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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
17K489: W.E.B. Dubois Academic High School	331700011489	NYC GEOG DIST #17 - BROOKLYN	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	Catherine Hartnett, Principal	Lashawn Robinson, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	110

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 W.E.B. DuBois Academic 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.

W.E.B. DuBois Academic 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 year; however, it has embarked on an improvement plan discussed in detail within the School's Comprehensive Educational Plan. The school is currently working to address all focus areas in need of improvement and as of January, 2015 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 but clearly indicates that W.E.B. DuBois Academic 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.

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
Credit Accumulation Rate for students with 0.00-11.00 Credits	Y	2.92	3.02	An analysis of the school’s credit accumulation data for this quarter indicates that this group of students has currently achieved an average of 2.5 credits which is on target for meeting the school year’s goal of at least 3.02.
Credit Accumulation Rate for students with 11.01-22.00 Credits	Y	3.03	3.13	An analysis of the school’s credit accumulation data for this quarter indicates that this group of students has currently achieved an average of 2.4 credits which is on target for meeting the school year’s goal of at least 3.13.
Credit Accumulation Rate for students with 22.01-33.00 Credits	Y	8.09	8.19	While conducting a data analysis of this targeted group over the past five year period, it was evident that the student group used to calculate this baseline data came from the school year 2013, which was a statistical outlying year and as such these students accumulated credits larger than the typical or average credits accumulated for this group over that five year analysis period. Having said that, it is possible that the school may not meet this target having attained a quarterly review average of 2.8 credits thus far. Additionally, it should be noted that although lower, it is relatively on par with the average pace of student credit earned for the other two credit accumulation indicators.
School Survey - Safety	Y	1.48	1.52	A use of the school learning environment survey to provide baseline and target data regarding safety at



				<p>W.E.B. DuBois provides data as a summative assessment and therefore monitoring of progress toward meeting this indicator is a challenge. Additionally because this school is a Transfer High School and the student register is often changing throughout the school year surveys are often unavailable to all students in the school and or often miss those students who have graduated within the school year prior to administration of the survey. In order to get evidence to support a fair monitoring of this indicator, a review of the school’s Incident Reports was conducted in which behavioral incidents and other safety related occurrences are mandated to be reported. Such a review indicates that the level of incidents in this school has declined from that of the previous school year. Specifically, reports of aggressive or dangerous behavior have declined from 45% in 2014-15 school year to the current rate of 10%. In addition, the number of student suspensions has dropped significantly from 31 in 2014-2015 to 7 this school year. This is due largely in part to the quality of leadership, the institution of a restorative justice program and a comprehensive advisory program instituted within the school.</p>
Transfer School Graduation Rate	Y	0.377	0.387	<p>A comprehensive review of the graduation cohort of students has revealed that eight students remain and they are progressing toward meeting graduation requirements. Of the eight students, one may graduate in August, 2016 which will not count toward making this indicator. If all seven remaining students then graduate this June, 2016, the school will have met the indicator and attained a graduation rate of 39.6%. This indicator is YELLOW because of the “at-risk” nature of our transfer students and the small</p>



				<p>number of students remaining in the targeted cohort group. But it is important to know that the school has employed a series of school level supports that are being provided to the students to support their graduation target dates. These supports include an administrative team that monitors and tracks students' programs, grades and academic progress as well as a guidance and 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.</p>
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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
English Regents DOE Growth Percentile	Y	58	59	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 have become the work of both administrative teams and teacher development teams. Curriculum included from numerous resources from the NYC Core Curriculum and the HMH Collections have 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. It must be noted, at this time, the January exams have not been given and thus it is my expectation that this target will be achieved but for now the status is YELLOW.
Framework: Effective School Leadership	G	2.48	2.52	An analysis of the school’s recent supervisory visits and recent Principal Performance Observation visit has indicated that the school will meet the target for this indicator. The school’s leadership has established a clear set of goals and has communicated high expectations for



				the students and staff. The school’s 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.
Framework: Rigorous Instruction	G	2.84	2.88	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.
Math Regent DOE Growth Percentile	Y	57	58	An analysis of the students scheduled to take the Math 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 and have recorded a 50% pass rate on practice exams for students identified as taking the upcoming Regents in January. 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. However, at this time the January exams have not been given and thus it is my expectation that this target will be achieved but for now, the status is YELLOW.
Provide 200 Hours of		N/A	Implement	A review of the school’s implementation regarding the



Extended Learning Time	G			<p>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 2.2 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.</p>
Student Attendance	Y	63%	0.64	<p>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. Although a review of the school’s current attendance percentage is 65.5, a statistic that already has met the target goal of .64, the stability 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.</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 <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.
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Part II – Key Strategies

Key Strategies As applicable, identify any key strategies being implemented during the current reporting period that are <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, 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. Key Strategy: <ul style="list-style-type: none"> • Teachers and administrators will meet to develop focused professional development plan based on student needs. • Teachers will engage in Common Planning Time 2x weekly in order to develop and refine curriculum. • Teachers will be trained in how to develop cognitively engaging lessons that employ higher level questions and how to plan for student-led discussions. • Teachers will use Collaborative time to share best planning practices specific to our population of Ells, students with disabilities, overage/under credited and other subgroups 	Y	Common Core Aligned Curriculum Teacher Teams and Administrator Reviews of Curricula ensure alignment and adjustments based on student work and data. The school has a Comprehensive Assessment Plan that calls for a broad baseline of assessments that have been designed around high level thinking skills. Assessments that are provided to monitor and adjust work to meet the needs of the students. In addition, there is a professional development program that is engaging and committed to improving instructional practices at the school. This program includes teacher teams and inter-visitations focused on alignment and complexity of tasks, formative and summative assessments. By doing so, this work has significant impact on the quality of individualized tutoring and instruction. By focusing supports that meet the differentiated needs of each student, the school has seen evidence that student scores on practice State exams have improved on average of five percent and in completion of academic credit by increasing credit accumulation to 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 and as such is recorded



			within the School’s Comprehensive Educational Plan. Although the semester has not completed, there is evidence in the trimester cycle that scholarship reports indicate the school is on track to achieve this goal.
2.	<p>Supportive Environment Goals: By June 2016, advisory programs and practices will be embedded in the school and 75% of students will be attached to a student advisor to assist and support students thus improving the school learning environment by decreasing the number of student suspensions and incidents of aggressive/dangerous behavior by 5%.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Advisory programs will be established within the school to assist students in better monitoring and tracking of their high school performance and programming. This will focus on workshops for students to address social and emotional needs. Resources to support this program will be sought out and infused in a professional development program to support staff in their efforts to assist students. 	Y	<p>The school’s supportive environment has been improved upon and the advisory program has been embedded within the school. A change has been made to this goal to better reflect the work that is being done to support student social and emotional needs. This work exposes students to the practices that help foster self-efficacy and self-awareness. This practice has shown improvement in the environment that supports the dramatic decrease in student behavioral referrals to guidance as well as student disciplinary referrals reported in incidents and suspensions. Statistics supporting this evidence include a review of school safety indicators that reveal a significant decrease in the level of incidents for the 2015-2016 school year as compared with those recorded from the previous year. Specifically, reports of aggressive or dangerous behavior have declined from 18 in 2014-15 school year to the current number 5. In addition, the number of student suspensions has dropped significantly from 13 in 2014-2015 to 5 this school year. This is due largely in part to the quality of leadership, the institution of a restorative justice program and a comprehensive advisory program instituted within the school.</p>
3.	<p>Collaborative Teachers Goals: By June 2016, 100% of teachers will embed questioning and discussion techniques so that students demonstrate the ability to formulate their own questions, challenge one another’s thinking, and ensure all voices are heard as evidenced by ratings of effective or higher in component 3b: Using Questioning and Discussion Techniques of Danielson’s Framework</p>	Y	<p>100 percent 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 review of the instructional observations indicates that this work is being done and student to student discussions have become embedded in the instructional lesson. Administrative feedback is provided that is</p>



	<p>for Teaching.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Administrators will conduct a minimum of two observations of each teacher per term and provide teachers with actionable feedback in order to support teachers in improving their questioning and discussion facilitation skills. 		<p>actionable and focused on effective development of such lessons. In observations and supervisory reviews it has been noted 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 2.2 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.</p>
4.	<p>Effective School Leadership</p> <p>Goals: By June 2016, all school-wide practices identified in the SCEP will be evaluated and improved through the use of a fully functioning evidence-based system.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Progress monitoring of SCEP goals and action plans will be conducted each month at the School Leadership Team Meeting in order to engage parents as partners for school improvement. 	Y	<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 (SLT) 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>
5.	<p>Strong Family-Community Ties</p> <p>Goals: By June 2016, 100% of students will participate in an advisory program in order to foster high expectations, improve communication, and strengthen family and community ties.</p>	Y	<p>The school's goal of having students participate and become active members of a school-wide advisory program has been initiated and implemented. A review of the administrators, staff and community based partner staff involved in this effort evidence a well thought out and planned program of support for students. This advisory program focuses on meeting the needs of students to have a safe place to discuss issues</p>



	<p>Key Strategy:</p> <ul style="list-style-type: none"> All students will participate in an advisory program. 		<p>and seek support that addresses the social and emotional needs of the individual. In addition this 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. A review of this current data suggests that these improvements have already begun, with an increase in average student credit accumulation of two additional credits per semester, and an increase in student attendance of 2.5 percent to date.</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>

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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: 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 is 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.</p> <p><u>Rigorous Instruction:</u> 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><u>Supportive Environment:</u> 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 cou It is recommended that teachers engage in the following professional learning activities:</p> <p><u>Differentiated professional development:</u> In order to improve their ability to implement the Common Core instructional shifts and support the school-wide instruction</p> <p><u>Effective School Leadership:</u> It is recommended that school leadership continue to cultivate relationships with the community to support the mission of the school.</p>



It is recommended that school leadership develop and implement an evidence-based system

Strong Family-Community Ties:

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.

Expanded Learning Time Activities:

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.

It must be noted that each of the Superintendent approved CET Recommendations has been met with the exception of those recommendations requesting additional support programs and or staff provided by the Department of Education. Specifically this relates to the suggested provision of a community based partner provided to the school by the Department of Education so that it may provide support services and or college and career preparation for students. In addition this finding also includes a recommendation for funding to support a school Social Worker to help meet the extraordinary needs of the student body.

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

<p>Best Practices</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.	Collaborative Teacher Teams and 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.
2.	Mindfulness Program	Implementing a program within the school and its curricula that teaches both students and staff the skills necessary to practice self-awareness and “being truly present in the moment.” It is research that finds children who participated in the mindfulness program report fewer depressive symptoms, lower stress and greater wellbeing than the young people who have not participated. This has strongly impacted on the safe environment of the school and positively impacted the learning environment.



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, Paul Rotondo

Signature of Receiver: _____

Date: _____ February 2016 _____

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