



# 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
Aspirations Diploma Plus High School	332300011646	NYC GEOG DIST #23 - Brooklyn	Yellow	SIF 3
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
Carmen Fariña, Chancellor	Sherma Fleming, Principal	Paul Rotondo, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	9, 10, 11, 12	234

## 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 Aspirations Diploma Plus 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.

Aspirations Diploma Plus High School is a transfer school within New York City whose mission is to enroll and teach students who have previously dropped out of high school or fallen off track to graduate by no less than two school years upon enrollment. The school has an open enrollment policy and accepts students who wish to return to school or continue academic classes throughout the school year, making instructional coherence and data analysis of student progress challenging, but rewarding. The school has experienced poor results in past years; however, it has embarked on an improvement plan discussed in detail in the School Innovation Fund grant and within the School's Comprehensive Educational Plan. The District made the decision to change administrative leadership. Students are making progress toward meeting benchmarks and goals under the guidance of the new principal. The school is currently working to address all focus areas in need of improvement; as of January, 2016, 23K646 has made significant progress toward meeting these "Demonstrable Improvement Indicators" by attaining the benchmark goals established for this school.

Evidence of the school's progress is contained within each section of this quarterly report; Aspirations Diploma Plus High School has shown improvement in effectively developing a positive learning environment for students and families, while also supporting the social and emotional needs of its students. Where progress is incremental, specifically in academic improvement, it is evident that with additional support resources and the guidance of the new principal and leadership team, the school will meet or exceed the Demonstrable Improvement Indicators for this school year.



**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
NYC School Survey – Safety Measure	Y	3.00	3.04	<p>The School Learning Environment survey is used to provide baseline and target data regarding safety at Aspirations Diploma Plus High School. As this is a year-end summative assessment, monitoring progress toward meeting this indicator is a challenge and is the reason for the YELLOW status. Additionally, because this school is a Transfer High School and the student register is often changing throughout the school year, surveys may be unreliable as they are frequently unavailable to all students who are, or have been, enrolled.</p> <p>A review of the school’s violent and disruptive incidents as reported in OORS indicates that the number and levels of incidents in this school has declined from the previous school year. Specifically, reports of aggressive or dangerous behavior has declined from 10 in the 2014-15 school year to 5 during this current school year. In addition, the number of student suspensions has dropped significantly from 18 in 2014-2015 to 5 this school year. This is due largely in part to the change in leadership and the readjustment of school staff so that behavioral support programs such as “restorative justice” could be implemented in an effective way throughout the school.</p>
Transfer School Graduation Rate	Y	41.8	42.8	<p>A comprehensive review of the graduation cohort of students has revealed that 15 students remain on register and they are progressing toward meeting graduation requirements. If the 15 students successfully accomplish graduation requirements this June, 2016, the school will have met the indicator and attained a graduation rate of 50%. This indicator is YELLOW because of the “at risk” nature of our transfer students and the small number of students remaining in the targeted cohort group. The school has already employed support staff to help monitor and support these students throughout the school year. These supports include an administrative team that monitors and tracks students’ programs, grades and academic progress. In addition, there is a guidance and</p>



				advisory team that is providing support to meet social and emotional needs of students so that their focus may continue to remain on passing classes and State exams.
Credit Accumulation for students with 0.00-11.00 credits	Y	7.70	7.80	Since the administrative change, the school is on a trimester cycle where students can earn over 18 credits in a school year. An analysis of the school’s credit accumulation data for this quarter indicates that this group of students has currently achieved an average of 3.03 credits which is on target for meeting the school year goal of at least 7.80. This indicator is YELLOW because of the “at risk” nature of our transfer students and the small number of students remaining in the targeted cohort group. The school has already employed support staff to help monitor and support these students throughout the school year.
Credit Accumulation for students with 11.01-22.00 credits	Y	7.55	7.65	Since the administrative change, the school is on a trimester cycle where students can earn over 18 credits in a school year. An analysis of the school’s credit accumulation data for this quarter indicates that this group of students has currently achieved an average of 2.53 credits which is on target for meeting the school year goal of at least 7.65. This indicator is YELLOW because of the “at risk” nature of our transfer students and the small number of students remaining in the targeted cohort group. The school has already employed support staff to help monitor and support these students throughout the school year.
Credit Accumulation for students with 33.01-38.00 credits	Y	8.51	8.61	Since the administrative change, the school is on a trimester cycle where students can earn over 18 credits in a school year. An analysis of the school’s credit accumulation data for this quarter indicates that this group of students has currently achieved an average of 3.3 credits which is on target for meeting the school year goal of at least 8.61. This indicator is YELLOW because of the “at risk” nature of our transfer students and the small number of students remaining in the targeted cohort group. The school has already employed support staff to help monitor and support these students throughout the school year.



**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
Add Required Extended Learning Time	G	N/A	N/A	The school has fully implementation 200 hours of extended learning. The school will meet this indicator’s target through after school and Summer programs that provide students with credit bearing classes, Regents review and additional tutoring. An administrative review indicates that, as a result of ELT, students are completing course credit on average of 2.0 additional credits per semester, per credit accumulation category, based on credits earned upon entry. This has improved the overall progress of students toward graduation. In addition, scores on practice exams in English and math have indicated that the extended time and tutoring have shown an increase in passing rates of 5% to 10% percent on each practice test for English and Algebra.
English Regents Growth Percentile	Y	47	48	An analysis of the students scheduled to take the English Regents exam indicates that the school has made good use of the support staff and teachers. Its programming and use of additional school time has been planned to provide Regents support for students scheduled to take the exams this school year. Mock Regents exams provided to students in late November and early December have indicated that the school expects to meet the target for the indicator. In addition, the school has implemented a comprehensive and rigorous curriculum aligned with the Common Core Standards. Monitoring, reviewing and revising this curriculum has become the work of both administrative teams and teacher development teams. Curriculum includes numerous resources from the NYC Core Curriculum and the HMH Collections has attributed to the overall effectiveness of instructional planning. This in turn has resulted in more effective lessons and in essence better preparation and support for every student taking courses that lead to State exams. This indicator is YELLOW because of the “at risk” nature of our transfer students and the small number of students remaining in the targeted cohort group.
Math Regents Growth Percentile	Y	59	60	An analysis of the students scheduled to take the Mathematics Regents exam indicates that the school has made good use of the support staff and teachers. Its programming and use of additional school time has been planned to provide Regents’ support for



				students scheduled to take the exams this school year. Curriculum reviews also indicate that the school is making good use of EngageNY as well as NYC Core Curriculum resources and has provided supports and content specific instruction aligned with Common Core Standards. This work in turn improves the level of instruction and readiness for students preparing to take State exams. Mock Regents exams provided to students in late November and early December have indicated that the school expects to meet the target for the indicator. This indicator is YELLOW because of the “at risk” nature of our transfer students and the small number of students remaining in the targeted cohort group.
Framework Indicator: Rigorous Instruction	G	2.36	2.40	Upon review of the teacher’s evaluation ratings using Danielson’s <i>Framework For Teaching</i> , instructional practice at Aspirations Diploma Plus High School indicates that teachers’ pedagogy is improving. To better support this evidence, recent instructional visits performed by the district have indicated that the level of instruction and rigor within the classrooms is effective. Student work is deeply examined as is curricula. Administration, and teacher teams explore the level of rigor within the curricula by using alignment tools. Instructional activities, texts, and problems are examined using tools that measure rigor such as Depth of Knowledge measures. It is the expectation that the school achieves Demonstrable Improvement within this indicator by the end of the school year.
Framework Indicator: Effective School Leadership	G	2.80	2.84	A new leadership for the school brings optimism that the school will meet the target for this indicator. A clear set of goals and high expectations have been communicated to the school’s community. The schools use of assessments to provide a system of monitoring for student progress and instructional development is effective and has improved the level of instructional practice at the school. This currently is evident in effective rating visits to the school from district staff as well as in reviews of teacher instructional observations in which effective ratings have indicated positive instructional improvement.
Attendance	Y	64	65	Student attendance within a transfer school is always a challenge as most students who enroll are often previously identified as chronically absent or long term absent which means more than twenty school days within a school year. Efforts have been put forward to establish an advisory system that monitors student attendance and provides supports through early identification of students who have exhibited absentee issues. Staff, administrators and guidance counselors are engaged in providing incentives to



				students who meet attendance targets and goals. A review of the school’s current attendance percentage shows that the average student attendance is currently 65.1, a measure that has already met the target goal of .65. The instability of transfer high school students’ lives makes this indicator too flexible a statistic to assure success by the end of the school year. It is for this reason that attendance remains labeled as status YELLOW with an understanding that evidence suggests effective school supports are in place to assist the students and school in meeting this target.
<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 II – Key Strategies**

<p><b>Key Strategies</b>                      As <i>applicable</i>, identify any key strategies being implemented during the current reporting period that are <i>not described above</i>, but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.</p>			
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).		Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.
1.	<p><b>Rigorous Instruction:</b></p> <p>By June, 2016, as a result of increased student cognitive engagement and student-led classroom discussion, there will be a 5% increase in credit accumulation across all grades as measured by scholarship reports.</p>	G	<p>Assistant Principals (Aps) and teachers are discussing and acting upon school data that has delineated student groups based on grade level, special needs and English as a New Language. Additionally, the school has implemented a monitoring program that memorializes the review and adjustments made to curricula, unit and lesson plans and tracks observations of lessons as to the level of rigorous instruction being implemented within the classroom.</p> <p>Evidence of such work is present in the school with the principal and teacher teams. Teacher Teams and administrator reviews of curricula are complete and have assured alignment to Common Core. There is also evidence of adjustments based on student work and data.</p>



	<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• Create school wide curriculum maps, unit plans and course outline templates will be created during yearlong PD.</li> <li>• Templates will include a section on NYS Standards and CCLS alignment, content specific instruction, literacy instruction and plan for differentiation.</li> <li>• Instruction is customized, inclusive, motivating, and aligned to the Common Core. High Standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</li> </ul>		<p>The school has an Assessment Plan that calls for a broad baseline of assessments that have been designed around high level thinking skills. Assessments are provided to monitor and adjust work to meet the needs of the students.</p> <p>There is a professional development program that is engaging and committed to improving curriculum development practices at the school. This program includes teacher teams and inter-visitations focused on alignment and complexity of tasks to the Common Core, and creating authentic formative and summative assessments. This work has had significant impact on the quality of individualized tutoring and instruction.</p> <p>By focusing on curricular supports to meet the differentiated needs of each student, the school has seen evidence that student scores on practice State exams have improved an average of 5% and in increasing credit accumulation by no less than two additional credits per semester per student. In addition, the impact of this work has improved teacher practice and has informed solid instructional decisions made by teacher teams and administrative personnel. Such decisions observed have included, individual programming changes to accommodate tutorial times, and better use of support strategies in all content area classes. Such practice has changed the way in which instruction has been provided as reflected in the School Comprehensive Educational Plan. There is evidence in the trimester cycle that scholarship reports indicate the school is on track to achieve this goal.</p>
2.	<p><b>Supportive Environment:</b></p> <p>Goals:</p> <p>By June, 2016, as a result of increased CBO programs and supports during and after school, there will be a 2% increase in student attendance.</p>	G	<p>CBO representatives have commented on the effective attendance outreach team and stressed the need for that work to continue and grow. Efforts have been put forward to establish an advisory system that monitors student attendance and provides supports through early identification of students who have exhibited absentee issues. Staff, administrators and guidance counselors are engaged in providing incentives to students who meet attendance targets and goals. A review of the school’s current attendance percentage shows that the average student attendance is currently 65.1, a measure that has already met the target goal of .65.</p>



	<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• Providing on going social emotional support utilizing our Community Based Organization, Child Center of New York, and vendor Sports and Arts in Schools</li> <li>• Ensure effective attendance outreach</li> <li>• The school establishes a classroom and school culture where students feel safe, supported and challenged by their teachers and peers.</li> </ul>		<p>Advocacy counselors recommended implementing mentorship programs for boys in addition to those for the girls, and this is being done. The school’s supportive environment has been improved upon and the restorative justice/advisory program has been embedded within the school. This work exposes students to practices that help foster self-efficacy and self-awareness.</p> <p>This has led to improvement in the environment evidenced by the dramatic decrease in student behavioral referrals to guidance as well as a decrease in student disciplinary referrals reported in OORS; a review of school safety indicators reveal a significant decrease in the level of incidents for the 2015-2016 school year as compared with those recorded from the previous year. A review of the reports of aggressive or dangerous behavior shows a decline from 10 in the 2014-15 school year to 5 during this current school year.</p> <p>In addition, the number of student suspensions has dropped significantly from 18 in 2014-2015, to 5 this school year. This is due largely in part to the change in leadership and the readjustment of school staff so that behavioral support programs such as “restorative justice” could be implemented in an effective way throughout the school.</p>
3.	<p><b>Collaborative Teachers:</b></p> <p><b>Goals:</b></p> <p>By June 2016, as a result of professional development on how to implement cognitively engaging lessons that include higher order questions and student led discussions, the English and Math growth percentile will increase by 1 point.</p> <p><b>Key Strategy:</b></p>	Y	<p>Teachers have commented on the benefits of inquiry in providing individualized attention and supports to meet student needs. Individualized professional development has strengthened this practice by providing each staff member with an array of resources that help them better address student needs. Data tools for looking at student work and uncovering gaps has been utilized by teacher teams to collaboratively explore the instructional lessons of every teacher. 100% of the teachers have embedded questioning and discussion techniques within their lessons and instructional practices. They have worked with students to support the use of and development of this skill area through the implementation of using accountable talk, text dependent questioning techniques, and Socratic seminars.</p> <p>A detailed review of the instructional observations indicates that student to student discussions have become embedded in the instructional lesson.</p>



	<ul style="list-style-type: none"> <li>Teachers meet in department teams and inquiry teams to improve teacher practice and increase student achievement outcomes</li> </ul> <p>Teachers are committed to the success and improvement of their classrooms and school. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</p>		<p>Observations and academic data show that this goal and key strategy has positively impacted student performance on class assignments, course grades and course completion rates. Students have improved their credit accumulation rate by 2.0 academic credits per semester and have shown significant improvement in standardized writing assessments taken in preparation of the upcoming Regents exams in English and social studies. Data reviews suggest that students have improved their writing scores on these practice assessments by one full writing level using a uniform writing rubric of scores from 0 to 6. Student average writing scores from the 2014-2015 school year have indicated an average score of 2 whereas this school year the average has moved to 3. Administrative feedback is provided that is actionable and focused on sustaining effective teacher practices.</p>
3.	<p><b>Effective School Leadership:</b></p> <p><b>Goals:</b></p> <p>By June 2016, as a result of the implementation of school-wide teams that use data to analyze curriculum, pedagogy, school programs and social-emotion supports, there will be a 1% increase in the over-all graduation rate.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>The implementation of school-wide teams that use data to analyze curriculum, pedagogy, school programs and social-emotion supports</li> <li>Principal leads by example and nurtures the professional growth of teachers and staff by developing and delivering the instructional</li> </ul>	Y	<p>Although there has been a clear and focused improvement through the new leadership, this area has been designated as YELLOW, due to the limited time the new leader has been in the school and in this work. The expectation is however, that this goal/key strategy will have the positive effect necessary to bring about significant improvement within this school and thus achieve the benchmark goals for meeting each of the Demonstrable Improvement Indicators.</p> <p>Progress monitoring at the school is being done using each administrator and a team of teachers. This work is done monthly by these teams as well as parents and the School Leadership Team and is being memorialized on reflection sheets that have been prepared for these reviews. The system allows for administrators to review findings and make appropriate adjustments as a collaborative effort involving each group of constituents within the school as evidenced in the SLT minutes and review of the reflection documents in which the School's Comprehensive Educational Plan is discussed, suggested changes noted and adjustments made.</p>



	and social-emotional support that drives student achievement.		
4.	<p><b>Strong Family-Community Ties:</b></p> <p><b>Goals:</b></p> <p>By June 2016, as a result of improved outreach to families and the community, there will be a by a 4% increase in Safety on the NYC School Survey.</p> <p><b>Key Strategy:</b></p> <p>The school leadership will bring resources from the community into the school building by welcoming, encouraging and developing partnerships with families, businesses and community based organizations and will by June 2016, develop a better partnership with the community by bringing in The Child Center Program to deploy a Social Worker who will work with a program that addresses the students’ social-emotional needs.</p>	Y	<p>The school’s goal of having students participate and become active members of a school-wide improvement program has been initiated and implemented. In this plan members of the school staff, students, family members are all part of a committee on school improvement. The committee discusses challenges that the students face and seeks to offer guidance and support to families across the school community. For example when discussing student attendance and ideas to support improvement of attendance, the committee help workshops for family members and the CBO staff on ways to increase your child’s attendance in school by using positive reinforcement strategies. Workshops such as this directly improve attendance and for each student have resulted in an increase in credit accumulation. A review of the administrators, staff and community-based partner staff involved in this effort indicate a well-planned program of support for students. The school has brought in The Child Center CBO who has provided a Social Worker for the students. This program focuses on meeting the needs of students by having a safe place to discuss issues and seek support that addresses the social and emotional needs of the individual. In addition, the beginning of an advisory program allows one adult in the school to really know particular students so that each child receives the message that he or she is important and that their success is the ultimate goal. It is the expectation that this program which provides additional social and emotional supports for students will help positively improve students’ overall focus and approach to learning. This will be indicated in an improved overall student attendance rate, credit accumulation rate and Regents’ Exam pass rates. In addition to improving the instructional focus, these efforts have a direct impact on the learning environment and the safe environment at the school. To date, a review of the school’s violent and disruptive incidents as reported in OORS indicates that the number and levels of incidents in this school has declined from the previous school year. Specifically, reports of aggressive or dangerous</p>



			behavior has declined from 10 in the 2014-15 school year to 5 during this current school year. In addition, the number of student suspensions has dropped significantly from 18 in 2014-2015 to 5 this school year. This change in environment has led to a 2.0 increase in additional credits per semester earned by students, and an increase in student attendance of almost 2.0 percent.
5.	<b>Extended Time:</b> Through the use of the additional 200 hours of extended learning time the school will provide additional courses, tutoring and instructional time to address student needs, progress toward completion of academic requirements and pass rates on State Exams.	Y	A review of the school’s implementation regarding the 200 hours of extended learning time reveals that the plan has been put into place and established. Using after school time and Summer to provide students with credit bearing classes, Regents reviews and additional tutoring the school will meet this indicator’s target. This is evident in a supervisory review of the program and administrative reviews of the additional time on areas such as credit accumulation and scores on practice State exams. Such a review has indicated that students are completing course credit on average of 2.0 additional credits per semester per credit accumulation category based on credits earned upon entry. This has improved the overall progress of students toward graduation. In addition, scores on practice exams in English and math have indicated that the extended time and tutoring have shown an increase in passing rates of five to ten percent on each practice test for English and Algebra.
<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 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> <p><b>Rigorous Instruction:</b>                      It is recommended that the school adopt the following instructional focus for the 2015-2016 school year:                      Students will be able to effectively use evidence to support their thinking in writing, discussion, and problem solving</p> <p><b>Supportive Environment:</b>                      It is recommended that the Department of Education provides funding for a community- based partner in order to provide our students with opportunities for paid internships, mentors, post-secondary planning, and social-emotional growth.</p> <p><b>Collaborative Teachers:</b>                      It is recommended that teachers engage in the following professional learning activities:                      Differentiated professional development:                      In order to improve their ability to implement the Common Core instructional shifts and support the school-wide instruction</p> <p><b>Effective School Leadership:</b>                      It is recommended that school leadership continue to cultivate relationships with the community to support the mission of the school.                      It is recommended that school leadership develop and implement an evidence-based system</p> <p><b>Strong Family-Community Ties:</b>                      It is recommended that the school implement an advisory program in order to support students in acquiring the skills and habits needed for post- secondary success, foster high expectations, improve communication, and strengthen Academic Intervention Services                      It is recommended that the Department of Education provides funding for a school social worker to provide social-emotional support to our students and their families.</p> <p><b>Expanded Learning Time Activities:</b></p>



It is recommended that the Department of Education provides funding for an Expanded Learning Time program that will include Tutoring, credit-bearing classes, social-emotional counseling, post-secondary planning, and enrichment.

The school, superintendent, staff, teachers, students and families have been engaged in a process of meetings that have discussed the current state of the school and have monitored and reported progress in each of the recommended areas stated below. These meetings occur within the school weekly and with families on a monthly basis. The School Leadership Team as well as the school administrative staff are working well together to monitor progress, make additional recommendations and reach out to appropriate offices within the district to address concerns and request additional resources. It is the expectation of these teams and meetings that the recommendations and implementation of these suggested supports will improve the overall performance of students on student safety, student attendance, student pass rates for courses and State exams and overall student graduation rates. A current review of that progress data suggests these improvements have already begun, as indicated in the two credit per student average of course completion, a two and one half percent improvement in student attendance and a decrease in student behavioral suspensions from 31 in 2014-15 to 7 this school year and a 35% decrease in incidents of dangerous/aggressive behavior.

It must be noted that each of the Superintendent approved CET Recommendations has been addressed, but with some barriers specific to the Learning To Work programs.

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](mailto:receivership@schools.nyc.gov) email address, or by mail. The CET met to review the public input and finalize school improvement plan recommendations, which were submitted to the Superintendent, acting on behalf of the Chancellor as Receiver, for review. Upon Superintendent determination of which CET recommendations would be incorporated, the improvement plan was revised and resubmitted.

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



<b>Powers of the Receiver</b>			
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.</p> <p>The District made the decision to change administrative leadership at the school which has led to shift in the approach towards student academic and social and emotional learning.</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 <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 IV – Best Practices(Optional)**

<b>Best Practices</b>		
The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.		
List the best practice currently being implemented in the school.		Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	Collaborative Teacher Teams / Use of Inquiry	Teacher teams have used inquiry to practice a consultation program in which the school reviews current documents such as curriculum and or unit plans. This review includes teacher inter- visitations of classes and results in memorialized documents known as reflection sheets from which administrative adjustments are made. Improvement is therefore evident in the Common Core alignment and rigor of lessons, plans and curricula.

**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): \_\_\_\_\_ Paul Rotondo, Superintendent \_\_\_\_\_

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

Date: \_\_\_\_\_ February 2016 \_\_\_\_\_