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# Receivership Quarterly Report

*2<sup>nd</sup> Quarter - November 1, 2015 to January 15, 2016*

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
12X692: Monroe Academy for Visual Arts & Design	321200011692	NYC GEOG DIST #12 - BRONX	Y	SCEP
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Brendan Lyons, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Elaine Lindsey, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	410

## 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 Monroe Academy for Visual Arts & Design 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.

Monroe Academy for Visual Arts & Design is beginning to effectively implement strategies to promote rigorous instruction. The specific activities the school undertook to improve instruction and increase learning outcomes focused upon providing teachers with an understanding of how a cycle of data driven instruction (DDI) is organized, planned and administered. This was accomplished during the first term using a combination of whole school professional development as well as common planning time. All teachers were guided through a model cycle of DDI using their own student data. The school's DDI strategy provides teachers with actionable feedback on the skills and content students need to master. DDI cycles provide teachers with student specific data to inform targeted instructional strategies with the intended outcome of increasing student outcomes. In addition, all teachers are currently engaged in professional learning to assist them in creating Common Core aligned unit plans. Teachers submit units of instruction to school leaders for review and feedback. Hence, in surfacing gaps in the alignment of teacher plans to the Common Core Learning Standards (CCLS), teachers are able to adjust their curriculum to deliver more rigorous instruction that will result in students being better prepared to succeed in more rigorous Common



Core aligned courses and increase pass rates on Regents exams.

Parent engagement still continues to be an area of concern. During the second term, teachers will conduct parent outreach on a weekly basis and document this engagement. All teachers will use the parent engagement time in their schedules to regularly speak to parents about students' progress to create a stronger connection between home and school. The school has established a referral system for students and families to respond to the social and emotional needs of students with effective counseling, mentoring and resources. The school has created an attendance team which meets regularly to monitor attendance, conduct family outreach, and create supports for targeted students with chronic attendance issues.

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).

Based upon the current Term 1 January 2016 data, the school is 7 % off of its target goal of 46% for the June 2016 four-year graduation rate. In order to address this data the school will offer online learning opportunities, academic intervention services, and mentoring to targeted students while continuing to carefully track and assess the progress of seniors toward meeting the desired goal.

**Attention** – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to [OISR@NYSED.gov](mailto: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**

<b>LEVEL 1 – Indicators</b>				
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	45%	46%	<p>The school has the following data based upon the New Visions (NV) Data Tracker:</p> <ul style="list-style-type: none"> <li>• Cohort 2016:                             <ul style="list-style-type: none"> <li>○ 98 students in total</li> <li>○ 11 discharged (11%)</li> <li>○ 87 active (89%)</li> </ul> </li> <li>• 48 students off track to graduate (48%)</li> <li>• 38 students almost on track to graduate (38%)</li> <li>• 1 student on track for a Regents diploma (1%)</li> </ul> <p>Based upon the current Term 1 January 2016 data, the school is 7 % off of the target goal for June 2016.</p> <p>Areas that need improvement are as follows:</p> <ul style="list-style-type: none"> <li>• Of the 48 students who are off track to graduate, areas of improvement are in credit accumulation rates (average credit accumulation is 22 out of 44) and Regents completion rates (average Regents completion rate is 1.6 out of 5)</li> </ul> <p>Adjustments and next steps to address these issues are as follows:</p> <ul style="list-style-type: none"> <li>• Continue curriculum development where the whole staff creates and executes CCLS-aligned units of instruction to improve the rigor of curricula and align with the CCLS</li> </ul>



				<ul style="list-style-type: none"> <li>• Conduct a mock Regents examination in April 2016 to gather student performance data, expose gaps, teach students successful test-taking strategies and build testing stamina,</li> <li>• Continue via the Advance system to provide feedback and hold teachers accountable for effective best practices in the classroom,</li> <li>• Assign success mentors to all of the Cohort 2016 students by March 1<sup>st</sup>,</li> <li>• Continue to provide students' access during the school day and after school to iLearnNYC courses to help them accumulate missing credits, including opening dedicated lab periods for students to work independently on iLearnNYC courses,</li> <li>• Engage in 2 cycles of data driven instruction to better inform teachers of the skill and content deficits in student learning for Cohort 2016.</li> <li>• Continue full credit bearing Extended Learning Time (ELT) classes for all Cohort 2016 according to student needs to graduate,</li> <li>• Continue to provide social and emotional support to Cohort 2016 via mental health referral process began on Feb. 1,</li> <li>• Improved parent involvement with Cohort 2016 students through the CBO parent outreach coordinator,</li> <li>• Continue with the revised attendance plan work, including providing success mentors to all Cohort 2016 students regardless of problematic attendance or not,</li> </ul>
5-Year Graduation Rate	<b>G</b>	49%	50%	



				<p>The data used to determine progress in this metric is captured on the NV Tracker regarding legacy students in Cohort 2015.</p> <p>Cohort 2015 consists of the following students:</p> <ul style="list-style-type: none"> <li>• Total number of students is 111</li> <li>• 58 students who graduated</li> <li>• 18 negatively discharged students</li> <li>• Number of students enrolled in a non-degree program is 29</li> <li>• Total number of active students is 6.</li> </ul> <p>Based upon the current data, in order to meet the goal of 50%, 1 additional student out of the 6 active students and 29 non-degree students would need to graduate by June 2016.</p> <p>Since 29 of these students are enrolled in outside programs such as GED and YABC programs as of Feb. 1, 2016, structures are in place to assess the efficacy of these programs are external from Monroe Academy.</p>
College Readiness Index	Y	2.8%	3.8%	<p>The data used to determine progress in this metric is information captured from the NV Tracker.</p> <p>Of 408 active students, 7 students (1%) have achieved a College Ready Index of 75+ on the ELA and 80+ on the math Regents.</p> <p>In this area, approximately 15 more students need to achieve the 75/85 minimum score on their appropriate Regents.</p> <p>Targeted areas for improvement to effectively address college readiness include:</p>



				<ul style="list-style-type: none"> <li>• Developing new policies at Monroe Academy (MA) whereby students would now be permitted to take Regents exams to try for a higher score</li> <li>• Creating College Ready classes for students during the first semester</li> <li>• Enrolling students in a potential College Now program on campus</li> </ul> <p>The adjustments needed to address these barriers include the following:</p> <ul style="list-style-type: none"> <li>• Continue to implement the new policy school wide when programming exams and classes</li> <li>• Encourage students to strive for a higher score and achieve College Ready status</li> <li>• W Provide key supports for the 9 students from Cohort 2016 who are eligible for an Advanced Regents Diploma and schedule them for repeat examinations to meet College Ready Index</li> <li>• Implement AP courses for September 2016</li> </ul>
English Regents Percent Pass By Year 3	Y	39%	40%	<p>The data used to determine progress in this metric is information captured on the NV Tracker regarding students in Cohort 2017.</p> <ul style="list-style-type: none"> <li>• Cohort 2017:             <ul style="list-style-type: none"> <li>○ Number of students: 102</li> <li>○ Number of students with ELA Regents by Year 3: 36 (34%)</li> <li>○ Number of students without ELA Regents by Year 3: 66 (64%)</li> </ul> </li> </ul> <p>Based upon the most current data, approximately 4 more students would need to successfully complete</p>



				<p>their ELA Regents Exam by June 2016 to reach the benchmark. Currently, there are 5 active students who have scored between 62% and 64% on their prior attempts at the ELA Regents Exam.</p> <p>Barriers to growth for this group of students would be as follows:</p> <ul style="list-style-type: none"> <li>• Decreasing attendance resulting in students not passing their ELA exam in June</li> </ul> <p>Adjustments that will be implemented are as follows:</p> <ul style="list-style-type: none"> <li>• Assigning all 5 students to a priority group assigned to work with the ELA teacher who is also a model teacher for ELT and tutoring</li> <li>• Creating a student support group implemented and overseen by the guidance counselor specifically targeting these students for extra support both academically via tutoring and for social and emotional support via the CBO</li> <li>• Continuing 1:1 professional development and coaching from the external ELA consultant one time per week with the ELA teachers for these students</li> <li>• Targeted test preparation in the months of May and June, including Saturday academy,</li> <li>• Creation of an inquiry group for the ELA team to conduct action research on this cohort and use this information to make changes in teaching</li> <li>• Prioritizing students in this bucket to have ELT classes in ELA for extra support and exposure to materials</li> </ul>
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Make Priority School Progress	Y	N/A	Meet progress criteria	Please see sections on ELA and math Regents pass by year 2.
Math Regents Percent Pass By Year 2	Y	40%	41%	<p>The data used to determine progress in this metric is information captured on the NV Tracker regarding students in Cohort 2016.</p> <ul style="list-style-type: none"> <li>• Cohort 2016 Math Regents.                             <ul style="list-style-type: none"> <li>○ Number of students: 109</li> <li>○ Number of students with math Regents by year 2: 19 (17%)</li> <li>○ Number of students without math Regents by year 2: 90 (83%)</li> </ul> </li> </ul> <p>Based upon the most current data, approximately 24 more students would need to successfully complete their math Regents by June 2016 for the school to reach this benchmark.</p> <p>Course adjustments to ensure increased Regents percentage passing may require that:</p> <ul style="list-style-type: none"> <li>• Students will no longer be required to take Algebra in a 3 semester progression. Historically, students have been given their first math Regents in January of 10<sup>th</sup> grade. This is in contrast to the majority of peer schools who assign this first math exam at the end of 9<sup>th</sup> grade.</li> </ul> <p>Additional adjustments to be implemented are as follows:</p> <ul style="list-style-type: none"> <li>• Moving forward, the school is transitioning to a two semester algebra curricula, which will allow students to progress faster, as well as</li> </ul>



				<p>provide better targeted interventions for those students not successful in their 9<sup>th</sup> grade year.</p> <ul style="list-style-type: none"><li>• Continuing with ELT scheduling of all 9<sup>th</sup> graders this year in double math blocks to overcome the challenge of condensing a three semester curricula into two semesters. All current 9<sup>th</sup> graders are enrolled in two credit-bearing math classes daily which will end the practice of a three semester course by June 2016.</li><li>• Continued 1:1 professional development and coaching from an external math consultant one time per week with the math teachers for these students.</li><li>• Targeted test preparation in the months of May and June, including Saturday academy.</li></ul>
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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	3.8%	4.8%	<p>Algebra 2/trigonometry and chemistry have always been offered as a way to prepare students for college-level courses. In addition, the school has expanded the Term 2 course catalog to offer the following courses as a way to ensure that students have a variety of electives in the core subject areas:</p> <ul style="list-style-type: none"> <li>• Psychology</li> <li>• Introduction to the American Legal System</li> <li>• Latin American Studies</li> <li>• International Relations</li> <li>• Environmental Science</li> <li>• Introduction to Theatre</li> <li>• World Literature</li> <li>• Analytical Writer’s Workshop</li> <li>• Consumer Math</li> <li>• Art Portfolio</li> <li>• Asian Art</li> </ul> <p>MAVAD has also partnered with College Now to give eligible students the opportunity to take college-level courses during their high school career, and are in the process of coordinating College Now classes for interested students.</p> <p>In order to continue this forward trend, the school has already begun discussions around additional courses for the 2016-2017 school year, including the following potential courses:</p>



				<ul style="list-style-type: none"> <li>• AP Biology</li> <li>• AP Psychology</li> <li>• AP Art</li> <li>• Marine Biology</li> </ul>		
Framework: Collaborative Teachers	Y	2.56	2.60	Time has been allotted each day (common planning time 7 <sup>th</sup> period 5 days per week) for all teachers to meet collaboratively within their department and/or grade teams using protocol driven work habits.		
Framework: Rigorous Instruction	Y	2.12	2.16	All teachers are involved in learning activities that seek to align teacher’s unit plans with the CCLS as well as with Levels’ 3 & 4 of Hess’ Rigor Matrix.		
Implement Community School Model		N/A	Implement	<p>Biweekly meetings regarding CBO alignment were implemented for 1<sup>st</sup> Semester. A corrective action plan created by the Office of Community Schools emphasizes the CBO’s work at Monroe which includes supports for attendance, ELT, and Social and Emotional health.</p> <p>The corrective action plan that has been in place since early December culminates in mid-February. Based upon the execution of this action plan next steps will be determined by both the Office of Community Schools and the principal.</p>		
Provide 200 Hours of Extended Learning Time	Y	N/A	Implement	As of February 1, 2016,, all students are enrolled in ELT credited classes 4 days per week with one day per week of enrichment, tutoring, and afterschool clubs. As of February 1, 2016, the school revamped the entire ELT program. School staff has taken ownership of the implementation of ELT services and have implemented a full ELT program for all students who need to take credit bearing classes.		
<b>Green</b>	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> .		<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



## Part II – Key Strategies

### Key Strategies

As applicable, identify any key strategies being implemented during the current reporting period that are not described above, 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.
<p>1. <b>Rigorous Instruction</b>  <b>Goals:</b>                      By June 2016, the curriculum committee will collaboratively develop rigorous CCLS-aligned units of study and performance tasks across all core subjects and the Visual Arts to improve rigorous instruction as measured by the development of at least 2 units of study. If Instruction is customized, inclusive, motivating, and aligned to the Common Core with high standards being set in every classroom, students will be actively engaged in ambitious intellectual activity and developing critical thinking skills as evidenced by a 21.8% increase in the 4 year graduation rate in the 2016-2017 school year.</p> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>All teachers are engaged in 4-6 weekly cycles of Data Driven Inquiry / Instruction</li> </ul> <p><b>Renewal School Priority Areas:</b>                      Classroom Implementation of Curricula/Writing Strategies</p>	<p><b>Y</b></p>	<p>During this reporting period, the specific activities MA undertook in regard to Rigorous Instruction focused upon providing teachers with an understanding of how a cycle of data driven instruction is organized, planned and administered. This was accomplished during first semester using a combination of whole school professional development as well as common planning time. All teachers were guided through a model cycle of data driven instruction using their own student data.</p> <p>In addition to data driven instruction research, all teachers are currently engaged in a professional development theme of creating or adapting unit plans to align with the CCLS standards. By March 1, each teacher will submit to administration a sample unit of instruction for review and feedback. As a half-way check in, all teachers undertook a comprehensive peer-review of their sample unit plans to their peers using the Tri State Rubric as well as a modified version of the Tuning Protocol for discussions and feedback.</p> <p>Also, MA is implementing a pilot program of the Renewal Strategy WITsi in classrooms. The school is currently using the “Because But So (BBS)” strategy with students based upon the baseline assessment administered in October. WITsi teacher leaders are currently engaged in a professional development cycle in anticipation of turn keying the next WITsi strategy when student performance data shows the BBS strategy was effective.</p>



MA plans on continuing the three strategies detailed above to ensure rigorous instruction. Both the DDI and CCLS projects provide teachers with the foundation for success. Specifically, implementing DDI cycles has informed teachers in detail which skills and content students have mastered. Implementing the CCLS project has helped staff understand the gap that exists between current examples of curricula and those examples of curricula that are properly aligned to the demands of the CCLS. MA also plans on continuing the WITsi project as the adoption of this strategy was well-received in the school, and early results indicate that students are improving through the BBS strategy to complete properly constructed full sentences and responses to writing prompts.

These strategies connect with school goals specifically because the DDI project provides teachers with actionable feedback on what students need to master, which eliminates the “one size fits all” approach that exists in the school. DDI cycles provide teachers with student-specific data that will help teachers individualize instruction with the intended outcome of an increased graduation rate. In a similar manner, focusing on the CCLS project provides teachers with models and examples of the demands of CCLS-aligned instruction. It also highlights for teachers the gaps that currently exist between CCLS aligned work and the teacher created curricula currently being phased out at Monroe. The theory of action is that by educating teachers on the demands of CCLS-aligned work and then holding them accountable for delivering more rigorous instruction, they will better prepare students to succeed on more rigorous Common Core (CC) Regents examinations.

These strategies will directly help the school increase its graduation rate by 1) providing teachers with concrete, actionable data relating to school performance thereby increasing the likelihood of efficient teaching that is individually tailored to the student’s needs, and 2) providing teachers with the foundational understanding of how to create a unit of instruction that is aligned to the CCLS Tri State Rubric, thereby enabling teachers to create more rigorous plans which provide students with more



	<p><b>2. Supportive Environment</b>  <b>Goals:</b>                  Monroe Academy for Visual Arts and Design will create learning experiences and provide support to promote student social and emotional developmental health resulting in an increase in attendance rate from 75.1% to 83.0% by June 2016.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• A student government program or student council serves to identify obstacles and challenges related to students with chronic attendance problems.</li> <li>• Attendance systems and structures</li> </ul>	<p><b>Y</b></p>	<p>challenging curricula better aligned to college readiness.</p> <p>During this reporting period, the specific activities implemented for this Supportive Environment goal was to plan and implement a school wide student council and to create a functional and effective attendance team consisting of MA staff in partnership with CBO, Aspira.</p> <p>These strategies connect with MA’s goal by 1) providing direct student insight into challenges faced by students in attaining high levels of attendance, and 2) creating a support structure using best practices to positively impact student attendance rates school wide.</p> <p>The operational structures put in place and developed consist of the creation of an attendance team which meets on a weekly basis and has begun using the best practices suggestions for chronic attendance issues shared by the Office of School Renewal.</p> <p>A second operational structure put in place this year was the necessity to place the CBO, Aspira, on a formal corrective action plan due to the fact that year to date attendance has dropped monthly since September. As the lead agency brought into MAVAD to address the attendance rate for MAVAD, Aspira has demonstrated severe difficulties in positively impacting the downward attendance rate. This corrective action plan is a formal structure initiated by the Office of Community Schools to create a short time line for improvement for this CBO in servicing the attendance needs of the school. The corrective action period will end within one week at which point data will be gathered and next steps regarding the relationship between Aspira and MA will be investigated. A third operational structure put in place this year was to expand the leadership team and hire a second assistant principal directly responsible for attendance.</p> <p>In terms of social and emotional supports, the CBO began implementing a referral system on Feb. 1, 2016, to meet the needs of students. This support system consists of a full-time LCSW, parent outreach</p>
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coordinator, attendance coordinator, part time psychologist and other support staff.

Additionally, the school is implementing a PBIS program for spring semester. The school has secured a new dean who is the lead teacher in this project.

During ELT, the school offers credited courses 4 out of 5 days per week as of Feb. 1, 2016. One day per week the school provides students with a menu of supports including tutoring, mentorship, afterschool sports and group counseling.

In reflection, the school's ELT work has not successfully supported the student body due to the severe difficulties presented in effectively implementing ELT in September. The school successfully overcame that challenge through a combined approach of intelligently programming the students based upon their demonstrable need, successfully investing current teachers in taking on ELT duties, as well as changing the structure of the school day to effectively deliver ELT as a seamless program incorporated invisibly in the student's day.

The changes MAVAD is making have been detailed above: 1) improve the ELT support program and 2) improve the delivery of social and emotional supports. These changes were implemented as of Feb. 1<sup>st</sup> 2016 and are currently underway. Monitoring of ELT will be devolved into the existing academic supervision process of teacher observations, student performance data and other metrics. Monitoring of social and emotional supports will be jointly undertaken by the leadership team, the Office of Community Schools as well as the DOE's Office of Mental Health. Tracking of referrals and their effectiveness will be monitored through weekly meetings with MAVAD staff and Aspira staff. It will also be tracked through a confidential database through the Office of Mental Health who will provide generalized feedback relating to system effectiveness, not confidential student supports.



<p>3.</p>	<p><b>Collaborative Teachers</b></p> <p><b>Goals:</b>                  Teachers will collaborate in department and grade-level teams using a variety of summative and formative data to ensure that instructional practices and strategies include multiple points of access, are tailored to the strengths and needs of all students, and are appropriately aligned to the CCLS as evidenced by an increase of 6% regents completion by August 2016.</p> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>Teachers will collaborate with the Office of School Renewal's professional development theme of WITsi to learn and implement specific writing strategies</li> </ul> <p><b>Renewal School Priority Areas:</b>                  Job-embedded Instructional Coaching</p>	<p>Y</p>	<p>During this reporting period, MAVAD has implemented strategies that include daily common planning time for teachers as well as the WITsi Pilot. MAVAD plans on continuing both strategies. The effectiveness of the common planning time strategy will be measured according to the Learning Environment Survey done annually as well as through the improvement in graduation and scholarship rates expected due to the fact that the school now provides all teachers with daily time to collaborate, co-plan and implement school wide themes.</p> <p>Teachers have implemented one functional cycle of DDI as a whole school and one cycle of DDI for those teachers who are adopting the WITsi program. Teachers have common planning time five times per week during seventh period. Depending on the day, teachers will meet in subject area teams or grade level teams. The qualitative and quantitative impact of DDI is difficult to determine as the school only has the opportunity to undertake one cycle of DDI as a staff. This first cycle was a “model” cycle which sought to expose and teach staff how to use data to make teaching decisions. Because this first model cycle was significantly slowed down to enable teachers to master the entire process, the effectiveness of using data was negatively affected due to the long time that passed between assessment and analysis. Teachers are now prepared to complete cycles of DDI on their own which will be undertaken two more times in the spring semester.</p> <p>MAVAD will update and improve DDI cycles primarily by improving the quality of the assessments to better provide the school with clear and actionable data aligned to Regents exams and more challenging CCLS-aligned curricula.</p> <p>At the current time, there is not a strong connection between instructional strategies based on inquiry and student data improvement due to the fact that this initiative has just begun to be implemented in the fall semester.</p>
<p>4.</p>	<p><b>Effective School Leadership</b></p>	<p>Y</p>	<p>During this reporting period, the specific activity undertaken in this area</p>



<p><b>Goals:</b>                  By June 2016, the school leader will implement ADVANCE with fidelity and provide teachers with professional development that builds their capacity to perform effectively on the Danielson Framework, as evidenced by consistent observation/feedback data commensurate with the benchmarks provided by the Office of Teacher Effectiveness.</p> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>• APPR observation/feedback cycles provide consistent, actionable feedback to teachers aligned to the Danielson Framework.</li> </ul>	<p>was to implement the Advance observation process for the staff. School leaders plan on expanding this strategy by including two more qualified evaluators starting Feb. 3<sup>rd</sup>, 2016. These strategies directly connect with the benchmarks in that providing teachers with actionable feedback and coaching together with accountability for measures of teacher practice will result in better student performance as demonstrated in graduation and scholarship rates.</p> <p>School leaders monitor progress towards this benchmark by reviewing Advance aggregate data to determine school wide trends and areas in need of attention. In addition, school leaders engage the leadership team in weekly reviews of teacher performance and observations, student performance data as well as attendance data to provide coaching oversight and direct accountability.</p> <p>School leaders ensure that professional development is authentic to directly relate professional development themes to measures of teacher practice. For example, school leaders collaborated with teachers requesting topics of interest for professional development and compared that information to the existing data on teacher observations. Within these two strands of teacher interest and observation data, school leaders collaboratively agreed upon focusing upon Domain 3 for the spring semester PD focus. The impact on student performance has yet to be determined in detail.</p> <p>The principal is using cycles of observations to support teachers in the following manners. The principal has begun to ensure that all teachers have a baseline evaluation as of March 1<sup>st</sup>, 2016. This baseline will consist of a formal or informal observation partnered with face to face coaching and written feedback with actionable next steps within 24-48 hours. This process will be expanded upon certification of two assistant principals to complete observations pending Feb. 3, 2016.</p> <p>Adjustments include re-distributing observation responsibilities to</p>
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			<p>distribute the workload among three evaluators. Additional adjustments will also be made to ensure that the leadership team is normed properly to ensure fidelity of observation regardless of the individual evaluator. The rationale for these adjustments is to ensure that teachers receive actionable feedback that shows evidence through student work of progress towards graduation.</p>
5.	<p><b>Strong Family-Community Ties</b>  <b>Goals:</b>                  The school and CBO will create a welcoming environment for families and take advantage of community resources to enrich the civic life of the school as evidenced by an increase in attendance to the various parent/family outreach events of at least 2% throughout the school year.</p> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>The parent coordinator will manage Parent Welcome Days on Tuesdays which includes inviting parents to meet with teachers at any time on Tuesdays from 2:45 through 3:55 PM.</li> </ul>	Y	<p>Formal mechanisms that have been implemented to encourage family involvement have been to formally partner with the CBO Aspira to address parent engagement, to redirect and supervise the school's parent coordinator more effectively, as well as to direct staff to prioritize their parent engagement time (45 minutes per week) with communicating with parents. In addition, a referral system is now in place for students and families so as to respond to the social and emotional needs of students through effective counseling, mentoring and resources.</p> <p>The CBO has committed to a series of workshops for parents and families which have been delivered. The CBO has also committed to improving the communication with families through the hiring and work of a parent outreach specialist. To date, effective data detailing their success in engaging parents has not been provided.</p> <p>MAVAD gauges parent satisfaction on a case by case basis and through the annual Learning Environment Survey. The school also gauges satisfaction directly through parent meetings which include monthly parent association and SLT meetings; weekly "Chat with the Principal" breakfasts and administrative "open office hours" on Wednesdays. The school endeavors to respond to parent concerns rapidly and effectively.</p> <p>The changes that MAVAD has made to this work include transferring responsibility from the CBO as the lead partner in parent engagement to the teaching staff. In an effort to better engage parents, as of Feb. 1<sup>st</sup>, 2016, teachers have been tasked with engaging with parents weekly and documenting this engagement formally. All teachers use the parent</p>



			engagement time in their schedules to regularly speak to parents. The expected outcome is that teachers will better communicate with parents the progress of their students thereby creating a stronger connection between home and school.
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

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### Part III – Community Engagement Team and Receivership Powers

<b>Community Engagement Team (CET)</b> 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><b>Superintendent-Approved CET Recommendations:</b></p> <ul style="list-style-type: none"> <li>• A community member recommended having more sports programs for students</li> <li>• A community member recommended having additional staff for outreach. Also included in this discussion were comments on the current staffing picture. The community member recommended that current vacancy in math be filled.</li> <li>• A parent stated that her child is experiencing some challenges due to the high number of changes ongoing at the school and expressed that she wants these changes to help students graduate.</li> <li>• A parent stated that they hoped that social and emotional supports that were present last year will continue this year.</li> <li>• A parent recommended that all teachers follow the CCLS.</li> <li>• A parent requested opportunities to build relationships with staff and for homework help.</li> </ul> <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 <a href="mailto:receivership@schools.nyc.gov">receivership@schools.nyc.gov</a> 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</p>



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	<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"> <li>• 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 and understand 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.</li> <li>• The school leader and his AP 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. The Superintendent’s Team has noted an improvement in the ability of the school leader to give teachers actionable and time-bound feedback to improve teaching and learning.</li> <li>• 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.</li> <li>• The principal will participate in five sessions to support targeted principals in the development of effective school leadership</li> </ul>



	practices.		
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.		

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**Part IV – Best Practices (Optional)**

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

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## **Part V – Attestation**

ATTESTATION: By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): Superintendent, Elaine Lindsey

Signature of Receiver: *Elaine Lindsey*

Date: February 3, 2016

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