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# 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
10X080: J.H.S. 080 The Mosholu Parkway	321000010080	NYC GEOG DIST #10 - BRONX	Yellow	SCEP
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Emmanuel Polanco, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Melodie Mashel, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	6, 7, 8	640

**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 Middle School 80 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.

Middle School (MS) 80, the Mosholu Parkway School, is in the process of rebranding itself as a School of Technology, Arts, Athletics and Citizenship - STA<sup>2</sup>C. Great strides have been made this year in using the Arts to anchor student behavior by providing multiple entry points for students who have not been showing progress in the more traditional areas. The partnership with the school's lead Community Based Organization (CBO) works in concert with the principal's vision by providing students multiple opportunities to engage in arts, technology and athletics throughout the school day. Scarsdale Strings, the planning of coding, robotics and social studies curriculums and new soccer and basketball programs have revamped the culture at the school. The school has a strong Positive Behavioral Intervention and Support (PBIS) program in place, as evidenced by a substantial decrease in incidents and an equally substantial increase in overall attendance from 88% to 94%.

Teachers at the school have multiple opportunities to collaborate with their peers during cycles of professional learning and in teacher team meetings, where teachers use structured protocols to analyze student work and make curricular adjustments based on data. Teachers also have opportunities to work with coaches and consultants on the planning, refinement and delivery of lessons. Teacher component ratings are showing an upward trend in the three focus areas for the school in 3b, 3c, and 3d of the *Danielson Framework for Teaching*. Teachers are implementing Pam Allen's Common Core Learning Standards (CCLS)-aligned units of study for English Language Arts (ELA), the Connected Mathematics Project in mathematics, Project Based Inquiry Science, and social studies units based on the NYCDOE's Scope and Sequence. Technology is infused throughout the day, whether it is reading and doing research



on an iPad, reading on MyOn, or having a debate in social studies where students use an app that tallies the votes for each side in real time. Throughout the school, the use of technology is clearly evident as a tool in teaching and engaging students in learning and preparing them for the 21<sup>st</sup> century.

Administration used data and beliefs about how student learn best to craft an instructional focus statement that aligns its multiple initiatives and rallies the school community around a single focus: how to engage teachers in teaching to high levels and how to engage students in high level tasks. School leaders analyzed data from 2015 State ELA exam to identify power standards in each grade. These standards are tracked and monitored in baseline and benchmark assessments aligned to the State exam. All grades are showing an upward trend in these power standards since the baseline and benchmark assessments were implemented.

**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**

**LEVEL 1 – Indicators**

Please list the school’s Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
3-8 ELA Growth Percentile	Y	48.7	49.7	Reading remediation through Achieve 3000, Lightsail, RAZ, Rosetta Stone and MyOn. Strategies such as paired reading, listening to passage preview and close reading and read aloud with discussion about text meaning are implemented.
3-8 ELA Percent Level 2 & Above	Y	37%	38%	Reading remediation through Achieve 3000, Lightsail, RAZ, Rosetta Stone and MyOn. Strategies such as paired reading, listening to passage preview and close reading and read aloud with discussion about text meaning are implemented.
3-8 Math Growth Percentile	Y	50.1	51.1	Math remediation is provided with guided practice implementing digital tools such as IXL, Khan Academy



				and Ten Marks. Such tools provide real time feedback to students.
3-8 Math Percent Level 2 & Above	Y	37%	38%	Math remediation is provided with guided practice implementing digital tools such as IXL, Khan Academy and Ten Marks. Such tools provide real time feedback to students.
Make Priority School Progress	Y	N/A	Meet progress criteria	As outlined below in the analysis of school goals and key strategies, the school is on track to meet targets.
School Survey - Safety	Y	2.56	2.60	As a result of implementation of a student government, Grey's Cadets, and PBIS, the school's Online Occurrence Reporting System (OORS) incidents have been reduced.

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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: Collaborative Teachers	Y	2.16	2.20	<p>There are four grade- subject meetings and one interdisciplinary team meeting built into teacher schedules.</p> <p>Professional learning is designed and implemented to support differentiated teacher team needs.</p>
Framework: Supportive Environment	Y	2.32	2.36	<p>In partnership with Scarsdale Strings, the school has included dance, music, theater, and visual arts in the program offering for all students. These electives are taught in specially designed spaces that create an authentic learning environment and allows for a serious exploration of the career possibilities within each of the Performing Arts. The programmatic design, along with the designated spaces, allows for parallel scheduling and student choice.</p> <p>Historically, MS 80 receives many students that are newcomers to the country throughout the year. Many of them encounter culture shock, anxiety, and a variety of challenges. As a result, we have newcomers’ classes to support students with acclimating, assimilating, and transitioning.</p>
Implement Community School Model	Y	N/A	Implement	<p>Partnerships with community organizations have resulted in the following:</p> <ul style="list-style-type: none"> <li>SONYC program offering soccer, basketball, boxing, robotics, dance, art, music, Scarsdale</li> </ul>



				<p>Strings Violin Instruction, the Grey Cadets Program and comic book writing have started and about 180 students attend Monday-Friday. Partnership with Astor Mental Health is in progress and awaits Department approval.</p> <ul style="list-style-type: none"> <li>• Parent workshops held: Saturday Rosetta Stone ESL class averages 20 parents in attendance.</li> <li>• 75% of families attended Parent Teacher Conferences (exceeded our original goal of 60%)</li> <li>• Technology lab is available daily for parents to access Google Classroom, Google Drive, email, Achieve 3000, EScience and IXL.</li> </ul>		
Performance Index on State Math Exam	Y	42	44	Math remediation is provided with guided practice implementing digital tools such as IXL, Khan Academy and Ten Marks. Such tools provide real time feedback to students.		
Provide 200 Hours of Extended Learning Time	Y	N/A	Implement	<p>On track to meet or exceed target based on existing after-school programs:</p> <ul style="list-style-type: none"> <li>• SONYC program offering soccer, basketball, boxing, robotics, dance, art, music, Scarsdale Strings Violin Instruction, the Grey Cadets Program and comic book writing has started and about 180 students attend Monday-Friday.</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.



## 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.									
<p>1. <b>Rigorous Instruction</b></p> <p><b>Goals:</b>                      During the 2015-2016 academic year, all teachers will create and implement CCLS-aligned instructional tasks, coupled with clear criteria for high quality work, that students are able to articulate. This will result in an overall improvement in ELA proficiency by 4%, as measured by the 2016 ELA State exam.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>Teacher teams will meet at least two times weekly in order to monitor the alignment of reading and writing instructional tasks to the CCLS across science, social Studies, and ELA classes.</li> <li>In addition, ELA, science, and social studies teachers will meet once a week to “look at student work” in order to monitor student learning and inform revision of instructional units.</li> </ul> <p><b>Renewal School Priority Areas:</b></p> <ul style="list-style-type: none"> <li>Expanded Learning Time (ELT)</li> </ul>	Yellow	<p>Teacher teams are meeting regularly with Pam Allen’s coaching team to align instructional tasks and assessments to core units of study in ELA. Teacher teams meet at least 3 times a week to plan and fully implement Pam Allen’s Common Core reading and writing units of study. For example, during Professional Learning Cycle #1, all core content teachers reviewed student work across disciplines and determined that students needed to better understand CCLS criteria in order to give each other standards-based feedback.</p> <p>Teacher teams engage in the analysis of student work using protocols from the School Reform Initiative. For example in ELA, teachers have noticed inconsistent performance in standards RI/RL (6-8).3. Through a review of student work, they have identified that students need more practice with close reading in order to analyze the context of vocabulary words, sentences, and phrases in passages. This has shifted their curriculum planning to focus on this targeted need.</p> <p>In addition, teacher teams meet to review student data; periodic assessments, Achieve 3000 results, MyOn data and student work. Evidence of recent data suggests students are showing gains in ELA proficiency as evidenced by the data points on the table below.</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Base line to midline Periodic Assessment</th> <th>Baseline to midline Achieve 3000 –</th> <th>Baseline to midline</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>		Grade	Base line to midline Periodic Assessment	Baseline to midline Achieve 3000 –	Baseline to midline				
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	<ul style="list-style-type: none"> <li>• Planning and refinement of written CCLS-aligned curricula to provide access to all students.</li> <li>• Response to Intervention (RTI)/Academic Intervention Services (AIS)</li> </ul>		<table border="1"> <thead> <tr> <th></th> <th>Data</th> <th>Average Lexile Gains</th> <th>MyOn</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>Increase from 40% - 43%</td> <td>27</td> <td>71</td> </tr> <tr> <td>7</td> <td>Increase from 40% - 51%</td> <td>37</td> <td>91</td> </tr> <tr> <td>8</td> <td>Decrease from 43% - 36%</td> <td>70</td> <td>51</td> </tr> </tbody> </table>		Data	Average Lexile Gains	MyOn	6	Increase from 40% - 43%	27	71	7	Increase from 40% - 51%	37	91	8	Decrease from 43% - 36%	70	51
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6	Increase from 40% - 43%	27	71																
7	Increase from 40% - 51%	37	91																
8	Decrease from 43% - 36%	70	51																
2.	<p><b>Supportive Environment</b>  <b>Goals:</b>                  By June 2016, the school will continue to build on the PBIS system to establish a school-wide culture where all students feel safe, supported, and valued by all staff and peers. This will result in a 10% reduction of level 3-5 incidents and suspensions for the 2015-16 academic year.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• To build on the PBIS system to establish a school wide culture where all students feel safe, supported, and valued by all staff and peers</li> <li>• Teachers will be provided with on-going professional development on using the PBIS matrix and data gathered to reinforce academic personal behaviors that support student learning</li> <li>• Students will receive instruction and support that leads to academic behaviors of effective learners</li> <li>• Teachers will embed specific strategies that will develop and promote academic behavior of</li> </ul>	Yellow	<p>As evidenced by the data indicated below the school has made major strides in this area ensuring a safe and welcoming school that is conducive to learning.</p> <p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>• Attendance has improved from 88.8% to 94%.</li> <li>• Intensive outreach with targeted daily attendance meetings has led to improved student attendance.</li> </ul> <p><b>Safety:</b></p> <ul style="list-style-type: none"> <li>• Level 3 incidents have decreased by 50% from 10 (September 2014-January 2015) to 5 this year (September 2015- January 2016)</li> <li>• Principal suspensions have increased slightly as follows: School year 2014-15 = 7, School Year 2015-16 = 8</li> <li>• Ongoing implementation of PBIS with assemblies and celebrations to honor students displaying expected academic and personal behaviors are held.</li> <li>• In addition, to support all students with improving reading comprehension and to provide them with opportunities for reading for enjoyment, we have instituted 180 minutes of independent reading per week. Students are free to read trade books and read books on iPads (Light Sail).</li> </ul>																



	<p>effective learners</p> <ul style="list-style-type: none"> <li>Attendance systems and structures</li> </ul>		<p>Professional Learning:</p> <ul style="list-style-type: none"> <li>An external consultant provides teachers with ongoing professional development. In addition, in collaboration with the District 10 team, the principal designs Professional Learning Cycles to address the needs of the school and support teacher practice.</li> </ul>
<p>3.</p>	<p><b>Collaborative Teachers</b>  <b>Goals:</b>                  During the 2015-16 school year, the school will continue to build on a collaborative approach to teacher professional development, by empowering a team of teacher leaders to develop and implement a sustainable coaching model aligned to the school’s instructional focus, the <i>Danielson Framework</i>, and the school’s professional learning plan. This collaboration will support teachers in improving their practice and increasing the average teacher ratings by 5% as measured by the <i>Danielson Framework for Teaching and Learning</i>, in the following components:</p> <ul style="list-style-type: none"> <li>3b. Engaging Students in Questioning and Discussion Techniques</li> <li>3c. Engaging Students in Learning</li> <li>3d. Assessment in Instruction</li> </ul> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>To empower a team of teacher leaders to develop and implement a sustainable coaching model aligned to the school’s instructional focus, the <i>Danielson Framework</i>, and the school’s professional learning plan.</li> </ul>	<p>Yellow</p>	<p>Advance data suggests teachers are elevating their practice in key areas of the Danielson rubric in the instructional core, specifically 3b, 3c and 3d. Advance data is regularly reviewed in Cabinet and used to inform instructional coaches’ work with teachers.</p> <p>Coaches and peer-collaborative teachers facilitate teacher team meetings and focus on effective instructional strategies. Coaching logs are maintained. Logs and lessons are stored on Google Docs.</p> <p>Lead teachers have been repositioned to assume the following roles: math coach, ELA coach, AP serving as English as a New Language (ENL) coach. Additionally, an ambassador AP who has joined the renewal school midyear has assumed responsibility for coaching science</p> <p>Teacher teams engage in weekly structured collaborations to analyze student work and adjust curriculum as needed.</p>



	<p><b>Renewal School Priority Areas:</b></p> <ul style="list-style-type: none"> <li>• Job-embedded instructional coaching</li> </ul>																																										
4.	<p><b>Effective School Leadership</b></p> <p><b>Goals:</b></p> <p>During the 2015-16 school year, we will continue to build on distributive leadership approaches by engaging both content and interdisciplinary teacher teams in goal-setting, continuous progress monitoring, and effective use of instructional data to improve student outcomes. This will result in a reduction of ELA Level 1 students by 10%.</p> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>• To build on distributive leadership approaches by engaging both content and interdisciplinary teacher teams in goal-setting, continuous progress monitoring, and effective use of instructional data to improve student outcomes.</li> </ul>	Yellow	<p>During the 2015 – 2016 school year school leaders and staff have engaged in the ongoing in-depth analysis of student summative data leading to the identification of key standards of focus by grade in ELA. In depth item analysis of NYS ELA 2014 – 2015 test results suggest focus on key CCLS ELA standards. Student progress in key identified standards are indicated on the table below.</p> <table border="1" data-bbox="1094 574 1971 1373"> <thead> <tr> <th>Standard</th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>Key Ideas and Details Literature</td> <td>8% increase</td> <td>X</td> <td>X</td> </tr> <tr> <td>Key Ideas and Details Information</td> <td>8% increase</td> <td>X</td> <td>X</td> </tr> <tr> <td>Integration of Knowledge Informational Text</td> <td>X</td> <td>22% increase</td> <td>X</td> </tr> <tr> <td>Craft &amp; Structure Informational Text</td> <td>X</td> <td>4% increase</td> <td>X</td> </tr> <tr> <td>Key Ideas &amp; Details Literature</td> <td>X</td> <td>18% increase</td> <td>X</td> </tr> <tr> <td>Key Ideas &amp; Details Information</td> <td>X</td> <td>X</td> <td>3% increase</td> </tr> <tr> <td>Craft &amp; Structure Literature</td> <td>X</td> <td>X</td> <td>9% increase</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Standard	Grade 6	Grade 7	Grade 8	Key Ideas and Details Literature	8% increase	X	X	Key Ideas and Details Information	8% increase	X	X	Integration of Knowledge Informational Text	X	22% increase	X	Craft & Structure Informational Text	X	4% increase	X	Key Ideas & Details Literature	X	18% increase	X	Key Ideas & Details Information	X	X	3% increase	Craft & Structure Literature	X	X	9% increase								
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5.	<p><b>Strong Family-Community Ties</b>  <b>Goals:</b>                  During the 2015-2016 academic year, we will partner with a variety of community based organizations to support the holistic needs of families, both academic and non-academic. This will result in:</p> <ul style="list-style-type: none"> <li>• An increase in attendance for the year by at least 3%</li> <li>• 60% of our families participating in at least two school events/workshop focusing on academic topics and 1 workshop focusing on socio-emotional development by April 2016</li> <li>• 60% of our families attending parent teacher conferences in the fall and the spring</li> <li>• An increase of at least 10% in positive responses in the NYC school survey</li> </ul> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>• To partner with a variety of community based organizations to support both the academic and non-academic needs of our families</li> </ul>	Yellow	<p>During the 2015–2016 school year, partnerships with community organizations have resulted in the following:</p> <ul style="list-style-type: none"> <li>• SONYC program offering Soccer, Basketball, Boxing, Robotics, Dance, Art, Music, Scarsdale Strings Violin Instruction, Grey Cadets Program and Comic book writing has started and about 180 students attend Monday-Friday.</li> <li>• Partnership with Astor Mental Health is in progress and awaits Department approval.</li> <li>• Parent workshops held: ESL Saturday class with use of Rosetta stone average attendance is <u>20</u> parents</li> <li>• 75% of families attended Parent Teacher Conferences (exceeded our original goal of 60%)</li> <li>• Technology lab for parents to access Google Classroom, Google Drive, email, Achieve 3000, EScience, IXL.</li> </ul>
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



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

<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></p> <ul style="list-style-type: none"> <li>• Monthly celebrations that recognize the diversity of the school</li> <li>• School leaders to hold periodic town hall meetings with teachers.</li> <li>• Clearer systems and structures that support new teachers.</li> <li>• “Lunch and learn” where teachers do not have to exit the building for lunch during trainings, and lunch is provided at a lower cost.</li> <li>• Community member recommends a more structured academic curriculum during ELT.</li> </ul> <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 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> <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.</p>



<b>Powers of the Receiver</b>			
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.		
<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.



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

<p><b><u>Best Practices</u></b></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.	



**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, Melodie Mashel

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

Date: February, 2016

DRAFT