indicated a decrease in the number of suspensions. During the 2014-2015 school year, we had 56 level 4 or 5 suspensions from September to January. During this school year, we had 23 level 4 or 5 suspensions through January. This is a reduction of 58% over the same time.</p>
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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
College and Career Preparatory Course Index	Y	20.3%	21.3%	This measure indicates the percentage of students in the school’s four year cohort who have successfully completed approved rigorous courses and assessments after four years of high school. Some of the following achievements count positively towards this metric: 65 or higher on the Trigonometry, Chemistry or Physics Regents, 3+ on any Advanced Placement exam or a C or higher on any college credit-bearing course. We are currently on target to meet the specified goal of 21.3%. Presently, 13% of our cohort 2016 students have met this metric. In order to achieve success on this metric, we have reprogrammed students who have previously failed the Trigonometry Regents for a Trigonometry selective that terminates in the Regents exam. Additionally, we are currently running 5 sections of College Now courses built into the students programs and have programmed all students who have met the CUNY College Readiness metric of 75 or higher on the Comprehensive English Regents into an Advanced Placement English course. We have also increased the number of sections of Advanced Placement in English, math and Spanish.
Framework: Collaborative Teachers	Y	2.04	2.08	This indicator is drawn from Quality Review Indicator 4.2 and the NYC Survey data pertaining to Collaborative Teachers. We are currently on target to meet the specified goal of 2.08%. We received a proficient last year on Quality review indicator 4.2 and have strengthened our school wide professional collaborations on teams using an inquiry approach by:



				<ul style="list-style-type: none"> • Restructuring our Common Planning Time meetings from a Small Learning Community structure to a grade/cohort level structure. This allows us to focus on the needs of grades levels and cohorts and focus specifically on progress to graduation. • Adding two Peer Collaborative Teacher positions. Each of our peer collaborative teachers facilitates a grade level team meeting 4x a week. The grade level teams are involved in both WIT strategies and strategic inquiry. • We also have weekly departmental team meetings.
Framework: Rigorous Instruction	Y	2.72	2.76	This metric is drawn from Quality Review Indicators 1.1, 1.2 and 2.2 and the NYC Survey data pertaining Rigorous Instruction. We are currently on target to meet the specified goal of 2.76%. Presently, we are in year 2 of a curriculum revising process with assistance from our curriculum coach Rebecca Stillwell who is funded by our SIG grant.
HS Math Level 2 & above - Students with Disabilities Subgroup	Y	41%	42%	This indicator is based upon the Performance Index (PI) for Students with Disabilities on the Math Regents. According to the data for 2013-2014, we had a 27% proficiency rating with a PI of 41 and for the 2014-2015 school year we had a 37% proficiency rating with a PI of 56. We have reprogrammed all cohort 2016 students who have not hit the College Readiness Index in math with a math selective course that terminates with the Integrated Algebra regents. Additionally, we are taking advantage of the offering of the Integrated Algebra Regents by scheduling the students for the February 25 administration as well as the June 1 administration.
Implement Community School Model	G	N/A	Implement	We have collaborated with SAYA to implement the following school wide initiatives;



				<ul style="list-style-type: none"> Expanded after school initiatives including young men 's and women's leadership Expanded after school clubs Lunch time tutoring math tutoring Regents preparatory courses after school and on Saturdays SAT preparatory courses College readiness and College advisement Wellness center that focuses on mental health services, group discussion and family services Family community nights 		
Provide 200 Hours of Extended Learning Time	Y	N/A	Implement	All students at Richmond Hill High School were programmed with a 9 th class that equates to an extra 233 minutes of instruction. The extended learning time has been used to allow students who are behind to take classes they have failed in the past as well as to take selective courses that terminate in a Regents exam they previously failed. We have also scheduled students for College Now classes and AP courses. In addition, we have allowed more students to take our career themed Small Learning Community courses.		
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			
<i>As applicable</i> , 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.	<p>Rigorous Instruction</p> <p>Goals: By August 2016, Richmond Hill High School with the support of the DSR and Renewal team will increase the Regents Completion rate Renewal benchmark from 40.4% to 44.1% by implementing rigorous CCLS curricula and WITSI based academic tasks in each of the grade level academies thereby fostering high cognitive engagement for all learners.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> • Provide Metamorphosis training to both teachers and administrators. • Metamorphosis Job Embedded coaching <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies</p>	Y	<p>Our goal aligned with rigorous instruction is an increase in the Regents completion rate. The Regents completion rate is a high leverage goal because it helps to increase or graduation rate, our progress to graduation and making priority school progress as well as HS math SWD level 2. Although we are focusing on all subject area Regents exams, the highest priority is math.</p> <p>Math is high priority area because the shift to the Common Core Learning Standards demands additional supports and resources and students have traditionally struggled with math more than any other subject. The strategies we are currently using include Metamorphosis coaching; WITSI based academic tasks and curriculum revision. Curriculum revision includes the use of common assessments and their analysis. Our curriculum coach, Rebecca Stilwell meets with departments on a biweekly basis and provides support in aligning curriculum with the Common Core Standards and modifying instruction based up on results of common assessments.</p> <p>Metamorphosis training has been dedicated to the development of math pedagogy and the new Assistant Principal. Teachers participate in a ‘plan, teach, coach’ cycle as they work in teams to revise both instruction and pedagogy. The Metamorphosis coach meets with these teams biweekly as aligned with the SIG grant.</p>
2.	<p>Supportive Environment</p>	Y	<p>Our goal of increased attendance focuses on all students, not only the</p>



	<p>Goals: By June 2016, Richmond Hill High School with the support of the DSR and Renewal team will increase the attendance rate to from 83% to 85% by expanding its Are Your Green campaign to monitor individual student attendance and create grade level teacher teams to personalize instruction for individual students.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Integrate College Now (CUNY) courses to provide free access to college credits. 		<p>students who are chronically absent. We are currently using our Are You Green campaign as a tool to hold students accountable and to simplify information that is disseminated to parents. Students who are “green” are recognized throughout the school with certificates, assemblies and luncheons.</p> <p>The use of Datacation and the Pupil Path/Skedula platforms allows all parties: parents, students and teachers to receive real time updates on attendance, behavioral anecdotal and academic information. Grade level teams provide teachers across content areas the opportunity to meet and discuss areas of concern with particular students. The use of Report Card Conferences by grade level gives teachers further opportunity to discuss progress with students in an engaging manner that meets both academic and social-emotional needs.</p> <p>The inclusion of College Now courses into the students’ academic day provides more students with access to college credits and college level academic expectations and rigor.</p>
3.	<p>Collaborative Teachers</p> <p>Goals: By August 2016, Richmond Hill High School with the support of the DSR and Renewal team teachers will increase progress towards graduation years two and three from 44.7% to 55% through teachers engaging in structured professional collaborations on WITSI teams that promote shared leadership and focus on improved student learning.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Develop curriculum that is aligned with both New York State and Common Core Standards. <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle</p>	Y	<p>Our goal of increasing the progress to graduation indicator through the use of WITSI teams and curriculum development is supported by the creation of more engaging and thematic based elective courses, as well as the revision of existing core courses.</p> <p>Departments meet biweekly with the curriculum coach, Rebecca Stilwell, to develop and align existing curriculum to the Common Core Learning Standards.</p> <p>Grade level teams, led by Peer Collaborative Teachers meet 4x a week to embed WITSI strategies into pedagogy and instruction and share out challenges and successes.</p> <p>Job embedded coaching provided by Office of Renewal Schools for English, Special Education and Social Studies weekly supports teachers in both lesson planning and pedagogy.</p> <p>Administrators participate in 6 week observation cycle to provide more timely feedback to teachers that is aligned to the Danielson Framework. This feedback is used to develop school wide professional development offerings designed to increase student engagement and outcomes.</p>



	Job-embedded Instructional Coaching Master, Model, & Peer-collaborative Teachers		
4.	<p>Effective School Leadership Goals: By June 2016, Richmond Hill High School with the support of the DSR and Renewal team will be rated proficient in QR components 1.1 and 1.2 by systematizing its short, frequent observation cycle to include actionable feedback and providing corresponding professional development to support teacher growth as evidenced by teacher observations in ADVANCE.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Partner with Community Based Organization South Asian Youth Association (SAYA) to assist the school in transitioning into an authentic community-oriented school Sports and Arts in Schools Foundation will provide the necessary supports to meet the needs of the unique school population. 	Y	<p>Our goal of being rated proficient on QR components 1.1 and 1.2 drives the decision to shorten the observation cycle and cultivate professional development that speaks to the patterns and trends that become evident. Administration analyzes outcomes from classroom observations, cabinet inquiry and teacher feedback to modify and build professional development offerings that support teachers in providing pedagogy that supports students of diverse academic and social emotional needs.</p> <p>Cabinet Inquiry</p> <p>Using the goal of studying how administration can effectively move teacher practice, the cabinet will</p> <ul style="list-style-type: none"> Align instructional initiatives around our school wide instructional focus of: “If we believe that students learn best when they are actively engaged and justify their thinking, and we provide teachers with support for planning student centered activities, then we will improve student outcomes.” Identify school wide patterns and trends in order to provide coherent feedback and actionable next steps norm teacher observations, ADVANCE ratings, teacher feedback and teacher coaching <p>New teachers are the target of the inquiry process with the goal of effectively training and retaining new pedagogues thereby building human capital.</p> <p>Observation system</p> <p>Observations will be conducted in a systemized manner with the norming</p>



			process embedded in both the rating process and feedback process. This will include more frequent observations with the talent coach, a 6 week observation cycle calendar, actionable feedback that is spiraled throughout the year and use of the grade level teams to reinforce expectations.
5.	<p>Strong Family-Community Ties</p> <p>Goals: By June 2016, Richmond Hill High School with the support of the Renewal team will increase its College and Career Preparatory course index from 20.3% to 24.3% by programming all students with the algebra, geometry and trigonometry sequence, increasing AP preparatory courses during ELT and increasing College Now courses taught at RHHS.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Use Datacation (Skedula/Pupil Path) and Daedalus data-tracking software to assist teachers and school leaders in breaking down complex student data to inform students and parents and support instruction. 	Y	<p>This year Richmond Hill has expanded its Advanced Placement course offerings to provide access to nearly double the amount of students. All eligible students are programmed to complete the 3 course mathematics sequence culminating in Algebra 2/Trigonometry. In addition to our College Now courses, our matriculation agreement with SUNY Farmingdale provides students with an additional avenue of accumulating college credit before graduating high school.</p> <p>The increased number of teachers utilizing the Datacation platform to provide constant outreach to students and parents is creating more communication between parents and school. Through the app, parents are able to get real time updates and email teachers for clarification or additional information. Teachers are also able to share information with each other through the app which provides more targeted instruction for students.</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> .	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:</p> <ul style="list-style-type: none"> • Restructuring of the SLC programs and the role of the SLC teacher leaders to increase postsecondary success for all our students. (Aligned to Framework element 5A in the RSCEP) • Incorporate our Renewal benchmark data within our Are You Green campaign to monitor school wide success and communicate progress with all stakeholders. (Aligned to Framework element 5B in the RSCEP) • Coordinate with our CBO SAYA to strengthen community collaboration and partnerships through the engagement of parents, students and teachers. • (Aligned to section 7 in the RSCEP) <p>We are currently in the process of restructuring our Small Learning Communities which are career based academic pathways that follow a sequence program of study with the intention of receiving CTE accreditation. The Smaller Learning Communities include our Engineering, Forensics and Health Sciences, Business and Finance, Law and Criminalistics and Forensics Institute each have a director who in prior years ran Common Planning Time meetings. Our CPT's are now based upon grade level and the CPT leaders are responsible for developing CTE accredited programs from their pathways. We are closely working with NAF to transition to CTE accredited programs.</p> <p>The Community Engagement Team has met</p> <ul style="list-style-type: none"> • October 8th – Mission & Vision, RSCEP goals, CET, PSAT, Parent/Teacher Conferences, Emergency Planning • November 5th – RSCEP goals, CBO initiatives, School Spirit Initiatives • December 10th – New Vision sorter, Are You Green, Graduation Rate, Town Hall meetings, Report Card Conferences, Catch Program • January 14th – Ambassador Program, Culture Day, Progress to Graduation Benchmarks, Learning Academies Advisory Board <p>We currently produce a monthly newsletter that contains a section called the Renewal corner which contains pertinent information as well</p>



as Receivership metric updates. Receivership data is posted in the Office of Student Progress and discussed at faculty meetings to the entire school community. There has been an increased focus on communication and transparency.

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.

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

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.
<p>1. Office of Student Progress</p>	<p>The Office of Student Progress is responsible for student programming, Regents exam administration, department specific common assessment administration and data analysis. It also is responsible for the Are You Green campaign. We have also been working closely with the New Visions team to use their data systems for strategic programming.</p> <p>Richmond Hill High School uses the Are You Green campaign as one of its primary vehicles to communicate high expectations to all students. The Are You Green campaign is our centralized monitoring system for:</p> <ul style="list-style-type: none"> • Academic Progress • Student Discipline • Student Attendance <p>The Are You Green campaign includes individual student attendance rate, scores for the 5 required Regents exams, accumulated credits for each content area as well as total credits and accrued detentions.</p> <p><u>Monitoring outcome</u></p> <ul style="list-style-type: none"> • Provides a system to monitor our data and goals to the students and staff • Identifies potential barriers to 4-year graduation



- Identify off track students

Communication outcome

- Creates a system of vertical and horizontal distribution and communication of information
- Information is distributed from the OSP to the administration, guidance counselors, teachers and students through workbooks and bulletin boards
- Information is distributed horizontally between departments, SLC leaders and pathway teachers
- Data is displayed in multiple points in the school
- Teachers receive a copy of School-wide Are You Green data
- Common teachers of a specific student may use the data to identify barriers impeding the student's growth.
- Common teachers may share solutions/techniques addressing barriers.

Student self-awareness outcome

- Students become mindful and self-monitor academic progress, behavior and attendance.
- School events are limited to students who are Green.
- Results in greater motivation toward learning and responsibility



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: _____ February 2016 _____

DRAFT