



# Receivership Quarterly Report

2<sup>nd</sup> Quarter - November 1, 2015 to January 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
08X530: Banana Kelly High School	320800011530	NYC GEOG DIST # 8 – 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	Asya Johnson, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcoff, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	229

## 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 Banana Kelly 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.



Banana Kelly HS is a collaborative community that leverages internal and external partnerships to provide academic, social emotional and post secondary support resources to our children. The mission of Banana Kelly High School is to develop a thoughtful community where staff, parents and students can ambitiously challenge themselves to reach rigorous standards of excellence in a supportive culture through the involvement of appropriate habits of mind. Our aim is to become a school where all students strive to articulate meaningful learning and apply what they learned to effect change in their communities and the broader environment. We will work to create a place where individual experiences and different learning styles are valued. We will work collaboratively to produce well-informed learners capable of shaping their own futures.

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



**Part I – Demonstrable Improvement Indicators**

<b>LEVEL 1 – Indicators</b>				
Please list the school’s Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
4-Year Graduation Rate	Y	42%	43%	<ul style="list-style-type: none"> <li>• Through partnership with Replications, we are providing academic and social emotional supports school wide and targeting individual students’ needs through the use of AIS services.</li> <li>• The New Visions data tracker targets students’ credit accumulation, and identifies areas of need.</li> </ul>
College Readiness Index	Y	4.6%	5.6%	<ul style="list-style-type: none"> <li>• We utilize New Visions data tracker to efficiently target students’ credit accumulation.</li> <li>• Expanded Learning Time, AM, PM, and Saturday programs are comprised of targeted instruction for students who are off track towards graduation, and Action Plans are developed for each student at risk.</li> </ul>
English Regents Percent Pass By Year 3	Y	27%	28%	<ul style="list-style-type: none"> <li>• Increased usage and analysis of ELA assessments throughout the school year determines pathways to success.</li> </ul>
Make Priority School Progress	Y	N/A	Meet progress criteria	<ul style="list-style-type: none"> <li>• PF status is being addressed through multiple academic and social emotional initiatives, including AIS and ELT services, in conjunction with our partners.</li> </ul>
Math Regents Percent Pass By Year 2	Y	34%	35%	<ul style="list-style-type: none"> <li>• Implementation of EngageNY Math curriculum and tasks.</li> <li>• We engage NY formative assessments to track student progress.</li> <li>• AIS and ELT services are being used to increase Math support to at risk students.</li> </ul>



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<b>LEVEL 2 Indicators</b>				
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	5.6%	6.6%	<ul style="list-style-type: none"> <li>Inquiry teams are refining and developing CCLS aligned curricula.</li> <li>Teachers and administrators are ensuring effective ELT curriculum by aligning ELT curriculum with AIS practices during the regular school day.</li> </ul>
Framework: Collaborative Teachers	Y	1.80	1.84	<ul style="list-style-type: none"> <li>Replications is providing academic and emotional supports during the school day and during Expanded Learning Time.</li> <li>Teacher teams are working to refine and develop curriculum in ELA and Math, to ensure instruction is differentiated to meet the needs of individual learners.</li> </ul>
Framework: Rigorous Instruction	Y	2.84	2.88	<ul style="list-style-type: none"> <li>Through partnerships, including our main CBO Replications, we are providing differentiated instruction to target individual students' needs.</li> <li>Utilize New Visions data tracker to efficiently target students' credit accumulation.</li> </ul>
Implement Community School Model	Y	N/A	Implement	<ul style="list-style-type: none"> <li>Teachers and administrators are ensuring effective ELT instruction with expanded offering to target the needs of individual students.</li> <li>Teachers and administrators are ensuring Social Emotional needs are being met through our partnership with Replications.</li> <li>Expanded Learning Time includes targeted instruction for students who are off track towards graduation, and ensures students' needs are being addressed through weekly academic and guidance services.</li> </ul>
Provide 200 Hours of	Y	N/A	Implement	<ul style="list-style-type: none"> <li>Increase usage of ELA and math assessments</li> </ul>



Extended Learning Time				throughout the school year to determine pathways to success, and provide meaningful instruction during ELT. <ul style="list-style-type: none"> <li>In conjunction with our main partner, Replications, we are providing academic supports that target individual students' needs, with a focus on ELA and math, as well as comprehensive Guidance services.</li> </ul>		
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .		<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

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## Part II – Key Strategies

<b>Key Strategies</b> <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. <b>Rigorous Instruction</b> <b>Goals:</b> The school community focusing in on grades 9 and/or 10 will engage in a systematic and comprehensive use of data to identify and guide lesson planning. Curricula and units of study aligned with common core standards will be revised based on teacher feedback and student assessment results as evidenced by: By June 2016 teachers will plan and implement Common Core aligned curricula using Engage NY modules for ELA Math, and writing strategies in grades 9 and 10 to strategically assess student work to customize and differentiate tasks and instruction for diverse learners and provide feedback to promote student learning as evidenced by: <ul style="list-style-type: none"> <li>● Establish a baseline for 50% of teachers earning a rating of effective or higher on Danielson competency 1e: Using Assessment in Instruction</li> <li>● Establish a baseline for 50% of teachers earning a rating of effective or higher on Danielson competency 3c: Engaging Students in Learning</li> <li>● 80% of students will complete 4 CCLS aligned Performance Based Assessments in ELA and Math and 2 CCLS aligned tasks in Social Studies and Science</li> </ul>	Y	PD is being provided for teachers which is focused on providing students with timely, specific, and actionable feedback that accurately captures strengths, challenges, and next steps to promote students’ ownership of their own learning and a clear understanding of how to move to the next level.  Teacher teams comprised of a teacher lead and teachers in various content areas will engage in strategic inquiry to analyze student work and assessment data, and make all necessary curriculum revisions.  Model classrooms will be developed to support teacher growth and will act as labs where colleagues can come to watch pedagogical, content planning and behavior management best practices. These classrooms will be taught by both Peer Collaborative and Model teachers who will receive compensation in the form of either an annual salary boost and/or an extra planning period. These roles will also provide additional opportunities for teachers to assume leadership roles to grow professionally, and share their instructional practices with peers, while remaining in the classroom.  School continues to implement curriculum analysis in alignment with inquiry in all disciplines for purpose of co-developing a CCLS aligned lesson plan, observing it being implemented, and debriefing the



	<p>The impact on student achievement will be:</p> <ul style="list-style-type: none"> <li>• By June 2016, the Regents Completion Rate will meet or exceed 27.3%</li> <li>• By June 2016, the College and Career Preparatory Index will meet or exceed 11.7%</li> </ul> <p>By June 2016, the 4-Year Graduation Rate will meet or exceed 48.5 %</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• Model classrooms will be developed to support teacher growth and will act as labs where colleagues can come to watch pedagogical, content planning and behavior management best practices.</li> <li>• Peer Collaborative Teachers will support their colleagues through coaching and inter-visitations to improve instructional and student learning aligned to the Danielson Framework for Teaching and the teachers in this position will also be responsible for serving on the professional development committee.</li> </ul> <p><b>Renewal School Priority Areas:</b>                  Classroom Implementation of Curricula/Writing Strategies                  Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</p>		<p>implementation with school leaders and participating teachers.</p>
2.	<p><b>Supportive Environment</b>  <b>Goals:</b>                  The school and its CBO partners will continue to sustain and nurture a school culture where students feel safe,</p>	Y	<p>Create and implement a school-wide environment committee to develop a vision statement, create a directory of programs and services; and create a system for progress monitoring and a summative evaluation. The progress monitoring and the summative evaluation will be facilitated by</p>



	<p>supported and challenged by the school's administration, their teachers and peers in class and through their extra-curricular programs and activities; parents feel the school administration and staff welcomes them and is responsive to their feedback; and teachers feel recognized by school leaders.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>Revise, implement and progress monitor school attendance plan and referral system for academic support and social/emotional needs through a subcommittee that reports to the assistant principal and the school environment committee.</li> <li>Attendance Systems &amp; Structures</li> </ul>		<p>the school environment committee (Review of 5B of the RSCEP).</p> <p>Revise, implement and progress monitor school attendance plan and referral system for academic support and social/emotional needs through a subcommittee that reports to the assistant principal and the school environment committee.</p> <p>Teachers, counselors and CBO's will communicate weekly with the parents of their students via telephone and Skedula online anecdotes utilizing Tuesday after- school.</p> <p>Establish a school-wide attendance plan to monitor and track student attendance utilizing Success Mentors for students who are categorized as "chronically absent"..</p>
3.	<p><b>Collaborative Teachers</b></p> <p><b>Goals:</b></p> <p>By June of 2016, all teachers in the 9th and 10th grades will have evidence of a cycle of inquiry work showing the use of Strategic Inquiry and Writing is Thinking Strategies to improve student learning through the planning of units and lessons that are adaptive to student learning needs as evidenced by:</p> <ul style="list-style-type: none"> <li>80% of the 9th and 10th grade teachers will use the Strategic Inquiry protocols for engaging looking at student work cycles throughout the course of the 2015-16 school year.</li> <li>A proficient in Quality Review Indicator 4.2</li> </ul> <p>The impact on student achievement will be:</p> <ul style="list-style-type: none"> <li>By June 2016, 80% of target students will show</li> </ul>	Y	<p>Teacher Leaders will share their expertise with colleagues to develop a strong school culture through peer support, collaboration, and trust. They will work with colleagues to understand their individual skills/knowledge related to curriculum and instruction.</p> <p>Teachers will participate in professional development opportunities on effective strategies for providing multiple entry points in curricula and classroom practice to meet the needs of all students.</p> <p>In an effort to strengthen curriculum development and teacher team practices, special education teachers will collaborate with general education teachers during content common planning time to deepen inquiry, lesson studies, and classroom inter-visitations. During these meetings, teachers will share strategies and best practices to address the needs of all students, which include honor students, students with</p>



	<p>mastery in at least 3 Writing is Thinking Strategies                  By June 2016, the Regents Completion Rate will meet or exceed 27.3%</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• Strategic Inquiry teams in grade 9 and 10 comprised of a teacher lead, a school administrator, and 3 or more content area teachers at the grade level that will focus on analyzing student work and ensuring that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address student goals and needs.</li> <li>• Bi-monthly Strategic Inquiry Train-the-Trainer Professional Development and turn-keying by the returning teacher lead.</li> </ul> <p><b>Renewal School Priority Areas:</b>                  Danielson Framework Implementation - Observation Cycle Inquiry</p>		<p>disabilities, and English Language Learners.</p> <p>To promote teacher-parent collaborations, we will conduct a series of parent engagement workshops during which information regarding curriculum, assessments, Common Core Learning Standards, graduation requirements, academic expectations, and study strategies that parents can use to support their children will be provided. Teacher-parent communication will continue via email, PupilPath, and phone and school conferences with targeted outreach to at risk students.</p>
4.	<p><b>Effective School Leadership</b></p> <p><b>Goals:</b>                  School leaders will promote a supportive and collaborative environment of high expectations and professional growth resulting in high achievement outcomes for all students.                  The Principal’s leadership team (inclusive of the HSRI Coaches and DSR) and CBO partners will organize and progress monitor the implementation of all aspects of the implementation of the RSCEP. This will be</p>	Y	<p>School leaders will promote a supportive and collaborative environment of high expectations and professional growth resulting in high achievement outcomes for all students.                  The Principal’s leadership team (inclusive of the HSRI Coaches and DSR) and CBO partners will organize and progress monitor the implementation of all aspects of the implementation of the RSCEP. This will be accomplished by January 2016 and June 2016.                  The Principal of Banana Kelly, in partnership with the school’s Renewal Committee and CBO, will create and support the communication of the school’s vision and mission during the 2015-16 school year which will</p>



	<p>accomplished by January 2016 and June 2016.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• Revise, implement and progress monitor annual observation schedule of all informal and formal observations of all administrators.</li> <li>• Organize, implement and progress monitor sub committees to ensure the fidelity of implementation of the RSCEP.</li> <li>• Organize, implement and progress monitor lead CBO Replications Banana Kelly AM Academy goals and benchmarks.</li> </ul>		<p>highlight the diverse needs of the student body and promote a data driven culture that focuses the work of stakeholders on continuous school improvement.</p> <ul style="list-style-type: none"> <li>• Throughout the 2015-16 school year, the Principal will create and implement a Continuous School Improvement Committee that meets quarterly inclusive of CBO's, parents and student leaders.</li> <li>• Throughout the 2015-16 and in each subsequent school year, through the Principal's leadership, a committee inclusive of the principal, has developed a professional development planning and implementation process to ensure continuous improvement of the staff.</li> </ul>
5.	<p><b>Strong Family-Community Ties</b></p> <p><b>Goals:</b></p> <p>The school and its CBO partners will continue to create and support a culture of partnership where families and community members share in the responsibility for student academic progress and social emotional growth and well-being.</p> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>• Create a Student Support Team, led by the Community School Coordinator, that leverages and coordinates the school's extra-classroom resources (including CBOs and the other schools in the building) to provide more targeted learning, peer mentoring, extended time on task, parent outreach, and social supports.</li> </ul>	Y	<p><b>Strategies to Promote Stronger Family and Community Ties</b></p> <ul style="list-style-type: none"> <li>• As part of the Student Support Team, create a Family and Community Outreach Team that will create a series of events that allow families to contribute, celebrate, and learn with their children.</li> </ul> <p><b>Strategies to Promote Stronger Family Outreach</b></p> <ul style="list-style-type: none"> <li>• Communicate with parents continually through teacher contact, administrative and support staff contact, student progress reports, letters published in English and in languages spoken in the homes.</li> <li>• Replications staff and attendance teacher will provide attendance outreach, home visits, translations, coordinate monthly attendance meetings, work with Long Term Absences, and attend PPT meetings to support students and families who are at risk.</li> </ul> <p><b>Strategies for High Needs Students</b></p>



			<ul style="list-style-type: none"> <li>• Create a Student Support Team, led by the Community School Coordinator, that leverages and coordinates the school’s extra-classroom resources (including CBOs and the other schools in the building) to provide more targeted learning, peer mentoring, extended time on task, parent outreach, and social supports.</li> <li>• Communicate with parents continually through teacher contact, administrative and support staff contact, student progress reports, letters published in English and in languages spoken in the homes.</li> <li>• Replications staff and attendance teacher will provide attendance outreach, home visits, translations, coordinate monthly attendance meetings, follow up regarding Long Term Absences, attend and present at PPT meetings to those students at risk, that require further outreach and supports.</li> </ul>
6.	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b> Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b> Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



**Part III – Community Engagement Team and Receivership Powers**

<b>Community Engagement Team (CET)</b> Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.	
Status (R/Y/G)	Analysis / Report Out
Y	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p><b>Superintendent-Approved CET Recommendations:</b>                      Connect students’ skills to curriculum                      Supports for teachers who teach students with learning disabilities.</p> <p>Banana Kelly community, focusing in on grades 9 and/or 10, will engage in a systematic and comprehensive use of data to identify and guide lesson planning. Curricula and units of study aligned with common core standards will be revised based on teacher feedback and student assessment results</p> <p>Banana Kelly will engage programming shifts to ensure consistency across content area, teachers will teach 4 days a week with the fifth day set aside for common planning and to work with content area coaches. During this time, teachers will use data to adapt curricula, instruction and assessments to meet student needs. Assessments will vary by department with units ending in a culminating task.</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 <a href="mailto:receivership@schools.nyc.gov">receivership@schools.nyc.gov</a> email address, or by mail. The CET met to review the public input and finalize school improvement plan recommendations, which were submitted to the</p>



Superintendent, acting on behalf of the Chancellor as Receiver, for review. Upon Superintendent determination of which CET recommendations would be incorporated, the improvement plan was revised and resubmitted.

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

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

Status (R/Y/G)	Analysis / Report Out
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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:
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<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Receivership Quarterly Report – 2<sup>nd</sup> Quarter  
November 1, 2015 to January 15, 2016  
*(As required under Section 211-f(11) of NYS Ed. Law)*



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#### Part IV – Best Practices (Optional)

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##### **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.	
2.	
3.	



**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 Alcoff

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

Date: \_\_\_\_\_

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