



DRAFT

Receivership Quarterly Report

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

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
12X217: School of Performing Arts	321200010217	NYC GEOG DIST #12 - BRONX	Yellow	SIF 3
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	Maiysha Etienne, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Rafaela Espinal Pacheco, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	6, 7, 8	312

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 School of Performing Arts (I.S. 217) 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.

I.S. 217 is currently implementing all key strategies and consistently enacting the Receivership Requirements in order to drive school improvement efforts. Through continuous progress monitoring, school leaders, under the direct guidance of the Superintendent, use data to make adjustments where needed. I.S. 217 has made progress in increasing attendance, decreasing discipline code infractions, and suspensions, and meeting benchmark targets on math interim assessments and reading comprehension benchmark assessments. Additionally, the school has fully implemented the Community Schools Model and an Expanded Learning Time (ELT) program for all students. While both teacher and principal practice have improved, on-going professional development and coaching is being provided to accelerate growth and ensure that all instructional best practices are implemented with fidelity. This guarantees that I.S. 217's curriculum is engaging and appropriately challenging for all students.

I.S. 217 uses its New York State-issued School Innovation Fund grant to pay for three key partner organizations who help the school improve academically. These partner organizations are known as a partner consortia, and they work together to make critical decisions with the principal to turn around the



school. For example, Educators for Social Responsibility reaches out to the school community and conducts surveys to determine areas of greatest need. The result of their work has been an improvement in the school's climate. Now the school has fewer suspensions than ever before and higher scores on its Learning Environment Survey. The Leadership Program mentors students who traditionally have had low grades and poor attendance. Thirty students worked with this organization and all have benefitted from increased attendance and improved academic focus. The school's third partner that makes up the partner consortium is Creative Connections, who was chosen primarily for its business development services. Parents have requested this partner because they seek opportunities within the neighborhood for students to learn and grow and succeed. Visits to neighborhood industries help to provide students with job-training and pride for their neighborhood.

Since September, the school has hired a full time Community Schools Coordinator who works closely with other partner organizations such as the Montifiore Health Clinic, which provides resources for both students and parents. These services include access to health, dental and mental health services. Continuing its work from last year, a vendor named Sports and Arts Foundation designs and teaches enrichment programs from 2:40 to 6pm, Monday through Thursday, as part of the school's Expanded Learning Time (ELT) offerings.

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



Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators				
Please list the school’s Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
3-8 ELA Growth Percentile	Yellow	48.6	49.6	<p>I.S. 217 measures ELA growth through interim assessments aligned to key CCLS ELA standards. These assessments are administered every 6-8 weeks and results are carefully analyzed. Further, these assessments were created based on last year’s New York State ELA exam. The most recent assessments were provided in early December and indicate that interim targets fell short. On average, the percentage of test items answered correctly decreased 6% when compared to the percentage of test items answered correctly on the 2014-2015 ELA State exam. We attribute this decline to inconsistencies with teacher quality and poor lesson planning.</p> <p>The school also administers the DRP Reading Assessment three times per year and the preliminary data available from the January administration indicates that on average, students grew 3 points since the October administration. This is the equivalent of an increase of one grade level. The goal by the end of the year is for all students to grow 2 grade levels and therefore we are on target to meet the goal.</p> <p>In order to increase student performance, teachers are participating in continuous professional development on the use of formative assessments, intervention</p>



				strategies and data analysis to plan targeted instruction. In addition, teachers are being provided with side by side coaching by content area specialists.
3-8 Math Growth Percentile	Yellow	43.4	44.4	I.S. 217 provides interim assessments aligned to key CCLS Math standards every 6-8 weeks and carefully analyzes results. Similar to ELA, math benchmark assessments were created based on last year's New York State Math exam and the percentage of correct responses necessary to meet Receivership targets. Most recent assessments were provided in early December and targets for the percentage of correct responses were met. On average, students increased their percentage of correct responses by 7% when compared to the percentage of correct responses on the 2014-2015 Math State exam. This is consistent with the belief that I.S. 217's students will meet the required growth percentile in the upper middle grades.
3-8 Math Percent Level 2 & Above	Yellow	32%	33%	Teachers at I.S. 217 emphasize instructional shifts in math with particular emphasis on fluency and coherence. In this manner, each new mathematical standard taught is an extension of previous learning. Even though student passing rates across grades 6, 7, and 8 in math have declined moderately over the first two marking periods, the school has seen avid interest in mathematics as students are eagerly preparing for Pie Day on March 14 th , where there will be mathematical competitions across all classrooms to gauge expected levels of speed and accuracy. Therefore, a 3.7% decrease in 6 th grade math passing rates is no cause for alarm, since the math passing rate also declined at the same point last year before rebounding in the final marking period. 7 th grade



				<p>experienced a 4.6% decline that came as a result of an 82.4% passing rate which was adjusted to 77.8% several months later.</p> <p>After 8th grade course passing rates declined, SIF-funded vendor, Creative Connections, provided professional development to the staff to uncover more engaging ways of teaching mathematics through the use of real-world applications. It should be noted that last year SIG-funded Metamorphosis embedded the school with instrumental math strategies that are still being utilized. These strategies included emphasis on “depth” not “breadth,” where deep content knowledge is explored during professional development sessions such as Chancellor’s Conference Day, which took place on February 1, 2015. This is why the school’s moderate downward trends in math are indicative of raising the bar and challenging students, while simultaneously providing ELT programs that serve to reinforce math concepts both during school, after school, and on Saturdays. While I.S. 217 categorized its math percent growth at level 2 or above as yellow, the next cycle of assessments will likely yield a more positive turn as students respond to heightened expectations.</p>
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	19%	20%	<p>8th grade students are deeply immersed in preparation for State science assessments and the rigor that comes with advancing to the next level: high school. Even though the science curriculum presents difficulties for many students, 8th graders have responded exceptionally well to their teacher’s demands. While only 41.4% of 8th graders were passing their science courses during the first marking period, 68.8%, passed</p>



				<p>during the second marking period, an increase of 27.4%.</p> <p>We attribute this sharp gain to our ELT program and our Saturday enrichment program. Above all else, we are grateful that our guidance counselors recognized the warning signs among our students taking 8th grade science courses and provided them with tiered interventions. These interventions were comprised mostly of ELT tutorial classes.</p> <p>Science report card grades and scores on benchmark assessments now show increases when compared to scores from previous years. Moreover, a new cohort of 8th grade students are taking an advanced science course during the Expanded Learning Time and have increased their scores substantially on standardized science practice exams.</p>
Make Priority School Progress	Yellow	N/A	Meet progress criteria	<p>At the school level, improving teachers' instructional practice is the key leverage for accelerating and improving student achievement. In order to make priority school progress our teacher practice must improve and the I.S. 217 has set a goal of improving teacher Advance Evaluation Rating Composite scores by at least 15% in Danielson Domain 3: Instruction. To date teachers have in categories 3b: Questioning and Discussion; 3c: Student Engagement and 3d: Using Assessment in Instruction. Ultimately, these elevated component ratings will result in an increase in students producing meaningful work products and showing growth on the ELA and math State exams.</p>
School Survey - Safety	Green	1.00	1.04	From November to January, the percentage of Level 1-



				<p>5 Discipline Code Infractions leading to suspensions has decreased by 22% from the previous year over the same time span. In 2014-2015, I.S. 217 had 37 suspensions during this period, whereas now the school has 29. In order to further decrease these numbers the school is continuing to work with their CBO partners, Response to Intervention (RTI) team, attendance/student Success team to carefully analyze student behavioral and academic data to match students with appropriate enrichment and intervention services.</p> <p>Engaging Schools, which is the SIF grant lead partner, continues to collaborate with the school to ensure that an effective systems and structure of student support are in place to meet the academic and social/emotional needs of all students. They have also helped the school refine the school-wide discipline and support plan and align interventions and consequences to the school’s vision and core values.</p>
--	--	--	--	---

DRAFT



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: Effective School Leadership	Yellow	2.32	2.36	<p>School Leadership Practices are assessed and analyzed on a regular basis utilizing the Principal’s Evaluation Rubric as per Educational Law 3012-c (Quality Review Rubric). In addition, teacher performance data (both qualitative and quantitative) and student achievement data is analyzed to assess the impact of the leader’s decisions and practices. Last year, relevant to student data on both state and local measures, Principal Etienne was rated ‘Effective’.</p> <p>District personnel, including the superintendent, principal leadership facilitator, and the director of School Renewal provide guidance and feedback and next steps on Measures of Leadership Practice (MoTP). As a result of the school leader’s self-assessment and action planning, district level guidance key and leadership practices have been refined. The school leader has drastically increased the frequency of instructional walkthroughs and teacher observations. All teachers’ classrooms are visited on a daily basis to assess the implementation of the required CCLS aligned curriculum, level of effective instructional best practices, and student engagement. Based on the data gathered the school instructional administrative team provides targeted feedback and professional development support to improve teacher practice.</p>



Framework: Rigorous Instruction	Yellow	2.04	2.08	The school administrative team and teacher leaders analyze multiple sources of student and teacher data on a weekly basis in order to assess the impact of instructional decisions and classroom practice. Based on the school’s analysis, the instructional best practices are not yet being implemented with fidelity in each classroom. The root causes are analyzed on an individual basis and appropriate support is provided to help teachers improve practice. In addition, school leaders and teachers with the support of content area specialist carefully review curriculum maps and make adjustments ensure that a viable and appropriately challenging curricula is in place. This process is on-going. In order to ensure that students are presented with appropriately challenging and engaging CCLS- aligned instruction and feedback to help propel them forward, Engaging Schools has begun cycles of professional development focusing on unit planning and formative assessments. d
Implement Community School Model	Green	N/A	Implement	The school has entered into a new partnership with Leake & Watts to fully implement the Community School’s Model and provide students and families with mental health, enrichment and educational services. The Leake & Watts Community School Director is an integral part of the leadership cabinet and coordinates with a variety of CBOs to provide services to students and families. The Montifiore Health Clinic continues to provide resources for both students and parents. These services include access to health, dental and mental health services.
Performance Index on State	Yellow	50	52	Course passing rates over the first two marking periods in



<p>ELA Exam</p>				<p>ELA are indicative of expected performance on the State ELA exam. All ELA classes provide assessments aligned to key CCLS ELA standards every 6-8 weeks that emulate the New York State ELA exam. The 6th grade ELA course passing rates remain above 90% setting a historical new trend. In the 7th grade, course passing rates improved over the first two marking periods by 3%, moving from 75% to 78% total passing. In the 8th grade course passing rates in ELA remained steady at 82%.</p> <p>Overall, ELA results outshine all other subject areas. Nevertheless, in order to increase student performance, teachers are participating in continuous professional development on the use of formative assessments, intervention strategies and data analysis. Many of these PD sessions are led by the school’s SIF partner, while others are led by the Office of School Renewal.</p>		
<p>Provide 200 Hours of Extended Learning Time</p>	<p>Green</p>	<p>N/A</p>	<p>Implement</p>	<p>All students are receiving 5 hours of additional academic instruction during the school’s Extended Learning Time Program. During this time, students receive instruction on academic vocabulary, reading, and foundational math. In addition, some students are enrolled in advanced level courses such as specialized high school prep and advance science. In addition, all students are invited to attend a 10 week Saturday Academic Enrichment Program which began in January.</p> <p>Several of the courses offered during ELT include Word Gen, an ELA preparatory course, and math offered Tuesday through Friday from 2:25pm to 3:40pm.</p>		
<p>Green</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 <u>with impact</u>.</p>		<p>Yellow</p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p>	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



DRAFT



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: By June 2016, using data driven protocols, all teacher teams will work together to develop coherent rigorous CCLS aligned units and tasks that meet the needs of all students that will result in an increase of at least a 15% improvement on each students' New York State ELA Exam composite score. Additional Benchmarks At least 12% of students attaining a level 3 or 4 on the New York State ELA Exam and 8% Math Exams as recommended by the SIF Grant Year 2. At least a 15% improvement on students New York State Math Exam Score. Key Strategy: <ul style="list-style-type: none"> Teachers will receive professional development on data driven instruction, specifically how to analyze student data, build an evidence based practice, build literacy, and support literacy. Renewal School Priority Areas:	Yellow	<p>All teachers are part of Content Area Teams that meet for 90 minutes each week to engage in data-driven protocols to create and assess CCLS aligned tasks, review student assessment data, and analyze student work products. School administrators attend and co-facilitate all team meetings and provide guidance, support and resources as an additional form of Professional Development. Since the school administration carefully monitors the effectiveness and impact of the teacher team work both during team meetings and during instructional walk-throughs, adjustments have been made to increase teacher's ability to consistently implement CCLS aligned tasks that meet the needs of all students.</p> <p>The school was selected to participate in the i3 Literacy Design Grant Program, social studies and science teachers are receiving weekly professional development on how to create CCLS-aligned content area reading and writing tasks and units in order to consistently build student literacy skills.</p> <p>Measures of Teacher Practice (MOTP) data aligned to Assistant Principal Performance Review (APPR) scores indicate that teachers need additional professional development on creating CCLS-aligned units and therefore the school administration and lead SIF Grant partner, Engaging Schools, are providing all teachers with a 5-week cycle of professional development on unit planning. During this time, teachers receive training and coaching as they collaboratively create CCLS-aligned unit plans that</p>



	<p>Classroom Implementation of Curricula/Writing Strategies Comprehensive Academic Assessment Plan Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students Professional Development: Academics</p>		<p>provide multiple entry points and scaffolds to meet the needs of all students.</p> <p>Based on the consistent progress monitoring and adjustments the goal will likely be met.</p>
2.	<p>Supportive Environment Goals: By June 2016, the school community, in collaboration with CBO partners, will refine and consistently implement a school wide guided discipline and student support system that will result in a 25% decrease in IDVR Weighted Incidents and improved academic outcomes.</p> <p>Additional Renewal Benchmarks A 4% increase in attendance.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Strengthen a comprehensive system of student support and ensure that all staff members and partners are knowledgeable of goals, procedures and protocols relevant to the system. 	Yellow	<p>Currently, attendance has increased by 2%. Although, overall discipline code infractions and suspensions have decreased this school year, State esignated incidents have not shown a significant decrease when compared to last year. The school has implemented a peer mediation program, advisory program, student success mentoring program and enrichment program to increase attendance and support student social and emotional growth.</p> <p>Based on the data above and academic data the Instructional Leadership Team, lead CBO partner Leake & Watts and SIF Grant partners have developed additional supports to reach more students. Through the SIF Grant, Creative Connections provides 30-40 at risk students with coaching around attendance, academics and conflict resolution 3 times per week. In addition, on a bi-weekly basis, the school utilizes the New Visions Data Sorter Tool to assess the impact of the various interventions on student attendance, academics, and behavior. Finally, Engaging Schools and Leake & Watts Social Workers continue to strengthen the school's comprehensive student support system through weekly school professional development and consultation visits and weekly progress monitoring conference calls.</p> <p>Based on the consistent progress monitoring and adjustments the goal will likely be met.</p>
3.	<p>Collaborative Teachers Goals: By June 2016, school leadership and instructional</p>	Yellow	<p>Domain 3—3a: Communicating with Students, 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction—are prioritized components that teachers are</p>



	<p>cabinet will strengthen the work of the Professional Learning Teams (PLTs) by utilizing student and teacher data in order to improve teachers’ capacity to consistently use formative assessment data to flexibly group students for targeted instruction and to provide frequent and meaningful feedback to students that will result in all teachers improving their Advance Domain 3 (Instruction) scores by at least 15%.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> All instructional staff will receive professional development and job-embedded training on how to adapt and modify curriculum, unit plans and lesson plans to engage and meet the needs of all students. <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry</p>		<p>being trained on and making demonstrable improvement in. That is why the school is on target to meet the measurement identified in this goal. All teachers participated in a 5-week cycle of professional development on formative assessment and continue to receive frequent targeted feedback on how to strengthen practice. Based on the data school leaders have increased the frequency of instructional walkthroughs and observations in order to accelerate teacher improvement. In addition, school instructional leaders utilize protocols to coach teachers during content area team meetings and grade level team meetings on how to analyze formative assessment data and find resources/strategies to meet the needs of all students.</p> <p>Based on recent trends observed in classroom walkthroughs and observations teacher practice is improving and this goal will likely be met.</p>
4.	<p>Effective School Leadership</p> <p>Goals: By June 2016, the school leader will design and implement an effective communication and monitoring system so that all teachers are knowledgeable regarding school-wide instructional expectations, school-goals, individual professional goals, and progress towards goals that will result in all teachers improving at least 15% in their Advance Domain 3 (Instruction) scores when compared to their 2014-2015 scores.</p>	Yellow	<p>School leaders assess and analyze the impact of instructional and leadership practices and on teacher improvement and student outcomes on a weekly basement. This provides the foundation for a dynamic and evolving monitoring and support system. In addition, School Leaders have received coaching on how to provide more effective actionable high leverage feedback to teachers in order to accelerate teacher development.</p> <p>School leaders strategically plan daily schedule to maximize and prioritize instructional support and supervision tasks utilizing the SAM Innovation Model and electronic calendar. The model is also used to analyze the impact of observations, walkthroughs and professional development on</p>



	<p>Key Strategy:</p> <ul style="list-style-type: none"> School Principal will work collaboratively with SLT, Instructional Team and key partners to assess progress towards school-wide goals, and interim assessment benchmark targets. <p>Renewal School Priority Areas: Leadership Coaching</p>		<p>each individual teacher and to schedule necessary follow-up. School leader meets with SLT members and instructional team on a weekly basis and assesses progress towards goals in order to make adjustments.</p>		
5.	<p>Strong Family-Community Ties</p> <p>Goals: By June 2016, the school community will develop a plan for increasing and sustaining quality partnerships with families and providing more guidance on how parents can support their child’s learning which will result in at least 100 parents actively engaging in at least 3 school workshops regarding instruction and/or student social emotional growth.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Work with the Community School director to ensure full transition to a community school. 	Yellow	<p>A robust plan for increased family engagement has been developed in collaboration with lead Community School CBO Leake & Watts. The school participates in the pilot Academic Parent Teacher Team Project with all 7th grade parents. Through this initiative, teachers hold workshops with parents to share specific academic data for a cohort of students, familiarize families with grade level CCLS standards, and provide concrete tools and practice for support their child’s learning at home. In addition parents are provided with workshops on communication and student social and emotional development and getting ready for high school. Finally, parents are supported in improving their own skills through ESL courses and computer courses.</p>		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET) Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.	
Status (R/Y/G)	Analysis / Report Out
Yellow	<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>The Community Engagement Team meets on a bi-weekly basis to discuss the progress made towards the RSCEP goals/action plans, Superintendent-Approved CET Recommendations, and Renewal Benchmarks. The primary outcomes of the meetings thus far have been the refinement of action plans to engage students academically, and refinement the School-Wide Discipline and Student Support system. Student members of the team have identified key areas of school improvement and provided an additional lens for analyzing the root causes of the school-wide areas for improvement. Moving forward, a sub-committee will be formed to establish the School Community Advisory Committee.</p> <p>At this time, the CET has reviewed the following Superintendent-Approved CET Recommendations:</p> <ul style="list-style-type: none"> • Engage Instructional Cabinet • Implement Response to Intervention (RTI) • Train student success team and teacher teams in data driven protocols to identify barriers to students success • Analyze early risk indicators • Identify at risk students on a regular basis • Plan interventions and implement them. • Engage school community in the continual rebranding of school community aligned to school mission, vision and core values • Provide parent workshops • Establish a school-community advisorycommittee that consist of community businesses, parents, teachers and school administration to support student achievement and famiy needs <p>While all of these recommendations have not been fully integrated, the CET will continue to monitor the implementation of all recommendations in the months ahead.</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.

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
----------------	-----------------------

Green	Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers– United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver.
-------	---

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
--------------	--	---------------	---	------------	---



DRAFT



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.	

DRAFT



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, Rafaela Espinal Pacheco

Signature of Receiver: _____

Date: February, 2016

DRAFT