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Receivership Quarterly Report

2nd Quarter - November 1, 2015 to January 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
10X085: P.S. 085 Great Expectations	321000010085	NYC GEOG DIST #10 - BRONX	Yellow	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	Theodore Husted, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Melodie Mashel, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	K, 1, 2, 3, 4, 5	1024

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 Public School 85 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.

During the Fall of the 2015-16 school year, Public school 85 has been immersed in the implementation of many key school improvement strategies based on the *Framework for Great schools*. Rigorous Instruction has been supported by the implementation of independent reading and conferencing, unit of study writing through Teacher's College (TC), the school wide use of the Developmental Reading Assessment (DRA), expanded use of Common Core Learning Standard (CCLS) - aligned rubrics and checklists for self and peer evaluation, development of teacher leadership and the use of web-based resources to support multiple entry points and interventions for all learners. Collaborative Teaching is supported through teacher teams, professional learning cycles, participation in professional development through Teacher's College, Math Solutions, district and borough support staff, In-house coaching staff as well as an English Language Learning Specialist through Fordham University and cycles of observations and feedback. Supportive Environment is supported through the coordination of the efforts of all community-based organizations and the expansion of programs supporting social and emotional development during the school day and afterschool. Throughout the month of February, school leaders and the school leadership team will be conducting evaluations of each of these key indicators based on student assessments, feedback from observations, including principal performance observations, and feedback from leadership coaches and the Directors of School Renewal (DSR).



Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcome of key strategies related to Receivership, and as such should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.

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Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators				
Please list the school’s Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
3-8 ELA Growth Percentile	yellow	46.1	47.1	An English Language Arts (ELA) simulation exam using Rally Rehearsal plus is scheduled for the first week in February. The results of this exam will be compared to the spring 2015 item skills analysis to determine the likelihood of achieving this goal and needed instructional modifications.
3-8 ELA Percent Level 2 & Above	yellow	26%	27%	A review of January 2016 DRA results indicate an 8% increase in the number of students in grades 3,4 and 5 meeting the mid-year benchmark, as compared to the October benchmark.
3-8 Math Growth Percentile	yellow	32.5	33.5	A math simulation exam using Rally Rehearsal plus is scheduled for the fourth week in February. The results of this exam will be compared to the Go Math baseline assessments and the spring 2015 item skills analysis to determine the likelihood of achieving this goal, as well as needed instructional modifications.
3-8 Math Percent Level 2 & Above	yellow	31%	32%	An analysis of baseline key indicators compared to chapter/unit assessments indicates an increase in the percentage of students scoring at the mastery level from September through January.
Make Priority School Progress	yellow	N/A	Meet progress criteria	On track to meet progress criteria based on ELA/math strategies and interventions described throughout this document.
School Survey - Safety	yellow	1.00	1.04	The school leadership team has scheduled a staff survey based upon the Learning Environment Survey to be conducted and compiled February 22 – 26, 2016.



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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		
Framework: Collaborative Teachers	yellow	3.04	3.08	The school leadership team has scheduled a staff survey based upon the Learning Environment Survey to be conducted and compiled February 22 – 26, 2016.		
Framework: Rigorous Instruction	yellow	3.00	3.04	An ELA simulation exam using Rally Rehearsal plus is scheduled for the first week of February and will be scored the weekend of February 6, 2015. The results of this exam will be used to predict the average performance levels as a measure of growth in the area of Rigorous Instruction.		
Implement Community School Model	yellow	N/A	Implement	As a Renewal school, we are partnering with a CBO, Fordham University Mental Health, to provide wraparound services for students and families.		
Performance Index on State ELA Exam	yellow	31	33	An ELA simulation exam using Rally Rehearsal plus is scheduled for the first February and scored the weekend of February 6, 2015. The results of this exam will be used to predict the Performance Indicator (PI) for the spring 2016 ELA.		
Provide 200 Hours of Extended Learning Time	yellow	N/A	Implement	As a Renewal school we have 200 Extended learning Time (ELT) hours embedded into the school program.		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .		Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part II – Key Strategies

Key Strategies As applicable, identify any key strategies being implemented during the current reporting period that are <u>not described above</u> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.		
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.
1. Rigorous Instruction Goals: During the 2015-2016 school year, school staff will enhance the existing CCLS-aligned curricula to increase the rigor and cognitive demand of tasks built into units of study and focus on the instructional shifts necessary to successfully meet these demands. This will result in an increase of the average student proficiency rates to 2.08 for ELA and 2.17 for Math, as evidenced by data from the NYS ELA and Math exams and meeting the benchmark progress target for June 2016. Key Strategy: <ul style="list-style-type: none"> To enhance the existing CCLS-aligned curricula in order to increase the rigor and cognitive demand of tasks built into units of study and focus on the instructional shifts necessary to successfully meet these demands. Renewal School Priority Areas: <ul style="list-style-type: none"> Classroom Implementation of curricula/writing strategies Professional development: Educating all 	Yellow	During the 2015-16 school year, school-based professional learning cycles have been established to support rigorous instruction with an emphasis on promoting critical thinking and academic rigor across all grades and content areas and using student data to modify and enhance curriculum; <ul style="list-style-type: none"> Specifically, lead teachers on each grade level K-5 have been engaged in Teacher’s College Reading and Writing Calendar Days to support the development, refinement, and implementation of writing units of study. Select teachers in grades K-5 attend Math Solutions training and a small set of grade 4 and 5 teachers, math coach and model teacher attend professional development (PD) with the DSR around the planning and implementation of high level tasks in mathematics. Teacher teams meet weekly in both ELA and mathematics to review student work, share best practices and to work collaboratively to plan lessons based on high level instructional tasks with multiple entry points to meet the needs of all learners. In- house coaching staff as well as an English Language Learning Specialist through Fordham University supports implementation of professional learning cycles to meet the needs of all learners. Conferencing practices have been developed to consistently provide students and teachers with next steps for students’ in literacy. Benchmark assessments, Rally, Big Brainz, etc. were provided.



	students		<ul style="list-style-type: none"> From October 2015 to January 2016, there has been nearly a 4 % increase in the number of students approaching or meeting DRA benchmarks.
2.	<p>Supportive Environment</p> <p>Goals: During the 2015-2016 school year, the school’s Positive Behavioral Interventions and Supports (PBIS) team, in collaboration with the school’s Community Based Organization (CBO) and Attendance Committee, will continue to develop the school’s positive behavioral interventions and supports to create a positive learning culture and environment for our students resulting in meeting the benchmark gains from an 89.5 % attendance rate to 91.7%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> To integrate the school’s PBIS team, CBO and Attendance Committee to study data and develop positive behavioral interventions and supports that build a positive learning culture and environment for our students. Attendance systems & structures 	Yellow	<p>Teacher led PBIS committee meets monthly to monitor the consistency of implementation of positive behavioral interventions supports across all grades</p> <p>CBO, Fordham University, in consort with the school, provides a variety of after school clubs and activities which target specific students in order to meet academic and social and emotional needs. Offerings include dance, fitness, soccer, storytelling, bookmaking, guitar, mentoring in medicine, and individual tutoring. Additionally, the CBO employs a full-time mental health professional to support at risk students.</p> <p>A student council was formed in November, 2015 and meets bi-weekly with the principal to ensure student voice and open communication between staff and students. Idea sharing has supported the rollout of providing BEST (behavior, effort, scholarship and teamwork) credits as incentives for participating in school-wide initiatives such as “Pick Up 85” a cleaner school initiative and a theme day attendance improvement program.</p> <ul style="list-style-type: none"> As a result of the strategic implementation of PBIS, the teacher removal rate has decreased from 7 to 5 for the period of September through January. During the 2014-15 school year, P.S. 85 showed an 80% reduction over the prior year in principal and superintendent suspensions. This trend is maintaining, with a year to date total of 42 level 3, 4 and 5 incidents and 4 suspensions. <p>Attendance committee meets on a weekly basis to review attendance data to identify students in need of outreach and recognition.</p>



			<ul style="list-style-type: none"> displays and celebrations acknowledge school- wide, class and individual attendance to promote awareness As of December 2015, attendance has improved from 91% to 92.8%, a 1.1% increase over the 2015-16 benchmark.
3.	<p>Collaborative Teachers</p> <p>Goals: Throughout the 2015-16 school year, grade level teams will collaboratively use a protocol to analyze student work products to inform curricular and instructional adjustments to improve teacher practice directly impacting student achievement. This will result in a minimum of 80 % of teachers receiving a HEDI rating of ‘Effective’ or higher by June 2016 on <i>Danielson</i> components 3b, 3c, and 3d.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Bi-weekly grade level team meetings will be used to collaboratively develop and utilize a protocol to analyze student work products that inform curricular and instructional adjustments to improve student learning. <p>Renewal School Priority Areas:</p> <ul style="list-style-type: none"> <i>Danielson Framework</i> Implementation - Observation Cycle 	Yellow	<p>During the fall term, teachers have been meeting weekly to analyze student work products to inform curricular and instructional adjustments and to improve teacher practice using a “noticing and wondering” structure. In an effort to strengthen the quality and consistency of individual teams, additional protocols are being explored and supported by a professional learning cycle centered on Questioning and Discussion Techniques, <i>Danielson</i> 3b with the support of administration and coaches. This analysis will be used to revise lesson delivery and planning – e.g., scaffolds, supports, extensions, questions, discourse moves.</p> <ul style="list-style-type: none"> A review of MoTP dashboard indicates that as of February, 2016, the staff is on track for meeting this goal. Further in depth review of Advance data through February 2016 indicate that the work of grade level teams is having a positive impact on teacher practice in <i>Danielson</i> components 3b, 3c and 3d.
4.	<p>Effective School Leadership</p> <p>Goals: During the 2015-16 school year, school leaders will utilize a comprehensive student tracking system to analyze, monitor and adjust the effectiveness of</p>	Yellow	<p>The responsibility of developing a comprehensive tracking tool has shifted as a result of a central initiative for Community Schools- a support tool has been provided to monitor attendance, interventions, and assessment - the Student Sorter, a live student data management tool, is being utilized throughout the school year.</p>



	<p>academic and support services to improve student and school achievement, resulting in meeting or exceeding the student achievement performance index metric target of 47 for ELA.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> School leaders will utilize a comprehensive student tracking system to analyze, monitor and adjust the effectiveness of academic and support services <p>Renewal School Priority Areas:</p> <ul style="list-style-type: none"> Leadership coaching 		<ul style="list-style-type: none"> Support is provided to staff to analyze data at different points in time and provide guidance with strategic planning and informed decision-making based on school's data. The principal, along with select members from the school community, the CBO and the Community School District (CSD), have been identified and trained to compile and analyze data from many sources. The expectation is to correlate student performance data with support services to identify and replicate successful programs towards meeting student achievement performance index metric target of 47 for ELA. Additionally, this data will be used in consort with the SLT to design and align support programs with a positive impact for the 2016-17 school year to improve student and school achievement. Regular data meetings occur with administration, lead teachers and principal mentor. Additional support continues to be provided by district and central support staff to deepen the use of data to support student achievement and school improvement
5.	<p>Strong Family-Community Ties</p> <p>Goals: By June 2016, school leaders in collaboration with the school's CBO will strengthen home, school and community partnerships to enrich the civic life of the school community which will result in a 10% increase in parental involvement satisfaction survey score on the <i>Framework for Great Schools</i> Report.</p>	Yellow	<p>School leaders have coordinated the efforts of Fordham and all other all other CBOs, including:</p> <ul style="list-style-type: none"> The AmeriCorps family worker, who has been working with families with high needs and chronic absenteeism to identify barriers and connect with solutions to engage families in their children's education; The Fordham University Mental Health Coordinator, who assists families to connect with community resources;



	<p>Key Strategy:</p> <ul style="list-style-type: none"> School leaders, in collaboration with the school’s CBO, will strengthen home, school and community partnerships to enrich the civic life of the school community. 		<ul style="list-style-type: none"> Montefiore Health center, Foundling Hospital, Wellness in the schools, NYC Mission Society, Literacy Inc., Mercy College, Fordham Tremont and Visiting Nurse Service, which have all been on site and providing supports to students and families to strengthen home, school and community partnerships. Using Parent Tuesday engagement time, teachers are creating venues to positively communicate with parents including writing celebrations, learning fairs, and student demonstrations. Parental involvement satisfaction surveys have been conducted by the AmeriCorps volunteer in conjunction with the Office of Community Schools, results though, are not yet available.
6.			
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET) Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.	
Status (R/Y/G)	Analysis / Report Out
Y	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p>Superintendent-Approved CET Recommendations:</p> <ul style="list-style-type: none"> • Increase parent engagement and involvement in project-based learning time activities during the school day in order to provide more hands on learning experiences for all students related to real life experiences. • Strengthen strong community ties by having parent workshops designed to help parents learn how to help their children with homework. • Improve the school’s parent page on the school website to provide links to resources that are useful. • Improve trust and effective leadership and to plan a “team building” retreat for all staff. <p>During the first week of the 2015-16 school year, written notice was sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school. Once the school’s hearing was held, a summary of recommendations was provided to the school based on commentary from speakers captured in a transcript of the public hearing, a recommendations form provided to participants at the hearing, an online survey on our NYCDOE website, any email feedback received to our receivership@schools.nyc.gov email address, or by mail. The CET met to review the public input and finalize school improvement plan recommendations, which were submitted to the Superintendent, acting on behalf of the Chancellor as Receiver, for review. Upon Superintendent determination of which CET recommendations would be incorporated, the improvement plan was revised and resubmitted.</p>



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

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

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

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

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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, Melodie Mashel

Signature of Receiver: _____

Date: February, 2016

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