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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
16K455: Boys and Girls High School	331600011455	NYC GEOG DIST #16 - BROOKLYN	Yellow	SIG Cohort 6
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	Michael Wiltshire, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcott, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	9, 10, 11, 12	373

Executive Summary
Please provide a <i>plain-language summary</i> 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 <i>no more than 500 words</i> .
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 Boys and Girls 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.

The changes taking place at Boys and Girls High School (BGSB) are monumental. The school is seeing historical improvements in attendance in comparison to the last five years. This rise in attendance has led to improvements in academics. This is a testament to the leadership of Executive Principal Michael Wiltshire, who has shaped a culture for learning bolstered by reductions in disciplinary infractions and a relatively new staff of passionate educators. Dr. Wiltshire notes that, "Student behavior has improved because students enjoy the new offerings provided by the school and take great pride in the re-invigoration of the school as a historical landmark." Newfound offerings to students include an increase in college-level courses as well as in-house access



to health and mental health services.

The school's community is more involved than ever before. The school has made use of key strategies from its School Improvement Grant (SIG), such as assemblies to bring students and families together for meetings on topics such as expanding the school. The school's Community Based Organization, Good Shepherd Services (GSS) works to ensure that after-school enrichment programs are provided, not only for students but also for parents. Increased parental involvement guarantees lasting increases in the school's four and five-year graduation rate. Connecting students to health, mental health, and dental services through New York University Lutheran Medical Center is a brand new practice that prevents students from missing school, since they can now easily access the on-site health clinic. By being better connected to the community, educators are teaching students responsible levels of citizenship that extend to the national and world community and result in an enhanced capacity for growth.

While early wins and student successes continue, teachers are also experiencing growth on many levels. Core subject-area teachers receive professional development from New York City's Office of School Renewal, which includes Writing is Thinking through Strategic Inquiry (WITSI) approaches that cover all content areas, but provide particular focus on student writing skills. School Improvement Grant consultants cater to high-needs subgroup populations, such as the school's special education students, who account for nearly one-quarter of all students. Medgar Evers College/CUNY Research association is providing leadership guidance to Dr. Wiltshire so that the turnaround effort at Boys and Girls High School will succeed.

**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	Green	44%	45%	<p>As part of the Renewal School initiative, BGHS has worked with the District to develop interventions that can help keep potential dropouts on track to graduation. These interventions include school leader’s use of the New Visions data tracker that allows administrators to pinpoint students who are in need of targeted supports. These students are then slated for after-school credit recovery classes, which are instrumental in ensuring that students receive the needed help, to not only pass their core classes, but also Regents exams.</p> <p>At present, BGHS’s Progress to Graduation tracker indicates that the school will have a graduation rate of 54%, which will exceed the target by 9%. It should be noted that BGHS attained a 50% graduation rate for the 2014-2015 school year. Overall, a status of green ensures SED that BGHS will exceed the 45% target indicated.</p>
5-Year Graduation Rate	Green	48%	49%	<p>BGHS seniors with failing course grades, who struggle with academic skills, motivation, and inconsistent attendance, find newly added social and emotional supports to address these challenges. These supports include social work services to students to improve student attendance, achievement, and social-emotional development. Similarly, NYU Lutheran</p>



				Family Health Centers provide newly expanded medical, behavioral and dental care to all BGHS students. These supports will help to keep students healthy and focused. This is why BGHS is poised to exceed its Demonstrable Improvement Indicator of 49%.
College Readiness Index	Yellow	7.3%	8.3%	<p>10% of cohort 4 students at BGHS are enrolled in the early college program at Long Island University's Brooklyn Campus. The school also has an increasing number of students taking Algebra II, Trigonometry and Chemistry courses.</p> <p>While at present, low percentages of juniors or seniors are enrolled in college level or Advanced Placement (AP) courses, the Local Educational Agency (LEA) will fund initiatives targeting new AP classes and preparation classes starting in fall 2016. 75% of students will be offered at least five AP classes.</p>
English Regents Percent Pass By Year 3	Yellow	32%	33%	While January ELA Regents exam results were not ready at the time of this report, ELA passing rates in 11 <sup>th</sup> grade ELA courses over the first and second marking period declined moderately, moving from 59% to 56.4%. This is largely due to College Board's rigorous Springboard curriculum newly implemented as part of the school's SIG 6 grant. Although the school's heightened expectations in ELA have led to lower course passing rates, the school continues to make adjustments in the teaching of Common Core ELA instructional shifts as adapted by the College Board.
Make Priority School Progress	Yellow	N/A	Meet progress criteria	Teachers at BGHS continually improve their craft. With



				<p>deepened understanding of key Danielson components, the likelihood of student growth and therefore priority school progress is paramount. Prioritized components include:</p> <ul style="list-style-type: none"> <li>• 3b: Questioning and discussion techniques</li> <li>• 3d: Using Assessment in Instruction</li> </ul> <p>100% of revised lesson plans are now detailing questions aligned to both Bloom’s Taxonomy and Web’s Depth of Knowledge levels. Curricular modifications led by coaches from the Office of School Renewal, WITsi, and SIG vendors has resulted in higher levels of cognition across classrooms and will ultimately lead to student growth on upcoming state assessments, where the school’s participation rate among all students required to take both the ELA and math Regents remains at 100%.</p> <p>Furthermore, according to data gathered on November 1, 2015 via the Student Transcript and Reporting System (STARS), 2014-2015 Regents exams administered to students at BGHS show that, among 100 students who took the ELA Common Core Regents, 72% of low-income students passed with a grade of 65 or higher. These are all signs that BGHS will make priority school progress.</p>
Math Regents Percent Pass By Year 2	Yellow	37%	38%	<p>An increasing number of students at BGHS are passing math courses. Over the first two marking periods, the passing rate grew from 53.4% to 57.2%. This score comprises all math classes across grade 11.</p> <p>While BGHS students are prepping to take the new Common Core Algebra and Geometry Regents exams,</p>



				January results were not available during the writing of this report.
School Survey - Safety	Green	2.68	2.72	School data pulled from the Online Occurrence Reporting system (OORS) shows data indicative of greatly diminished high-level infractions. Between November to January, Level 3 or greater infractions were reduced by 38% from the previous year over the same time period. In 2014-15, during the aforementioned time span, the school had 28 Level 3 or higher suspensions. In 2015-16, the school had 11. Executive Principal Michael Wiltshire notes that overall there have been very few suspension this year due to a very positive school tone and implementation of the school's restorative justice program.

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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	Yellow	11.2%	12.2%	<p>The percentage of students who entered high school in 2010-11 and who have successfully completed rigorous courses and assessments continues to grow, with 10% of seniors taking courses at Long Island University’s Brooklyn campus earning a grade of “C” or higher.</p> <p>To ensure that students achieve grades of 65 or higher on the January Regents examinations, the school provided intense after school tutorials during the week and on Saturdays. Targeted students, mostly those identified as having failed the 1<sup>st</sup> and 2<sup>nd</sup> marking periods, are scheduled to take these extra help classes. The next report will highlight the results of these efforts.</p>
Framework: Effective School Leadership	Green	2.68	2.72	<p>Aside from widespread trust from the entire faculty and a close partnership with a second school, Medgar Evers College Preparatory School, that Principal Dr. Michael Wiltshire also leads, what helps to make this Executive Principal so exceptionally valuable is his vision for special education students, which comprise 24% of the entire school population. This vision has seen the expansion of Integrated Co-teaching classes (ICT). Now a greater number of special education students spend an increased amount of time in classes with their non-disabled peers. Of the 110 special education students, 30% are now spending between 40-79% of their academic time with non-disabled peers, primarily in ICT classes. These high expectations continue to allow innumerable possibilities</p>



				<p>for this critical subgroup.</p> <p>Additionally, the school’s SIG 6 grant has allowed for strategic use of partnerships, including College Board, CUNY Research/Medgar Evers College, and Goldmansour and Rutherford. These partnerships serve to build the capacity of other school leaders, such as the newly hired Assistant Principal of BGHS’s burgeoning Career and Technical Education (CTE) program.</p>
<p>Framework: Rigorous Instruction</p>	<p>Yellow</p>	<p>2.44</p>	<p>2.48</p>	<p>Last year, 86% of both teachers and parents who took the school’s most recent Learning Environment Survey responded positively to questions about rigorous instruction. Nevertheless, with a great amount of teacher turnover at the school, instruction remains prioritized as an area of focus. Superintendent Alcott rated the school “Developing” in pedagogy (1.2) and curriculum (1.1) during the school’s most recent Quality Review on March 12, 2015. This has led to a school-wide emphasis encapsulated in the question: What constitutes rigor? The District-based teacher Development and Evaluation Coach (TDEC) is training teachers on rigorous instruction by accentuating Danielson components 3b, questioning and discussion techniques, and 3d, assessment in instruction. 100% of teachers have received these trainings. As a result, the school expects that deepened understanding of these components will ultimately lead to additional increases in the level of instructional rigor throughout the school.</p> <p>The SIG-funded Springboard College Board curriculum is also serving to increase the rigor in both ELA and social studies classes through implementation of a brand new 9<sup>th</sup> grade curriculum aligned to Common Core shifts.</p>



				While the program primarily serves ELA teachers, interdisciplinary collaboration has expanded tasks, such as close reading, into other subject areas as well.
Implement Community School Model	Yellow	N/A	Implement	<p>Over 60% of students have been utilizing the clinical services of New York University Lutheran Medical Center, led by resident doctor of the program, Dr. Martinez. The NYU Lutheran Family Health Center not only provides free healthcare, but also social and educational services for students and adults. With a goal of promoting awareness of preventable health problems, the academic experience for students has been strengthened by this added convenience.</p> <p>Additionally, GSS helps to coordinate many of these health resources for students and adults in the community. As a result, students have greater access to health, dental and mental health services. The LEA will expand vision screening to BGHS as part of its community school initiative that involves a partnership with Warby Parker, who will provide a free pair of glasses to every student in need.</p> <p>The nearby Brooklyn S.T.E.A.M. (Science, Technology, Engineering, Arts, and Math) Center has partnered with BGHS to provide a Career and Technological Education (CTE) focus on a range of courses in four industry areas: information technology, graphics, engineering, and architecture. The program includes innovative technical training leading to certification and/or opportunities to earn college credit. Opportunities to complete work-based learning sequences (e.g. internships) to provide pathways to employment and/or post-secondary credentials will also be offered.</p>



Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	Extended learning time has been incorporated into the student school day. All students (except for seniors on track for graduation who have exceeded all necessary credits) attend school in a 9 period day. This schedule now allows students to take remedial, Advanced Placement, career and technical exploration, fine and performing arts, and language courses throughout the school day.
<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.

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## Part II – Key Strategies

### Key Strategies

As *applicable*, identify any key strategies being implemented during the current reporting period that are 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>                      Teachers will plan and implement coherent, common core aligned lessons and units in all subjects. As a result:</p> <ul style="list-style-type: none"> <li>● By June 2016, every student will engage in a minimum of four common core aligned tasks in each subject.</li> <li>● By June 2016, 80% of teachers will earn a rating of Effective or higher on Danielson 1e (Designing Coherent Instruction)</li> </ul> <p>The impact of planning and implementing coherent, common core aligned lessons and units on student achievement will be:</p> <ul style="list-style-type: none"> <li>● By June 2016, the four-year college readiness index for the school will meet or exceed 8.4%</li> <li>● By June 2016, the school’s college and career preparatory course index will meet or exceed 16%</li> <li>● By June 2016, the four-year graduation rate will meet or exceed 52.3%.</li> </ul>	<p><b>Yellow</b></p>	<p>Grades 9-12 are implementing the ELA and Math Engage NY Common Core Curricula that infuses the instructional shifts into a coherent arc of learning that prepares students for grade level Common Core assessments and career readiness. The College Board Springboard curriculum is now being newly implemented across all grades in ELA.</p> <p>9th grade Social Studies and Science teachers will implement the Common Core aligned New Visions curricula that reflects the NYCDOE and New York State scope and sequences. These curricula are all project-based and ground the content in real world experiences. Teachers will work collaboratively with content School Renewal Coaches to support pedagogical practices in implementing and modifying the curricula to better support access for all students.</p> <p>The Writing is Thinking through Strategic Inquiry Initiative (WITsi) will place an emphasis on developing discrete writing skills that have been found to increase acquisition of intellectually rigorous academic content. Teachers are being trained on how to design scaffolded Writing is Thinking tasks that build content knowledge and literacy skills.</p> <p>Curriculum planning is captured on Google Docs and units are measured for rigor using Hess’s Cognitive Rigor Matrix, as well as the New York State Tri-County Rubric, which incorporates Dr. Norman</p>



	<p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>The Professional Learning Committee will execute a systematic PD plan that consists of group learning activities, individual coaching, and trainings by supporting partner College Board in the use of the Springboard curriculum.</li> </ul> <p><b>Renewal School Priority Areas:</b></p> <ul style="list-style-type: none"> <li>Comprehensive Academic Assessment Plan</li> <li>Expanded Learning Time</li> <li>Professional Development: Educating All Students</li> </ul>		<p>Webb’s Depth of Knowledge Rubrics.</p> <p>Additionally the Teacher Development and Evaluation Coach trains all assistant principals on how to assess rigor in both unit planning and instruction. As a result, the school has seen increases on scores relative to Measures of Teacher Practice. This pertains to APPR and 3012c, and this data fluctuates throughout the school year.</p>
2.	<p><b>Supportive Environment</b></p> <p><b>Goals:</b></p> <p>The school will continue to nurture a school culture where students feel safe, supported, and challenged by their teachers and peers. This will be supported by regular review of data and collaborative efforts to track progress for all students, including at-risk students. As a result of an improved school culture the impact on student achievement will be:</p> <ul style="list-style-type: none"> <li>By June 2016, student attendance will be at least 81.5%.</li> <li>By June 2016, staff will establish a culture for learning that consistently communicates high expectations for all students and offer ongoing and detailed feedback and guidance/advisement supports that prepare students for the next level (QR 3.4c Proficient)</li> <li>By June 2016, the percentage of year 2 and 3 students making progress to graduation will be at least 45.6%.</li> </ul>	Yellow	<p>The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social/emotional and developmental health needs. This is most accurately represented by newly instituted supports from Good Shepherd Services, who provides social work services to students in the building to improve student attendance, achievement, and social-emotional development. Students are referred to GSS by their guidance counselor when social-emotional issues begin to surface. NYU Lutheran Hospital also currently operates a clinic providing medical, behavioral, and dental care to students in the building.</p> <p>BGHS uses Skedula as a means to collect and analyze data. Student attendance and performance is monitored through this system. Both school daily attendance and classroom attendance is tracked and cross-referenced. Staff including guidance counselors, the attendance teacher, and administration collaborate on the school attendance team. The school attendance team tracks data from Skedula in short cycles. Guidance counselors and other school-based personnel work with administrators and teachers to ensure that student behavior remains on track.</p> <p>Due in large part to these efforts, the school has seen percentile</p>



	<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>School will establish ongoing linkages to health, mental health, optical and dental services.</li> <li>Establish a Supportive Environment</li> </ul>		<p>increases of over 5% in attendance in every month of the school year:</p> <ul style="list-style-type: none"> <li>September: 8.6% increase</li> <li>October: 7% increase</li> <li>November: 6% increase</li> <li>December: 5% increase</li> </ul>
3.	<p><b>Collaborative Teachers</b></p> <p><b>Goals:</b></p> <p>Teachers will collaboratively plan and implement coherent, common core aligned lessons and units with appropriate multiple entry points in all subjects based on analysis of student work and data.</p> <p>As a result of successful teacher collaboration the impact on teacher practice will be:</p> <ul style="list-style-type: none"> <li>By June 2016, 80% of teachers will earn a rating of Effective or higher on Danielson 1e (Designing Coherent Instruction).</li> <li>By June 2016, the majority of teachers will be engaged in structured, inquiry based professional collaborations that promote the achievement of school goals and the implementation of CCLS (including the instructional shifts), strengthening the instructional capacity of teachers (QR 4.2a rating of Proficient).</li> <li>By June 2016, curricula and academic tasks are planned and refined using student work and data so that a diversity of learners, including ELLs and SWDs, have access to the curricula and tasks and are cognitively engaged (QR 1.1c rating of proficient).</li> </ul> <p>As a result of successful teacher collaboration and improvement in teacher practice the impact on student achievement will be:</p> <ul style="list-style-type: none"> <li>By June 2016, every student will successfully complete a minimum of two interdisciplinary common</li> </ul>	Yellow	<p>Teacher teams collaborate and engage in data driven inquiry to address all students with particular emphasis on key subgroup populations. For example, the grade 9 inquiry team has identified a group of students with disabilities, which comprise 25% of the school, and is focusing on identifying gaps in order to develop strategies to improve writing skills and make curricular and instructional decisions to close those gaps. SIG Vendor Goldmansour and Rutherford has been working with special education teachers to train them on the use of data and has conducted professional learning on new ICT models, which are being implemented across the school. Goldmansour and Rutherford has trained teachers to identify targeted students based on specific criteria, including having good attendance, but not meeting the school's standards for achievement. These practices are in the early stages but are a model for school-wide inquiry and are being expanded across grade levels and subject areas.</p> <p>Collaboration beyond the school building has also occurred. Boys and Girls High School and Medgar Evers College Preparatory School are working together to build a network of professionals across titles, grades and subject areas who work jointly to research, design and prepare materials, prepare lesson and unit plans, review and reflect on those plans and instructional practices, examine student work and share problems and solutions. In this context, educators have deepened content knowledge and enhanced pedagogical practices.</p> <p>Documentation from teacher teams meetings shows that school leaders and teacher team leaders have sought to address key Danielson</p>



	<p>core aligned tasks.</p> <ul style="list-style-type: none"> <li>• By June 2016, the four-year college readiness index for the school will meet or exceed 8.4%</li> <li>• By June 2016, the school’s college and career preparatory course index will meet or exceed 16%</li> <li>• By June 2016, the four-year graduation rate will meet or exceed 52.3%.</li> </ul> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>• Supporting partner Goldmansour and Rutherford LLC will train all special education teachers in ICT co-teaching models and differentiated instruction.</li> </ul> <p><b>Renewal School Priority Areas:</b></p> <ul style="list-style-type: none"> <li>• Danielson Framework Implementation - Observation Cycle</li> </ul>		<p>components from Domains 1 and 4 indicated below:</p> <ul style="list-style-type: none"> <li>▪ 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>▪ 1e: Designing Coherent Instruction</li> <li>▪ 4e: Growing and Developing Professionally</li> </ul> <p>Curricular modifications and newly developed lesson plans are all evidence of the aforementioned.</p>
4.	<p><b>Effective School Leadership</b></p> <p><b>Goals:</b></p> <p>School leaders will nurture a collaborative school culture that values professional pride where everyone is a learner, resulting in high academic outcomes for all students. This will be evidenced by:</p> <ul style="list-style-type: none"> <li>• Through the 2015-2016 school year, every teacher will receive written formative or evaluative feedback within 72 hours of class observations that is relevant and includes next steps, as evidenced by Advance data and other documentation of feedback.</li> <li>• By June 2016, at least 90% of classes will be taught by teacher appropriately licensed in the subject area.</li> </ul> <p>As a result of successful school leadership the impact on teacher practice will be:</p> <ul style="list-style-type: none"> <li>• By June 2016, 80% of teachers will earn a rating of</li> </ul>	Yellow	<p>At BGHS, school-level organizational decisions are informed by student needs so that teachers have regular opportunities to collaborate. Decisions regarding the implementation of the new College Board Springboard curriculum have changed both teacher and student attitudes and above all else raised student expectations.</p> <p>These changes are communicated to the school community through assemblies that take place at minimum two times per month, as more parents are involved than ever before. Students with IEPs receive the appropriate services and extra help as teacher quality is being vastly improved with partnerships that include push-in literacy support from Medgar Evers/CUNY Research Association and Goldmansour and Rutherford.</p> <p>The entire school library has been revamped and SIG-funded computer programs and texts deeply immerse students in readings aligned to</p>



	<p>Effective or higher on Danielson 4e (Growing and Developing Professionally)</p> <ul style="list-style-type: none"> <li>By June 2016, the majority of teachers will consistently align assessment to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels (rating of Proficient on QR 2.2 )</li> </ul> <p>As a result of successful school leadership and improvement in teacher practice the impact on student achievement will be:</p> <ul style="list-style-type: none"> <li>By June 2016, the four-year college readiness index for the school will meet or exceed 8.4%</li> <li>By June 2016, the school’s college and career preparatory course index will meet or exceed 16%</li> <li>By June 2016, the four-year graduation rate will meet or exceed 52.3%</li> </ul> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>School leaders will monitor Advance data to provide targeted support for teachers in competencies or Danielson components that are predominantly developing or ineffective.</li> </ul>		<p>their needs and interests. Logged-in data shows that 100% of students have accessed virtual, online reading programs.</p> <p>The school leaders articulate a culture of high expectations and incorporate enrichment programs from CBO Good Shepherd Services, which are seamlessly aligned with the vision and instructional focus so that all stakeholders, including students and families, fully understand the turnaround-taking place at the school and have a voice in its ongoing development.</p>
5.	<p><b>Strong Family-Community Ties</b></p> <p><b>Goals:</b></p> <p>The school will nurture a welcoming environment for the local community to enrich the school. This will be done by:</p> <ul style="list-style-type: none"> <li>Develop a system where all families receive school communications and can communicate with teachers and other staff members in all pertinent</li> </ul>	Yellow	<p>The new addition of CaseNEX / Datacation Skedula trainings at PTA meetings has guided parents in attaining up-to-the-minute information on SIG progress, especially student sensitive information that will address office discipline referrals or unexcused absences. SLT meetings have addressed such indicators as office disciplinary referrals (ODR) in three-month suspension reports. Town hall meetings held monthly also address both discipline and attendance. Additionally, parent-teacher conferences take place six times per year and these opportunities are</p>



	<p>languages.</p> <ul style="list-style-type: none"> <li>• Ensure families can establish reciprocal communication with teachers and other staff members about children’s academic, social, and emotional developmental health progress and how to best support student achievement.</li> <li>• Evidence of Success</li> <li>• By June 2016, student attendance will be at least 81.5%.</li> <li>• By June 2016, school leaders and staff will consistently communicate high expectations that are connected to a path to college and career readiness and offer ongoing feedback to help families understand student progress toward those expectations via grade meetings held with parents at least once per semester.(QR 3.4b Proficient).</li> <li>• By June 2016, the percentage of year 2 and 3 students making progress to graduation will be at least 45.6%.</li> </ul> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>• Use of assemblies to engage parents and the school community.</li> </ul>		<p>used to update parents on new innovations, resources, and big wins relevant to the SIG plan.</p> <p>The impact of this effort has been immediately recognized with a large turnout for both the Receivership Public Hearing as well as Parent Teacher Conferences.</p> <p>Most teachers are involved in Tuesday afternoon activities, which allow for 40 Minutes of Parent Engagement. Additional aspects of engagement over the past quarter include:</p> <ul style="list-style-type: none"> <li>• Presentations of student work and research, community gatherings and dinners, student-led conferences, seminars (e.g. college application and financial aid process, job search seminars).</li> <li>• Updates on SIG implementation</li> <li>• Navigating the college admission and financial aid application process</li> <li>• Career exploration and training</li> <li>• School Leadership Team training</li> <li>• Reports from CBO Community Director</li> <li>• School Tours of Facilities, especially showcasing the new CTE program</li> <li>• Academic Pathway Teacher Presentations</li> <li>• Student handbook overview</li> <li>• Overview of SIG Plan</li> </ul>		
<p><b>Green</b></p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p>	<p><b>Yellow</b></p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p><b>Red</b></p>	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



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

<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>▪ Additional college programs</li> <li>▪ More flexibility in course scheduling</li> <li>▪ Improved guidance and</li> <li>▪ Communication on student course requirements</li> <li>▪ Assurances and commitment from the New York City Department of Education</li> <li>▪ Providing more counseling to students</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 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</p>



	or Saturday mornings.		
<p><b>Powers of the Receiver</b></p> <p>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.</p>			
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>		
<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.



**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, Michael Alcott

Signature of Receiver: \_\_\_\_\_

Date: February, 2016

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