



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
14K322: Foundations Academy	331400011322	NYC GEOG DIST #14 - BROOKLYN	Y	SIG Cohort 6
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Neil Monheit, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcott, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	67

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 Foundations Academy 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.

Foundations Academy is a small high school in the Bedford Stuyvesant area of Brooklyn. With student enrollment currently at 63 from grade 9 through grade 12, the school population is comprised of 64% Black, 31% Hispanic, 1% White, and 2% Asian students. The student body includes 7% English language learners and 11% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2014 - 2015 was 77%. The attendance rate YTD is 68.2%, which we largely attribute to the announcement of the closure of our school.

Foundations Academy is a small comprehensive high school with a focus on the humanities and writing. We are dedicated to a personalized high school experience, supported by a warm supportive staff. The school believes that students learn best when engaging in productive struggle and producing work they can be proud of. We are committed to meeting the needs of all students academically, socially and emotionally.

As part of the NYC DOE's Renewal program, Foundations Academy has been transitioning to a Community School, with Grand Street Settlement as the formal CBO in the process. Their support has allowed the school to initiate tutoring services for individual students and provide counseling services for non-mandated students. The CBO has also completed home visits, enabling Foundations Academy to improve school-family partnerships. Engagement of and



with the community has been improved through phone calls and monthly family activities. This past month close to 25% of families attended a family awards ceremony. Close to 20% completed surveys and the results revealed high levels of parent satisfaction with the school (see below, strong family-community ties)

The key strategies that Foundations Academy has implemented under Renewal and Receivership have been:

- extended learning time (ELT)
- engaging the community and strategic planning of academic interventions to meet the needs of our students
- implementation of writing strategies
- building teacher capacity through inquiry
- developing teacher leadership

This has resulted in students engaged in courses that meet their needs, and extended opportunities for Regents prep and credit accumulation. Teacher leaders and inquiry team members report anecdotally that they are experiencing improvements in student performance resulting from their inquiry initiative. The writing strategies have enabled 23% of 3rd year students that participate in standard assessment to pass the common core ELA Regents in January of their 3rd year.

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-sit



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
4-Year Graduation Rate	G	23%	24%	<p>It is currently anticipated that 11 graduates from a cohort of 27 will graduate, representing an anticipated graduation rate of 41%. This assumption is based on the fact that our data shows 11 are currently “on track” to graduate. The New Visions online tracker demonstrates that participation in PM school learning may yield additional graduates. 1 student is alternate assessment.</p> <p>This rate is almost a 20% improvement over Renewal and Receivership goals, which is attributed to:</p> <ul style="list-style-type: none"> • Job-embedded professional development from school administrators and Renewal coaches on areas such as planning, instructional strategies, questioning and discussion, use of data • Job-embedded coaching from Renewal coaches • Academic Intervention Services (AIS) • Renewal Hour and ELT classes such as photography and culinary arts • Regents prep • Student mentoring from our CBO, Grand Street Settlement
5-Year Graduation Rate	Y	48%	49%	<p>Three additional students have graduated this January, leading to 15 out of a cohort of 35 who will graduate in 5 years, resulting in a current 5th year graduation</p>



				<p>rate of 42.9%. This is below the school’s Receivership target and is attributed to a large proportion of students that dropped out of school before the current school leader assumed leadership of the school and began the implementation of Renewal strategies.</p> <p>In response, and as a means to increase this rate, the school has identified additional potential 5 year cohort graduates and staff are working with them to complete their credits or tutor them towards Regents completion.</p>
College Readiness Index	Y	0.0%	1.0%	<p>8 Cohort R students passed the ELA Regents with scores that meet College Readiness Standards. None of them met College Readiness Standards for mathematics.</p> <p>In response 8 of the students identified from the data analysis are receiving daily tutoring, which will be increased/maintained as necessary. The school will continue to track students’ needs through formative assessment of their math ability. These students are eligible to test in February for the Integrated Algebra Regents exam. The other student is graduating early and will not be re-testing.</p> <p>Students are also registered for College Now and will be preparing for the CUNY assessments.</p> <p>Two students are currently College Ready resulting in College Readiness Index of 6%, exceeding our target.</p>



English Regents Percent Pass By Year 3	Y	39%	40%	<p>23% of our 3rd year students participating in standard assessments have already passed the ELA Regents in January. We anticipate improved pass rates in June.</p> <p>In support of this goal student programming was designed to offer 3rd year students 3 ELA classes during the first semester. Students realizing success in their classes were programmed early for the January ELA Regents exam. Students needing more time are programmed for the traditional seating for the ELA Regents in June of their third year of high school.</p> <p>At present 23% of third year students participating in standard assessment have already passed the ELA Regents, leading the school to believe that they will successfully achieve this goal.</p> <p>Foundations Academy is continuing to implement WITsi writing strategies and inquiry work based on CCLS standards to support student achievement and ability to succeed on the ELA Regents.</p>
Make Priority School Progress	Y	N/A	Meet progress criteria	<p>Recently released SED data indicates that the school did not meet AYP for any of the metrics (ELA, math, graduation) and, as such, it is not expected that the school will make Priority School progress. The school awaits the new metrics to determine Priority status.</p> <p>In response, Foundations Academy is:</p> <ol style="list-style-type: none"> 1. Providing teachers with job-embedded coaching through Renewal coaches. 2. Providing teachers with job-embedded PD from Renewal coaches, school administrators, and through the borough centers



				<ol style="list-style-type: none"> 3. Providing an additional 5 hours of academic instruction through ELT 4. Providing social and emotional support through both a school-based and a CBO-based social worker. 5. Working closely with the CBO to offer mental health services, including wellness, mindfulness, restorative practices and role play.
Math Regents Percent Pass By Year 2	Y	31%	32%	<p>The school has created a sequence of mathematics instruction designed to provide students with opportunities to take the Algebra Regents at the end of year 2. To further support student achievement the school in partnership with Grand Street Settlement (Our Community School CBO partner) to provide tutoring services for individual students as identified by student performance on formative and summative measures of assessment.</p> <p>The school has also purchased APEX learning licenses to offer students extended day opportunities to review/relearn the math in a blended online, and face to face learning environment.</p> <p>At present, no second-year students have passed a math Regents, though one student did graduate with a GED from an off-site program. Students are taking math in a four semester sequence and the school believes they will be well prepared at the end of their second year to pass the math Regents.</p> <p>The school believes that they will achieve this goal.</p>



LEVEL 2 Indicators

Please list the school’s Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
College and Career Preparatory Course Index	Y	0.0%	1.0%	<p>The school is developing partnerships with institutions of higher education to enable more students to participate in college coursework and achieve college credits while in high school.</p> <p>The school has met and anticipates exceeding the target goal as evidenced by our current standing at 3%.</p> <p>The school has this year enrolled students in College Now to support the college and career preparatory course index. 3 students will participate in this program. Foundations Academy anticipates their success and projects a 13% College and Career Preparatory Course Index.</p>
Framework: Effective School Leadership	Y	2.20	2.24	<p>Recent Quality Review, IIT review, and ongoing PPO reviews indicate that the school leader engages the school community through reflective practices. In collaboration with families, students and the community school partner, the school has established systems to ameliorate commonly identified problems of practice and monitors progress to determine efficacy of the imposed solutions. The school leader is completing the processes articulated in a PIP including scheduling of School Renewal coaches to support teachers, teacher led WITsi, departments looking at student work in common, collecting CCLS aligned work across subject areas, Principal participation in WITsi, careful attention to</p>



				teacher scholarship reports to identify trends, implementation of CCLS aligned curriculum and referencing WITSi and CCLS alignments in Advance observation reports. The principal is also implementing Cabinet level strategic inquiry to determine the efficacy and make adjustments to teacher coaching to maximize teacher learning. The Principal has been rated effective during two PPO visits conducted to date.
Implement Community School Model	G	N/A	Implement	The school has partnered with Grand Street Settlement as a community school partner. The principal and the community school director meet weekly to prepare programming for the students and families in congruence with the schools RSCEP goals. They also collaborate on the implementation of attendance improvement initiatives and strategic planning for school improvement through community engagement.
Provide 200 Hours of Extended Learning Time	G	N/A	Implement	The school has implemented the Renewal Hour model and is providing an additional hour of extended learning time activities as an extra 2 minutes added to each class and an extra academic period at the end of the day daily. Additionally, twice a week the school hosts PM school, which is an opportunity for students to accumulate credits in a blended online & face to face learning environment. In addition, the school in partnership with the CBO provides after school extended learning time activities through clubs, such as photography, art, dance and cooking. The impact of this extra time is students have had the opportunity to accumulate two extra courses a year towards graduation requirements or receive Regents preparation without missing out on an academic during the regularly scheduled day.



Regents Completion Rate	Y	17.9%	18.9%	<p>Students are programmed for courses culminating in Regents exams. Instruction is monitored for fidelity to EngageNY and New Vision curriculum provided to the teachers. Tutoring is being provided as AIS services to promote achievement among an articulated sub-group of struggling students. Teachers use Regents questions in the warm-up activities in their classrooms and all summative exams are formatted as Regents style exams to afford students familiarity with the style and format of Regents exams.</p> <p>3rd year students have passed 7/39 required Regents including SWD passing at 55 → 17.9%</p> <p>To date 5/39 3rd year students have passed required Regents, not including Regents passed by SWD at 55 → 12.8%</p> <p>4th year students have passed 59/135 required Regents including SWD passing at 55 and Gen Ed students passing at 65 → 43.7%</p> <p>44/135 4th year students have passed, not including Regents passed by SWD at 55 → 32.9%</p> <p>Foundations Academy anticipates meeting this target due to improved June pass rates.</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.



Part II – Key Strategies

Key Strategies <i>As 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.		
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, across content areas, 80% of all teachers will plan and implement 2 coherent, common core aligned lessons per semester, evidenced by Advance data. Key Strategy: <ul style="list-style-type: none"> Utilizing Strategic Inquiry Consultants (WiTsi), we will plan for, create, and actualize a robust CCLS-aligned ELA curriculum, which will include anchor texts, pacing calendars, assessments and lesson planning kernels (four part statements articulating the arc of learning) with multiple access points for different learners. Renewal School Priority Areas: Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students	Y	The school is using EngageNY curriculum for ELA and Math while using New Visions curriculum for science and social studies. The school has engaged in significant professional development around the Danielson Framework for Teaching (DFFT) component 1C. Teachers submit instructional objectives (IOs) weekly for the upcoming week of instruction and received feedback from administration on their IOs. Teachers collaborate during common planning time and during shared prep periods in the design of common core aligned lessons aligned to the previously articulated IOs. Observation feedback addresses teacher ability to design and deliver CCLs aligned lessons and such feedback is included in Advance reports. Teachers have also engaged in Writing is Thinking through Strategic Inquiry (WITsi) to design and implement WITsi tasks to enable formative and summative assessment of student learning. Observational data this year has revealed significant gaps in teacher capacity for Domains 3B, 3C and 3D and, as a result, we have planned for the implementation of professional learning to build teacher capacity. To provide multiple access points to all students, teachers are encouraged to format anchor texts in a school developed format (wireframe) that provides space for annotation through line-spacing, space for note taking, a note taking legend, line numbering and frontloading of vocabulary. The line numbering enables students to cite warrants by line number and allows their peers to quickly find the lines their peers are citing so they may further annotate their texts and form text based arguments in support of or opposition.



			<p>Job-embedded coaching in math, ELA and social studies from Renewal coaches enables teachers to plan for, and enact curriculum that is “WiTSI-fied”, thus ensuring students engage in activities and practices that are consistent, and reinforced, across subject areas.</p> <p>The school is “on track” to meet this target, as evidenced by the review of teacher lesson plans for coherence in planning and our focus on building teacher capacity for implementation.</p>
2.	<p>Supportive Environment Goals:</p> <p>As a result of an improved school culture the impact on student achievement will be:</p> <ul style="list-style-type: none"> ● By June 2016, student attendance will be at least 80%. ● By June 2015 Graduation rate will exceed 34.5% <p>Key Strategies:</p> <ul style="list-style-type: none"> ● In partnership with the Grand Street Settlement, guidance counselors, social workers, and teachers will implement an advisory program embedded in the student schedule. ● The Advisory will be designed to support student’s socio-emotional needs as identified by student reports of need, referrals for misbehavior, cutting reports, attendance reports and review of student departures from the classroom 	Y	<p>In partnership with Grand Street Settlement, the school is launching an advisory program to improve school culture and support student socio-emotional wellness. Anticipated advisory components include mindfulness, restorative practices and roll play. The entire school will be involved in this mental wellness programming each day for a full academic period either before or after lunch. A review of our data reveals student lunch time and the period after are the times that our students face the greatest challenges in managing their behaviors. We anticipate that providing wrap-around wellness activities will mitigate student misbehaviors and lead to more student on-task behaviors in the classroom, resulting in improved academic outcomes.</p> <p>The school has also implemented a PBIS token reward system. Students are recognized by staff members for upholding school values. Students receive “Foundation Dollars” that they can use to purchase rewards from a menu of items including school branded clothing, trips, movie tickets and more. Redemption days for movie tickets take place on the day before vacations, typically low attendance days. We believe each of these, coupled with our strategies to support rigorous instruction, will allow us to exceed our 2015 graduation goal.</p> <p>A current barrier to meeting our attendance goal of 80%, however, is reflected by a significant falloff in student attendance since an announcement that the school may face closure at the end of this academic year. The school administration, social worker and parent coordinator are working closely with Grand Street to message to families that the potential school closing represents an opportunity for students to be matched to larger schools representing greater opportunities for student to engage in an enriched social setting and select from a wider array of academic, CTE, arts, and sports programming. Students and families are being reminded that it is important that students engage academically during this transfer period to best represent themselves to potential new schools. In direct response to attendance data, the school has:</p> <ul style="list-style-type: none"> ● Revised the attendance plan to reflect a proactive stance regarding student attendance and to ameliorate barriers to student success by encouraging students to report to school



			<ul style="list-style-type: none"> • Implemented an increase in home visits to families • Increased outreach to students who have moved schools/states/countries to ensure our attendance data is accurate • Increased our use of the New Visions attendance heat maps to ensure we target specific students' attendance • Promoted new attendance incentives, such as student breakfasts, lunches, trips and public celebrations
3.	<p>Collaborative Teachers Goals: Teachers will collaboratively plan and implement coherent, common core aligned lessons and units with appropriate multiple entry points in all subjects based on analysis of student work and data. As a result of successful teacher collaboration the impact on teacher practice will be:</p> <ul style="list-style-type: none"> • By June 2016, the majority of teachers will be engaged in structured, inquiry based professional collaborations that promote the achievement of school goals and the implementation of CCLS as evidenced by agendas and minutes from WITsi morning meetings. <p>Key Strategies:</p> <ul style="list-style-type: none"> • Teacher teams will focus on how Foundations Academy HS ensures that student needs are met, meeting multiple times weekly 	Y	<p>The school has created time for teachers to meet and collaborate on the design and implementation of coherent common core aligned lessons. Teachers meet in grade teams during strategic inquiry using Writing is Thinking Strategy (WITsi) two mornings per week for 50 minutes of time each day. Two teachers are each facilitating one of the teams. Renewal coaches support this work by helping to facilitate team meetings, providing feedback, and connecting coaching strategies and PD to needs identified through these meetings. Teachers also meet together as during common planning time daily. Teacher schedules have also been created to allow for common prep periods among teachers, affording them further opportunities to collaborate.</p> <p>The school has introduced a common lesson plan template aligned to the Danielson Framework for Teaching to support teacher development of coherent lesson plans. The school has engaged in professional learning around 1C, 1E, 3B, 3C and 3D.</p> <p>Mondays and Fridays of common planning time are used to host professional development for the whole school to best share professional practices among staff members school-wide and promote consistency across grades, across classes and across disciplines.</p> <p>Tuesday mornings are used to engage the entire staff in family outreach and child study. To support coherence in planning, the teachers are required to submit instructional objectives (IOs) in advance of their planning sessions and receive feedback. The teachers also submit work products from their planning sessions. Administration is currently working with teachers to tailor the documents teachers are submitting to directly support teacher learning without becoming burdensome to teachers.</p> <p>Teacher ability to create well-structured IOs has been documented in cabinet level inquiry activities and the cabinet level inquiry team is moving towards review of implementation of</p>



	<p>(across grades and departments) to ensure innovation, sharing of best practices, group approaches to meeting challenges and goals, consistency across classrooms, as well as ensuring student academic, social and emotional success and well-being.</p> <ul style="list-style-type: none"> Teachers will plan units, lessons, projects and other student activities in teams. <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry Job-embedded Instructional Coaching</p>		<p>coherent lessons (3B, 3C, 3D) through direct classroom observations and looking at student work. The inquiry team will also continue to look at lesson plans for evidence of coherent planning (1E).</p> <p>The School Renewal Initiative team is providing the school with embedded coaching in ELA and Social Studies. The school is also reorganizing teacher schedules for semester two to enable a science teacher to provide data literacy coaching.</p> <p>As a result of these initiatives and strategies, improvements in teacher ability to articulate well-crafted IOs and teacher improvement in writing coherent lesson plans has been evidenced by Advance feedback. Consequently, this goal will be met as 100% of teachers are engaged in structured professional collaborations that directly impact their planning and instruction and allows the school to provide targeted PD and coaching.</p>
4.	<p>Effective School Leadership Goals: School leaders will nurture a collaborative school culture that values professional pride where everyone is a learner.</p> <ul style="list-style-type: none"> By June 2016, the majority of teachers will consistently align assessment to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels as evidenced by Advance data 	G	<p>The practices of school leaders at Foundations are moving towards effectiveness through:</p> <ul style="list-style-type: none"> Cabinet Level Inquiry <ul style="list-style-type: none"> On a bi-weekly basis, school leaders at Foundation engage in Cabinet Inquiry as a means to ensure school focus and support that is strategic and targeted. During inquiry, needs of specific teachers, observational data, student work, PD needs, and coaching strategies are discussed. As a result, improvements have been noted in teachers' ability to identify learning targets and to create tasks to enable students to engage in meaningful and productive struggle. Renewal Room <ul style="list-style-type: none"> Renewal Room is a process/protocol implemented by the Office of Renewal Schools, utilizing a consultancy protocol, which asks Renewal principals to present student-centered problems and problems of practice as a means to gain insight and feedback from peers. Foundations has attended two Renewal Rooms thus far, allowing school leaders to engage in reflective practices with other leaders as they explore problems of practice and collaborate in developing solutions. The Renewal process also serves to



<p>Key Strategy:</p> <ul style="list-style-type: none"> School leadership will engage in frequent cycles (6-8 weeks) of observation to ensure effective feedback and the provision of high quality Professional Development. 	<p>build trust among the participants and establish a peer-network of support for challenges school leaders face in common.</p> <ul style="list-style-type: none"> Support from Director of School Renewal <ul style="list-style-type: none"> Through the Renewal Office, the Director of School Renewal (DSR) provides school leaders with leadership support in multiple areas. Predominantly, the school’s DSR helps support inquiry, trains Renewal coaches in areas such as, adult development, coaching strategies, and delivery of PD. The DSR also coordinates between the superintendent’s office, central offices, and other non-DOE agencies Principal Meetings <ul style="list-style-type: none"> Monthly principal meetings are held by the Superintendent’s office. A consistent focus (every month) has been the observation of teachers and providing effective feedback. As a result teacher feedback is grounded in a four part statement that expresses clear expectations for teacher performance grounded in research based practices. <p>The school leader has implemented changes in scheduling to accommodate common planning time for teachers. Additionally, the school has reorganized professional learning through a school-based option vote, enabling professional development and family outreach to take place at the beginning of the day; before school starts.</p> <p>The school leaders have implemented cycles of feedback on teacher IO’s for the upcoming planned week of instruction and provided daily feedback on teacher submitted work-product resulting from planning meetings.</p> <p>The school leaders are also engaged in short cycles of feedback to promote teacher development. Both the school principal and the assistant principal are present for, or instructing at, professional development sessions held Mondays and Fridays during common planning. The professional development led by administration also features modeling of best practices for planning and delivery of instruction aligned with the Danielson Framework for Teaching and incorporates practices gained from participation in Lucy West seminars, attendance at Harvard for a week of professional learning and practices gained during EngageNY workshops attended in Albany.</p>
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			<p>Short cycles of feedback have led to improvements among staff member capacity and have also led to action plan development in collaboration with poorly performing staff members to offer the support and targeted assistance they may need to improve their practices.</p> <p>These practices have led to an improvement in student on-task behavior and learning as evidenced during classroom observations and looking at student work samples.</p>
5.	<p>Strong Family-Community Ties Goals: The school will nurture a welcoming environment for the local community to enrich the school. This will be done by:</p> <ul style="list-style-type: none"> • Developing a system where all families receive school communications and can communicate with teachers and other staff members in all pertinent languages. • Ensuring that families can establish reciprocal communication with teachers and other staff members about their children’s academic, social, and emotional developmental health progress and how to best support student achievement. <p>Evidence of Success By June 2016, school leaders and staff will consistently communicate high expectations that are connected to a path to college and career readiness and offer ongoing feedback to help families understand student progress toward those expectations via grade meetings held with parents at least</p>	G	<p>The school is continuing to develop a welcoming environment for the local community.</p> <p>The school has established a Google Apps for Educations (GAFE) account enabling the creation of a school domain, website, Gmail accounts for students and staff and google voice accounts for all staff members to enable synchronous and asynchronous communications.</p> <p>The school has developed a database containing working telephone and cell phone number for most families. The cell phone numbers enable school staff to text with families and to receive text messages from families and diminish parental concerns about receiving personal calls in the work-place.</p> <p>To engage families in the school community, in addition to mandated parent-teacher conferences, the school has created a series of parent meetings designed to bring families into the school each month.</p> <p>In January, Foundations Academy hosted its first parent/guardian award dinner. All parents were invited to the school to share in a celebratory dinner and all families received awards matched to parental contribution to student success in measures including on-time reporting to school, perfect attendance, and most improved weekly attendance.</p> <p>In February, Foundations Academy will be hosing the third bi-annual Passport to College ceremony. Celebrating student success, every student receives a Passport as a graphic organizer to the transcript. Every credit and Regents exam the student has earned is recorded in the Passport. Students are congratulated by staff and families as they receive recognition for their achievements. This process involves families in our college-going culture and celebrates academic success. Dinner served after the ceremony enables the faculty, families and students to engage in low-stakes conversations about student performance and pathways towards success.</p>



	<p>once per semester. Success will be measured by family reporting of satisfaction on a survey developed by the school in collaboration with the CBO.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> In collaboration with our CBO (Grand Street Settlement) we will develop a system where all families receive school communications and can communicate with teachers and other staff members in all pertinent languages. Additionally, the school and CBO will ensure families can establish reciprocal communication with teachers and other staff members about children’s academic, social, and emotional developmental health progress and how to best support student achievement. 		<p>With the hiring of a new parent coordinator, the school has experienced improved interaction with families. Parents are receiving daily phone calls or text messages letting them know their students are in school and on-time or a series of contacts including robo-calls, texts and voice calls letting them know if their student is late or absent.</p> <p>The school has launched a website that is used for announcements of upcoming events, announcing current happenings in the schools and links to information to support students and families.</p> <p>At the most recent family event, 25% of school families attended, and 20% completed surveys. Overall, families surveyed reported high levels of satisfaction with the school on four measures including:</p> <p>Q1: Please rate your overall satisfaction with the school? 83%</p> <p>Q2: How satisfied are you with the quality of communication between you and the school? 92%</p> <p>Q3: Are you satisfied with the academic programming at the school? 83%</p> <p>Q4: Are you satisfied with the academic progress or achievement of your child(ren)? 83%</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 <i>with impact</i>.</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>



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: There were no recommendations received as a result of our public hearing and poor parent participation at the beginning of the year has led to our SLT is acting as CET and Grand Street with the participation of Grand Street. SLT meeting take place monthly during family engagement events. The deliberate focus on family engagement and the hiring of a new effective parent coordinator has led to improve family participation and interaction with the school. We use our monthly family activities to discuss renewal and receivership plans and goals as reflected in our agendas.</p> <p>Student input at SLT meetings has led to the design and implementation of an after school photography club. Students also completed interest surveys at the last meeting to drive upcoming ELT programming.</p> <p>During the first week of the 2015-16 school year, written notice was sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school. Once the school’s hearing was held, a summary of recommendations was provided to the school based on commentary from speakers captured in a transcript of the public hearing, a recommendations form provided to participants at the hearing, an online survey on our NYCDOE website, any email feedback received to our receivership@schools.nyc.gov email address, or by mail. The CET met to review the public input and finalize school improvement plan recommendations, which were submitted to the Superintendent, acting on behalf of the Chancellor as Receiver, for review. Upon Superintendent determination of which CET recommendations would be incorporated, the improvement plan was revised and resubmitted.</p>



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

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

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

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

Best Practices
 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. The Passport to College ceremony	Anecdotal evidence reveals improved student awareness of the credits they have achieved and the credits they will need for college. Students are able to articulate course they want to take to achieve promotion benchmarks; shifting the locus of control from guidance counselors to students.
2.	
3.	

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Part V – Attestation

ATTESTATION: By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): Superintendent, Michael Alcott

Signature of Receiver: _____

Date: _____

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