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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
07X547: New Explorers High School	320700011547	NYC GEOG DIST # 7 - BRONX	Y	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	Jacob Hobson, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Elaine Lindsey, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12,SE	420

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 New Explorers 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.

New Explorers High School has effectively implemented strategies with regard to creating and sustaining a supportive environment. Through its peer mentoring program, advisory program, and guidance department there has been a marked improvement in the social and emotional growth of students as well as teachers ability to effectively manage the classroom environment. This is evidenced in a decline in the school's rate of suspensions. In January 2015, the school had suspended 92 students. In January 2016, the data shows that 22 students have been suspended. Another area in which the school has shown growth is in the ability of teachers to engage in collaborative inquiry work to improve teaching and learning at the school. This year, 100% of teachers participate on teacher teams and work with outside consultants to monitor the progress of students and regularly review student work to inform instructional adjustments. Although, researched based strategies are being implemented to improve rigorous instruction, the



school's curriculum is in the process of being revised so that it is aligned to the Common Core Learning Standards (CCLS). While school leaders have provided professional learning opportunities to improve teachers' ability to facilitate student centered discussions and to check for students' understanding of content, pedagogy is developing in these areas.

The school is making adequate progress toward creating partnerships with families and its partnering CBO, Sports and Arts in Schools Foundation (SASF). The school and SASF have planned and implemented several events to increase parent engagement such as Family Night. Additionally, the school and CBO are participating in Dual Capacity Training, a nationally recognized training program aimed at assisting schools to increase family engagement.

The Superintendent enacted receivership at the outset of the school year. First, the Superintendent met with the principal and members of the Community Engagement Team (CET) to give stakeholders an overview of the receivership process and review the benchmarks. Second, the Superintendent, principal, and Office of School Renewal held a joint public hearing to inform the greater community of the receivership process and gather feedback for improving the process to ensure that the school meets its benchmarks. Third, after the joint public hearing, the CET reconvened and gathered more feedback to present to the Superintendent. Fourth, the Superintendent gave her feedback as to which recommendations should be included in the revised Renewal School Comprehensive Educational Plan (RSCEP).

The school's mid-year scholarship report data shows an increase in credit accumulation across all content areas in the tenth and eleventh grades. For example, eleventh graders show an increase of 9% in ELA and 16% in math. Tenth graders show an increase of 13% in ELA and 17% in math. At this time, the assessment of the school's ability to meet its benchmarks noted in the LEVEL 1 and LEVEL 2 indicators below is that some barriers exist in the schools ability to make mid-year adjustments due to a lack of systematically tracking for progress on a regular basis. If the school improves its systems and structures for tracking toward benchmarks, it will be able to achieve desired results.

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
4-Year Graduation Rate	Y	53%	54%	<ul style="list-style-type: none"> Guidance counselor, Assistant Principal and Principal utilized the tools in the New Vision Student Sorter to monitor cohort R progress toward graduation. Credit accumulation, course grades, Regents exams grades, and credit gaps were some of the data assessed on a weekly basis. ATS reports were also used to monitor students’ daily and period attendance. Cohort R students were programmed as per graduation requirements: Guidance Counselor, Assistant Principal and Principal utilized New Vision Student Sorter Tool to identify credit gaps in students’ programs. Identified gaps were adjusted for the fall term. The same process will be implemented for the spring term. Assistant Principal has already scheduled meetings with New Vision staff during the second week of February to review potential students’ credit gap. Guidance Counselor and Assistant Principal worked with cohort R under credit students to identify potential Alternative Programs. In September 2015 the cohort R had 111 students, however only 46 of them were potential graduates. During the past months, seventeen of these students were placed in transfer schools where their academic needs will be met.



				<p>Currently, we have 92 students in the cohort R and 56 students are potential graduates, including August grads. On February 2, Guidance Counselor and Assistant Principal reviewed students' regents and fall term class grades to estimate June graduation rate. Guidance counselors will continue to provide outreach to under-credit students in the cohort R to discuss potential alternative programs.</p> <ul style="list-style-type: none">• Guidance counselor held individual and group counseling with senior students on a regular basis to identify issues and concerns.• Blended Learning courses were offered to potential January 2016 graduates. Four students participated in the program, however only two were able to meet courses standards.• Advisory classes were offered in collaboration with Social Studies classes. During Advisory session students were informed about college application process, Financial Aid, resume writing, job interview skills, and resources. Advisory will continue to be offered in the spring term.• A full-time college counselor provided by Sports and Arts in School Foundation (SASF) worked closely with senior students to support them throughout the college application process.• Credit accumulation program was offered after school and on Saturdays to provide students with the opportunity to accumulate credits toward graduation requirements. However, due to low attendance, program will not be offered in the spring.• Regents prep classes and tutoring sessions were offered in all content areas after school hours and
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				<p>Saturdays for five weeks. The same program will be offered for the June Regents exams.</p> <ul style="list-style-type: none"> • Conferences with parents were held on a regular basis by counselors to notify parents about the students’ academic status toward graduation. • A Senior Parent Night was held in January in collaboration with Monroe College to provide parents with critical information regarding the FAFSA application. The same workshop will be presented during advisory session in February. • Guidance counselor met with senior students’ teachers every Friday during KIDCONNECT meetings KIDCONNECT is a grade level meeting designed to assess students’ social, emotional and academic status. Referral for tutoring and counseling were made during these meetings and were followed up by the counselor. We will continue to hold KIDCONNECT meetings on Fridays to monitor students’ progress. • Students who were still in need of passing Regents exams were programmed to audit in the respective courses in case they had already passed the class. In addition, we programmed students for Global Regents Prep and English Regent prep courses as needed. We will continue to program students in the spring based on their regents exams preparation needs. • Cohort R attendance rate has been the lowest in the school. This has been an obstacle and a potential barrier for us to meet the graduation rate target. Guidance counselor worked in collaboration with the Community Associate, Parent Coordinator and SASF staff to notify parents about students’ attendance. Daily
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				<p>individual phone calls were made, School Messenger was programmed with messages from the principal to parents regarding students' attendance, and letters in Spanish and English were sent home with students' daily and period absences. Parents will continue to be notified in the spring term. The attendance plan has been revised for the spring term. The New Vision Attendance Heat Map will be utilized in the spring to assess and monitor students' attendance. Interventions such as "Wake Up Calls", Spirit Fridays, Intramural Basketball during period 0, establishment of a Home Visit Committee, are some of the initiative to be implemented in the spring term to promote increase in attendance.</p> <ul style="list-style-type: none"> • A revised Safety Plan was in effect as of November 17th, 2015 to address students' lateness and cuts. After school and Saturday detention was issued for students arriving late to school and for students found in the school amenities during class time. There was a decline of 53% in lateness and cuts of senior students arriving to school for period 1 from November 19th, 2015 to January 4th, 2016. The plan will continue to be reinforced in the spring term in combination with the revised attendance plan.
5-Year Graduation Rate	Y	59%	60%	<ul style="list-style-type: none"> • The same procedures implemented to monitor cohort R towards graduation were implemented to monitor cohort Q. • Guidance counselor, Assistant Principal and Principal utilized the tools in the New Vision Student Sorter to monitor cohort Q progress toward graduation. Credit accumulation, course grades, Regents exams grades, and credit gaps



				<p>were some of the data assessed on a weekly basis. ATS reports were also used to monitor students' daily and period attendance.</p> <ul style="list-style-type: none"> • Cohort Q students were programmed as per graduation requirements: Guidance Counselor, Assistant Principal and Principal utilized New Vision Student Sorter Tool to identify credit gaps in students' programs. Identified gaps were adjusted for the fall term. The same process will be implemented for the spring term. • Guidance Counselor and Assistant Principal worked with cohort Q under credit students to identify potential Alternative Programs. Guidance counselor will continue to outreach under credit students in the cohort Q to discuss potential alternative programs. • Guidance counselor held individual and group counseling with super senior students on a regular basis to identify issues and concerns. • Credit accumulation program was offered after school and on Saturdays to provide students with the opportunity to accumulate credits toward graduation requirements. However, due to low attendance, program will not be offered in the spring. • Regents prep classes and tutoring sessions were offered in all content areas after school hours and Saturdays for five weeks. The same program will be offered for the June Regents exams. • Conferences with parents were held on a regular basis by counselors to notify parents about the students' academic status toward graduation. • Guidance counselor worked in collaboration with the Community Associate, Parent Coordinator and
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				<p>SASF staff to notify parents about students' attendance. Daily individual phone calls were made, School Messenger was programmed with messages from the principal to parents regarding students' attendance, and letters in Spanish and English were sent home with students' daily and period absences. Parents will continue to be notified in the spring term.</p> <ul style="list-style-type: none"> • Due to a drastic decrease in attendance rate, especially in the cohort R, the attendance plan was revised for the spring term. The New Vision Attendance Heat Map will be utilized in the spring to assess and monitor students' attendance. Interventions such as "Wake Up Calls", Spirit Fridays, Intramural Basketball during period 0, establishment of a Home Visit Committee, are some of the initiative to be implemented in the spring term to promote increase in attendance.
College Readiness Index	Y	5.3%	6.3%	<ul style="list-style-type: none"> • SATURDAY REGENTS PREP AND AFTER SCHOOL TUTORING: Regents prep classes and tutoring sessions were offered in all content areas after school hours and Saturdays for five weeks. The same program will be offered for the June Regents exams. • ACADEMIC COUNSELING: Guidance counselor held individual and group counseling with senior students on a regular basis to identify issues and concerns and to review graduation requirements and college readiness. • ADVISORY: The College Board Curriculum was implemented in advisory sessions held once a



				<p>week. During Advisory session students were informed about college application process. Advisory will continue to be offered in the spring term.</p> <ul style="list-style-type: none"> • COLLEGE OFFICE: The college counselor worked closely with all grade levels during advisory and individual conferences to reinforce the importance passing the English and Math Regents exams with scores that reflect college readiness during the college application process. • GOGREENCAMPAIGN: Every marking period our school celebrates our students' academic success. Students must meet the following criteria in order to be part of the celebration: average of 85 and above; 85-100% attendance; students who met college readiness index, students on-track for graduation and students passing all their classes. Green T-shirts, prizes and awards certificates are distributed during the celebration. Dinner is also served for parents and students participating in the event.
English Regents Percent Pass By Year 3	Y	40%	41%	<ul style="list-style-type: none"> • GOGREEN CAMPAIGN • SATURDAY REGENTS PREP AND AFTER SCHOOL TUTORING
Make Priority School Progress	Y	N/A	Meet progress criteria	Please see articulated strategies and supports within Level 1&2. The school is on track to meet this progress target
School Survey - Safety	G	2.28	2.32	As a result of all the safety and guidance interventions implemented from September 2015 to December 2015, the total number of suspensions for



				<p>the fall term was 22 in comparison to 92 for the same term in 2014-15.</p> <ul style="list-style-type: none"> • ADVISORY SESSIONS: Advisory sessions met once a week by grade level and were designed based on the “Overcoming Obstacles” curriculum. Grade 9 advisory classes were designed as a peer mentoring program in which students participating in our leadership class mentored ninth grade students. As a result of our partnership with Montefiore Clinic, we will also implement the “Peer Health Exchange program for 8 sessions in the spring term. • INDIVIDUAL AND GROUP COUNSELING: A referral protocol was established and teachers filled out a guidance referral form when students were in need of extra emotional/ social support or to address risky behavior. • KIDCONNECT: Every Friday, the grade level teams met to discuss students’ social, emotional and academic issues. Guidance counselors lead the meeting and invite parents and students to attend, as needed. • GUIDANCE MEDIATION CONFERENCES: Guidance team worked closely and in collaboration with our safety team on conflict resolution. Counselors and Deans held mediation conferences with students to resolve conflicts among students and behavior issues. • SAPIS: Our SAPIS counselor worked closely with students and teacher to address conflicts and at-risk behavior. Workshops, assemblies,
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				<p>classroom presentations and conferences were held. The deliverer of these services will continue in the spring term.</p> <ul style="list-style-type: none">• SCHOOL WIDE CAMPAIGNS: school wide focused on campaigns such as Anti-Bullying and Cyber-bullying Awareness were held to inform students about these issues. For Respect for All Week, in the month of February, we are planning school wide assemblies, classroom presentation, school wide Respect for All campaign and presentations by guest speakers on this topic.• SAFETY PLAN• ATTENDANCE PLAN
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LEVEL 2 Indicators

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

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
Framework: Rigorous Instruction	Y	2.64	2.68	This year, the school hired a new AP to focus on instruction and provide coaching to teachers. The school has completed 45% of its Advance observations year to date. The instructional focus for this year centered on 3D: Assessment in learning. The principal conducted a series of PDs on checks for understanding and additionally ensured that the observation feedback was aligned to this target area. Additionally, the school has secured support from four consultants that have been strategically paired to high need groups of teachers in order to provide individual support with planning, curriculum alignment and pedagogical practices. The model teacher also regularly opens his classroom for inter-visitation by colleagues in order to support their practices. Lastly, the principal conducted an instructional round in the Fall and plans to conduct another in the Spring.
Implement Community School Model	Y	N/A	Implement	The school partners with Sports and Arts In Schools Foundation (SASF). There is a full time Community School Director, a Community School Director Assistant, College Advisor, and two Success Mentors staffed by the CBO. SASF conducts the entire ELT program every Wednesday for the school as well as supports with attendance interventions and parental outreach. The CBO was to staff a full time social worker at the school, but this has yet to happen. The principal convened a CET team, with little support of the CBO that meets monthly. The school and the CBO have struggled to establish a collaborative



				relationship Although the CSD has been included in the weekly cabinet and guidance meetings, communication has been difficult. The school is currently not satisfied with the lack of support and results from the CBO.
Progress Toward Graduation- Years 2 and 3	Y	33.9%	34.9%	NEHS has a comprehensive Guidance Program where each counselor meets with students to review their transcripts in depth and complete the Graduation Requirement forms. In addition, guidance counselors also pulled groups of 20 students by grade level to monitor their academic and social emotional status. The AP of Guidance then meets with the counselors to review the status of each student and also utilizes the New Vision Tool to assess students' needs. Student goals are collaboratively developed, programs and grades are reviewed and a plan is put in to place with the students to lead to the successful completion of goals and objectives. Students monitor their own progress on Pupil Path/Skedula regarding assignments, attendance, test performance and grades. Furthermore, the College Counselor pushes into classes and utilizes a College Board curriculum in order to provide student with critical information regarding the college application process and career exploration. She also visits the GC's groups to work specifically with the 10 th and 11 th graders. Data analysis was conducted the week of Feb 1 st on passing rates for both courses and Regents exams. Students have now been programmed strategically to address their credit gaps so that they will be on target for graduation.
Provide 200 Hours of Extended Learning Time	Y	N/A	Implement	The school created a unique ELT model compromised of academic and non-academic courses. Four days a week, students are programmed for academic classes based on credit gaps and previous Regents failed. These classes are all credit bearing. On Wednesdays, the ELT is led by the



				CBO and enrichment activities are offered including band, SAT prep and flag rugby. Slight adjustments have been made to the Spring schedule for Wednesdays based on student interest and attendance analysis of the Fall term.		
Regents Completion Rate	Y	31.7%	32.7%	NEHS offers academic supports and regents preparation to all students. The school created a 5 week Regents preparation program that focused on all content areas that took place after school and on Saturdays. The classes were taught by licensed teachers. Every student is given as many opportunities as needed to succeed on these exams. NEHS encourages students to take the exam as needed in order to receive a higher score. Counselor met students in order to reinforce this message. Regent’s tasks have become part of everyday teaching and learning.		
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.	<p>Rigorous Instruction</p> <p>Goals: By June 2016, teachers will implement data-driven instructional strategies to modify Common Core-aligned curriculum to meet the needs of all students as measured by an increase of 5% in the graduation rate as compared to the graduation rate of June 2015.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> To modify Common Core-aligned curriculum to meet the needs of all students. This key strategy will be supported through targeted professional development in data-driven instructional strategies and administrative oversight and feedback in unit and lesson planning. <p>Renewal School Priority Areas: Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</p>	Y	<p>During the first semester, the principal and instructional AP met with teachers during professional learning over the course of three sessions to support them in aligning their CCLS. Teachers were provided model templates to use and well as support during weekly content team meetings to revise their curriculum. Their work products were then collected and reviewed by the principal and AP using the EQUIP rubric. Feedback will was given at the beginning of the second term and the teachers will be further supported on revising at least more unit in the Spring.</p> <p>Additionally, there are four consultants hired by the school that work with new teachers, the Science department, teachers with a TIP. Each of these coaches has provided individual support to select teachers on their lesson planning, unit alignment and curriculum mapping. The ELA Department received two days of trainings from Springboard as well to support modification of the curriculum and how to utilize formative and summative assessment to adjust instructional practices.</p> <p>Furthermore, the principal conducted a series of professional learnings targeting the area of 3D: Assessment in Learning which is aligned to the instructional focus. Teachers were provided strategies for checks for understanding through the use of the weekly circular generated by the principal, various professional learning sessions, classrooms modeling, feedback in observations and recommended professional texts.</p>
2.	<p>Supportive Environment</p> <p>Goals:</p>	Y	<p>The school is implementing a Peer Mentoring program through the 9th grade Advisory. Selected 11th and 12th grade students participate in a</p>



	<p>By June 2016, the school will create a culture that encourages students to support one another and provide for their social and emotional growth as evidenced by a 5% increase in the Supportive Environment category of the NYC School Survey as compared to the results from 2015.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> To create a culture that encourages students to support one another and provide for their social and emotional growth with the implementation of a character education advisory curriculum and professional development on effective classroom management and behavioral strategies. 		<p>Leadership class where they are trained on critical skills for academic success such as decision making and communication. The school is working in collaboration with Center for Supportive Schools in order to implement the program. These Peer Leaders meet with groups of 10 to 15 ninth graders to deliver the curriculum. They Peer Leaders work in pairs with the groups and are supervised by a teacher and Guidance Counselor. For grades 10 and 11, the counselors run weekly advisory session with guidance activities. The school uses the Overcoming Obstacles curriculum during this time. Additionally, the teachers meet every Friday in Kid Connect Meetings to discuss and make guidance referrals regarding concerns about students' social and emotional status. Parents are invited to participate when needed. The SAPIS counselor also conducts presentations through grades 9 through 12 on at risk behavior prevention. Furthermore, SASF is working with 40 selected students that struggle with attendance as Success Mentors. For the spring term, the school plans to roll out Success Mentoring to more students in order to raise attendance and support students.</p> <p>Furthermore, The Wednesday Expanded Learning Time (ELT) program began on September 30th. Operating from 2:10 pm to 4:10 pm, the program was developed in collaboration and coordinated among NEHS and Sports and Arts in Schools Foundation (SASF). Mandated for all NEHS students, ELT is scheduled to operate from September 30th through May 25th. The concept was to offer a menu of academic enrichment, enrichment and recreational activities designed around three components; general exploration, advanced training and application to real world problems. With this in mind, activities for the period September through January included Computer Science, Social Justice, Culinary Arts, Chorus, Film Making and Spoken Word among others. The program aspired to connect the activities to the NEHS curriculum and to actively engage all NEHS students.</p>
3.	<p>Collaborative Teachers</p> <p>Goals:</p> <p>By June 2016 teachers will engage in inquiry-based collaborations during professional learning sessions,</p>	Y	<p>As a part of the Renewal Program, NEHS staff have received extensive training on the Writing is Thinking Strategic Inquiry Program (WITsi). The Instructional AP and Model Teacher attend monthly trainings and share the information upon their return. Teachers meet 4 times a week in</p>



	<p>receive training and support in analyzing student data, and participate in instructional rounds and peer feedback that will result in instructional coherence and higher student achievement for all learners as evidenced by an increase of 10% Regents pass rate as compared to June 2015.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Teachers will engage in inquiry-based collaborations during professional learning sessions • Teachers will receive training and support in analyzing student data • Teachers will participate in instructional rounds and peer feedback that will result in instructional coherence and higher student achievement for all learners. <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry</p>		<p>grade level teams to discuss inquiry. Two of those meetings are devoted to WITsi, one is a PLC meeting in which teachers analyze their own classroom data and review their students’ work and one is focused on Kid Talk. The Kid Talk meeting uses various data sources such as attendance, pass rates, Regents scores and student work to conduct inquiry that focuses on a more holistic view of students.</p> <p>There is a 9th and 10th grade that focuses on infusing writing strategies into all content areas. Additionally, there is an 11th grade team that focuses on content and academic vocabulary acquisition for the Global History Regents. The teams regularly examine student work to assess the outcomes of the strategies employed. They give students meaningful feedback and make changes to their instructional practices that have yield stronger student outcomes and better student performance on tasks. For example, the 10th grade team has observed that the implementation of WITsi has helped to improve writing across all four of 10th grade Global History classes not just within the target population. As an inquiry team they selected the “Because, But, So” strategy to be implemented across the grade level. As a result, in the target population, they saw growth from 0% of students showing use of coordinating conjunctions (3 or more times in their paragraph) in their baseline writing to 100% mastery of the skill of using Because, 90% growth in mastery of using the skill But and So. We attributed the high rate of mastery of the use of So to the fact that it was rolled out in Global Studies where the cause and effect relationship is clearly stated in almost every lesson. Additionally, the principal conducted the school’s first instructional round in November. Five teachers from various contents participated as well as the instructional AP and Director of School Renewal. During this walk, teachers gathered evidence of 3C and 3D to assess the impact of previous professional development. Information gathered was shared with the entire staff. A second round is planned for the Spring.</p>
4.	<p>Effective School Leadership</p> <p>Goals: By June 2016, school leaders will create evidenced-based systems and structures to examine and improve</p>	Y	<p>Through the course of the semester, the school administration has participated in numerous conversations with their New Visions Data specialist. During these conversations, they have done a credit gap analysis for each semester to ensure that students were programmed for</p>



	<p>critical individual and school-wide practices to increase credit accumulation for grades 9, 10 and 11 by 10% as compared to June 2015.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> School leaders will create evidenced-based systems and structures to examine and improve critical individual and school-wide practices to increase credit accumulation. 		<p>all of the classes needed for gradation. They have also reviewed attendance data to identify trends, assess interventions and calculate monthly goals. Additionally, the school worked with New Visions on Regents programming and ensured that every student was programmed strategically for the exams needed for graduation.</p> <p>Moving forward, the school administrative team will continue to use the New Visions tool to review data regularly to assess progress towards meeting the benchmarks as well as making adjustments to the plan as needed.</p> <p>Lastly, the school has completed 45% of its observations for the year. The principal and instructional AP worked closely with the TDEC and DSR to devise a plan approved by the superintendent for conducting observations for the year. Although slight modifications were made to this plan, the school leaders are on target for completing all observation by May 2016.</p>
5.	<p>Strong Family-Community Ties</p> <p>Goals: By June 2016, the school will create partnerships with families and community agencies to provide training in areas of academic and social and emotional developmental health to support student success as evidenced by a 5% increase in the Strong Family-Community Ties category of the NYC School Survey as compared to the results from 2015.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> The school will create partnerships with families and community agencies to provide training in areas of academic and social and emotional developmental health to support student success. 	Y	<p>A number of events were organized to encourage parent/family involvement: On September 3rd, 2015 New Explorers High School for the Arts and Sports and Arts In Schools Foundation (SASF) collaborated to hold a welcome back/open school event for students and their parents. The goal of the event was to engage both new and returning parents to the school and to begin to introduce the community school strategy. On September 30th, NEHS and SASF organized Family Night. The goals of Family Night were to: 1. Introduce teachers and staff and share curriculum with parents, along with discussing what parents can do at home to support student success. 2. Branding the school as a Community School to build parent /family interest and connection. NEHS also successful held parent – teacher conferences. Approximately 100 parents attended the evening.</p> <p>As a Renewal Community School, New Explorers High School has also begun to participate along with the Lead CBO for the Community School Initiative, SASF in the Dual Capacity training. Based on the work developed by Karen Mapp of Harvard University for the Federal Department of Education, the Dual Capacity Framework is a three part, nationally recognized training designed to help schools reflect on family</p>



		<p>engagement practices and transform them. NEHS attended the first training on October 16th and his scheduled for part two on February 25th. At the school level, the training has led to the implementation of the NEHS Community School Team (CST). One of the primary goals of the CST will be, in conjunction with the SLT, to engage and empower a broader group of constituents on a monthly basis. The organization of the CST will be led by the Community School Director. The CST meetings will include the Community School Director, Jacqueline Nieves, Parent/Guardians, student representation and Community Partners. The first CST was held on October 26th.</p> <p>The Lead CBO Community School Partner, SASF has also worked to support NEHS in outreaching to parents/guardians of students that are chronically absent and/or cutting classes. SASF has also reached out to parents via phone and mail to invite them to events such as college workshops. SASF most recently called parents during the Winter break to invite to wish them a happy and safe holiday.</p> <p>While these collective efforts have yielded some positive results, the school home connection and the number of parents/guardians attending events needs to increase. Having identified additional funding to be provided by SASF, NEHS along with SASF will embark on implementing a series of activities including ESL classes, hosting workshops and classes such as visual arts and crafts, yoga and health beginning in February. Efforts to engage parents/guardians in financial workshops related to college will continue. Working closely together, the NEHS Parent Coordinator, the Parent Association, NEHS school leadership, teachers and staff and SASF will develop a cohesive and ongoing plan to outreach and track parent/guardian participation. Additionally, NEHS and SASF will target the March Parent – Teachers Conferences in a collective effort to increase the number of parents/guardians that attend. Using, mental health money allocated to the school, NEHS and SASF will also continue to incorporate the school based clinic operated by Montefiore Medical Center in an effort to provide expanded and more consistent mental health services to students and their families including increasing the number of parent consultations</p>
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Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	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 III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET) Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.	
Status (R/Y/G)	Analysis / Report Out
Y	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p>Superintendent-Approved CET Recommendations:</p> <ul style="list-style-type: none"> • A community member recommended having a syllabus available online for parents, in Pupil Path. • A community member recommended having ways in which to develop school pride individually with students and across the school. • A community member recommended establishing a "help center" described a place to bring students' parents and school community together. • The Community Council for High Schools representative recommended a survey be provided to gather parent input about being involved in the school. <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. Listed below are any other efforts to utilize the powers of the School Receiver:

- The school leader is required to attend six Professional Learning Sessions provided by Superintendent’s Team to support the development of the principal as an instructional leader and understand school operations to successfully implement policies regarding the school budget, graduation requirements, and servicing special needs students. To date the principal has attended three sessions.
- The school leader and his AP are required to participate in a minimum of four scheduled visits conducted by the Teacher Development and Evaluation Coach to support teacher development and the observation process. Currently, the school leaders have completed 45% of their required observations to support teacher development. Additionally, the Superintendent’s Team has noted an improvement in the ability of school leaders to give teachers actionable and time-bound feedback to improve teaching and learning.
- The principal will participate in three learning walks during the months of November, February, and April with other principals in a district – wide Superintendent’s initiative focused on assessing the cognitive rigor of instructional tasks during lessons across



content areas. During learning walks, school leaders observe and debrief lessons with each other, share best practices for improving instruction, reflect on their own practices to strengthen the instructional core, and develop action plans to provide teachers with effective professional learning opportunities to develop pedagogy and increase student learning outcomes. To date the principal has participated in one learning walk with his colleagues.

- At mid-year, the Superintendent exercised her authority to change leadership to ensure that school leaders are effectively monitoring progress toward goals and are making adjustments to the school’s systems and structures to meet the benchmarks required by the State.

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

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

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Part V – Attestation

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

Name of Receiver (Print): Superintendent, Elaine Lindsey

Signature of Receiver: _____

Date: _____

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