



DRAFT

Receivership Quarterly Report

2nd Quarter - November 1, 2015 to January 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
24Q485: Grover Cleveland High School	342400011485	NYC GEOG DIST #24 - QUEENS	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	Denise Vittor, Principal	Elaine Lindsey, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	9, 10, 11, 12	1727

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 Grover Cleveland 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.

Grover Cleveland High School has effectively implemented strategies with regard to creating and sustaining a supportive environment. The school's attendance is currently 84.3, and its benchmark is 85%. The school has increased its attendance by 2.4 % year-to-date. The implementation of Positive Behavioral Intervention Strategies (PBIS) is also responsible for improved attendance and the school has experienced a decline in disruptive behavior leading to suspensions. 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 an outside consultant from Literacy Design Collaborative to create rigorous Common Core-aligned units across all content areas.



The school is effectively creating partnerships with families by improving its use of an online communication tool for informing students and parents how their child is doing in their classes. Through professional learning, teachers and parents have learned to use its various components to stay informed about student attendance in real time, student assignments in each class and completion of work and assessments. Students and parents are now monitoring progress towards achieving their desired goals.

The school's four year graduation rate from June 2014 was 59%. Its four year graduation rate for June 2015 is 60.5%, and as of August 2015, the four year graduation rate is 62.5%. The school's progress target is 61%. The school continues to effectively monitor students' progress via the graduation tracker on STARS/ATS systems and additionally, the Datacacion information system. Teacher teams meet to discuss students, monitor their progress and provide both the academic and socio-emotional interventions needed for student success.

The school has specifically implemented transcript reviews three weeks each semester in the guidance department for students to meet with their counselors to collaboratively develop academic goals and review grades. Action plans are created with the student to facilitate the successful completion of Regents Exams and courses. Scholarship reports to date show an overall improvement of 3%.

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
College Readiness Index	Y	18.8%	19.8%	Our 4 year college readiness index continues to increase. We expect to meet this benchmark as we have increased both the number of higher level courses and the number of students taking them. We offer 6 College Now and 11 Advanced Placement courses, that are open to all who want to take them. Our CTE offerings such as Hospitality and Tourism and Information Technology have college “capstone” courses, or end in certification and licensure such as our Emergency Medical Technician course that culminates with state certification. Our academic courses are both common core aligned and content standards based from grades 9 – 12. .
Make Priority School Progress	Y	N/A	Meet progress criteria	Our Priority status is based on our 4 year graduation rate from June 2014 which was 59%. Our 4 year graduation rate for June 2015 is 60.5% and as of August 2015, our 4 year graduation rate is 62.5%. Our progress target is 61%. We continue to monitor our Cohort R students via the graduation tracker on both the STARS/ATS system and additionally, the Datacation/Skedula information system. Teacher teams meet in their SLC’s to discuss Cohort R students, monitor their progress and provide both the academic and socio-emotional interventions needed for student success.



Progress Toward Graduation- Years 2 and 3	G	51.7%	52.7%	<p>We have specifically implemented transcript review 3 weeks each semester in our guidance department for students to meet with their counselors to plan out their 10th, 11th and 12th grade years. Student goals are collaboratively developed, programs and grades are reviewed and a plan is put in place with the student 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. Scholarship reports to date show an overall improvement of 3%. Data analysis will be conducted the week of Feb 1st on passing rates for both courses and Regents exams. We now have specific college and career meetings for Juniors as well as senior students with the college and career counselor.</p>
Regents Completion Rate	G	42.8%	43.8%	<p>As our English as a New Language (ENL) and Students with Disabilities (SWD) populations remain steady and our general education population numbers decrease, we are focusing on English as a Second Language (ESL) and scaffolding strategies to support all of our struggling students who take Regents exams. We offer academic support and Regents preparation to all students, but have a specialized program for ENL students so that they can strengthen their English literacy skills while preparing for the Regents. Every student is given as many opportunities as needed to succeed on these exams. We encourage our students to take it again in order to receive a higher score. Regents Exam tasks have become part of everyday teaching and learning.</p>
School Survey - Safety	Y	2.68	2.72	<p>In order to address the issue of school safety we are implementing a comprehensive Positive Behavioral Intervention System (PBIS) structure as our restorative</p>



				<p>and de-escalation approach across the building. We are developing tiered interventions to address the needs of students including SWD. Data is shared with the faculty monthly: Online Occurrence Reporting System (OORS) and Suspensions and Office of Hearing Online (SOHO) reports of incident locations and types, and monthly comparisons of suspensions. We have worked with the Skedula program to develop “badges” for positive, exemplary student behaviors and are developing concurrent incentive programs for rewarding these positive behaviors. We have developed a tiered system of interventions for students who need them. We conduct monthly Professional learning on this topic as we implement this cultural shift in the building. Our student run Ally and Ambassador programs continue to grow and teach advocacy through peer interventions. Guidance staff provides ongoing support to teacher teams and families on how to implement positive behavioral strategies inside and outside the classroom.</p>
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LEVEL 2 Indicators

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

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
4-Year Graduation Rate for Students with Disabilities Subgroup	G	29%	30%	We have established a Quality Improvement Process (QIP) team to analyze cohort data with the SESIS, Ivonne Leon, Assistant Principal of Special Education and Small Learning Communities (SLC) coordinators. The QIP team meets twice per month to discuss data and possible strategies and supports for SWD in the cohort. The SLC coordinators will be discussing the findings from the QIP team with their SLC teams to plan and implement supports for their special needs students.
6-Year Graduation Rate	G	66.3%	67.3%	GCHS continues to offer services, courses and supports to students in Cohort P so that they complete coursework, have opportunities to study and prepare for Regents exams and can graduate in 2016.
Framework: Effective School Leadership	G	1.60	1.64	<p>The Principal and APs exam unit plans and provide feedback to the teachers on teams. They have given feedback to all teams except for Global History and Living Environment. These departments will receive feedback on unit plans in the spring.</p> <p>The Teacher Development and Evaluation Coach (TDEC) worked with the school leaders to create a model for the observation process. The TEDEC and principal have engaged in three norming sessions with the APs and are scheduled to conduct a minimum of two more norming sessions in the spring.</p>



				<p>The Principal has attended two team meetings (Global and Earth Science) to observe the inquiry work process and give the facilitator feedback. Also the principal stated that her APs have participated in at least two teacher teams meetings to monitor the progress of the inquiry work and give feedback.</p> <p>APs monitor Skedula regularly. Data from Skedula is pulled in the middle of each marking period to address issues with both students and teachers early on to ensure that pass rates in classes increase with the proper interventions. Changes have been made to Skedula for teachers, parents, and school leaders to track PBIS. Teachers are encouraged to input positive anecdotes. Then, they can click on an electronic PBIS badge in Skedula. Students receive positive interventions for PBIS badges.</p> <p>The AP of Guidance has weekly meetings with the guidance counselors to discuss the progress of students in their small learning communities (SLCs) and interventions for targeted students. The guidance counselors then meet with the teachers in their SLCs to discuss the students further and the implementation of action plans.</p> <p>The principal meets with her Cabinet weekly to analyze data via DataCation to assess progress toward school's goals.</p> <p>Principal Vittor was recommended to participate in the Early Career Success Partnership with TRQ and TNTP. The program is designed so that the capacity of teacher leaders is developed so that they are better able to provide support to novice teachers. Principal Vittor</p>
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				meets with the coaches of the teacher leaders to monitor their work with novice teachers.
Framework: Rigorous Instruction	Y	2.80	2.84	<p>Through High Schools That Work, a teacher team is being trained in the Literacy Design Collaborative (LDC) methods and will develop and implement 3 LDC modules (unit plans) for each subject area. The team will analyze the students work on the final performance tasks for each module in order to ensure rigor in both content and literacy for college and career readiness. The LDC team will facilitate professional learning opportunities with their departments through the sharing of their modules and resources, (such as LDC.org) and strategies for rigorous engagement and performance tasks.</p> <p>Teacher teams will develop unit plans that utilize UDL principles which will include Common Core, Performance Tasks, Essential Questions, Objectives, Vocabulary, Literature and Documents, Scaffolds and Activities. BELA Academy teachers will develop revised curriculum maps and unit plans designed specifically for ENL students that focus on language acquisition and proficiency in order to enhance learning for college and career readiness.</p> <p>Teachers will participate in professional learning opportunities to provide multiple entry points, higher order questioning and tasks for all students and incorporating literacy skills in lessons across the curriculum.</p>
HS ELA Students Level 2 & above - Limited English Proficient Students Subgroup	Y	44%	45%	<p>The principal ensures that APs monitor Skedula regularly. Data from Skedula is pulled in the middle of each marking period to address issues with targeted student subgroups early on to ensure that pass rates in classes increase with the proper interventions. School leaders are focusing on ESL and scaffolding strategies to support all of our struggling students who take Regents exams. We offer</p>



				academic supports and Regents preparation to all students, but have a specialized program for ENL students so that they can strengthen their English literacy skills while preparing for the Regents. Every student is given as many opportunities as needed to succeed on these exams. We encourage our students to take it again in order to receive a higher score. Regents Exam tasks have become part of everyday teaching and learning.		
Provide 200 Hours of Extended Learning Time	G	N/A	Implement	GCHS has implemented the following system of ELT: Blended learning classes Tuesdays through Saturdays. Tutoring during lunch, afterschool and on Saturdays. physical education make up hours, Fridays afterschool , and Saturdays Make up science labs, make up work afterschool and during the Saturday program Academic supports for struggling students		
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 As applicable, identify any key strategies being implemented during the current reporting period that are <u>not described above</u> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.		
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.
1. Rigorous Instruction Goals: By June 2016, English as a New Language learners and Students with Disabilities will improve their ability to respond critically to CCLS aligned written tasks as a result of improved rigor and access in Literacy Design Collaborative units and lessons, as measured by a 5% increase in the number of students passing core subject classes. Key Strategy: <ul style="list-style-type: none"> Teachers will be trained in how to incorporate scaffolds and individualized supports in both curriculum and instructional strategies in order to improve achievement of ENLs, SWD, students in the lowest third and students in need of enrichment. 	Y	Through High Schools That Work, a teacher team is being trained in the Literacy Design Collaborative (LDC) methods and will develop and implement 3 LDC modules (unit plans) for each subject area. The team will analyze the students work on the final performance tasks for each module in order to ensure rigor in both content and literacy for college and career readiness. The LDC team will facilitate professional learning opportunities with their departments through the sharing of their modules and resources, (such as LDC.org) and strategies for rigorous engagement and performance tasks in the Spring of 2016 once per month. Teacher teams will develop unit plans that utilize UDL principles which will include Common Core, Performance Tasks, Essential Questions, Objectives, Vocabulary, Literature and Documents, Scaffolds and Activities. BELA Academy teachers will develop revised curriculum maps and unit plans designed specifically for ENL students that focus on language acquisition and proficiency in order to enhance learning for college and career readiness. Teachers will participate in professional learning opportunities to provide multiple entry points, higher order questioning and tasks for all students and incorporating literacy skills in lessons across the curriculum once per month in departmental meetings and Professional learning. Teachers will develop 2 goals: one to improve their practice and one to increase student performance. The goals will be conferenced with their



			supervisor/AP/Principal and growth in the specified area will be monitored and reflected upon each marking period.
2.	<p>Supportive Environment Goals: By June 2016, there will be a 3% increase in attendance and a 10% decrease in violent and disruptive incidents as a result of systemic implementation of PBIS programs measured by Suspensions and Office of Hearings Online (SOHO) data and Period Attendance Reports (PAR).</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • School will implement a comprehensive PBIS program in all grades and Small Learning communities. • Monthly Team meetings with representatives from each Small Learning Community and Guidance will review identification systems and subsequent intervention plans to determine impact and next steps 	G	<p>Increased outreach, monitoring, and mentoring in each SLC, as well as supportive strategies such as check in/out, wake up calls, and our guardian angel program has helped students to come to school. We are seeing outcomes at this halfway point. Our attendance is currently 84.3, and our benchmark is 85%. We have increased our attendance by 2.4 % YTD. Our implementation of PBIS and focusing on peers welcoming their peers back after they have been out , especially for a number of days has been positive both for attendance and the reduction of violent and disruptive incidents. Our attendance is currently 84.3, and our benchmark is 85%. We have increased our attendance by 2.4 % YTD. Our implementation of PBIS and focusing on peers welcoming their Our ENL's to come to school on a regular basis and go to class every period. Incentives are offered through SLC award ceremonies for students who have improved their attendance, their academic performance, their teamwork. Staff members have been trained in PBIS each month with a focus on welcoming students back into their classrooms. SLC teams meet to identify at risk students and plan interventions for them. We are beginning to see the impact through a decrease in suspensions, especially violent and disruptive incidents.</p>
3.	<p>Collaborative Teachers Goals: By June 2016, the graduation rate will improve to 61%, as a result of teacher team collaboration that focuses on analyzing formative assessment outcomes to drive instructional adjustments, and providing students with specific, actionable feedback to improve skill development.</p> <p>Key Strategy:</p>	G	<p>On Mondays, teachers collaborate to develop unit plans; lesson plans and the scaffolds that will ensure all students can access the content and engage in the instruction. The focus is to integrate literacy skills into every content area through the use of literacy strategies and formative assessments. The teams will examine student work to assess the outcomes of the strategies employed. They will give students meaningful feedback and make changes to their instructional practices that will yield stronger student outcomes and better student performance on tasks.</p>



	<ul style="list-style-type: none"> Teachers and Administrators will engage in horizontal (SLC) and vertical Inquiry protocols in order to determine student skill gaps, drive instructional adjustments, and develop specific, actionable feedback to improve student skill development. 		
4.	<p>Effective School Leadership Goals: By August 2016, 85% of teachers will demonstrate improvement in observation ratings as a result of timely, actionable feedback that directly relates to areas of need and professional development implementation as measured by ratings in Advance.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> The school will implement a rigorous and individualized professional development plan that will be evaluated through formal and informal observations. Teachers will be provided with consistent timely and specific feedback in order to reinforce PD. 	G	<p>The Principal, Assistant Principals and TDEC will conduct walkthroughs to calibrate and norm evaluative conversations and responses. Teachers have co-constructed goals to improve their practice and improve student outcomes. Observations are conducted utilizing Danielson’s Framework for Teaching with timely and consistent feedback relating to their goals and the pertinent indicators of 3c, 3b, and 3d, specifically. The cycle includes a post observation conference, as well as, the written evaluation which focuses on student engagement, using questioning and discussion techniques and formative assessment in the classroom. Professional Development (PD) is both large group and small group oriented on Monday afternoons. Sessions have included strategies on checking for understanding, portfolios as formative assessment tools, and unit and lesson planning effectively to maximize learning.</p>
5.	<p>Strong Family-Community Ties Goals: By June 2016, there will be increased real-time communication between students, parents, and staff, as a result of the implementation of Datacation, a comprehensive whole school communication program,</p>	Y	<p>Datacation (Skedula for teachers and Pupil Path for students and parents) has been integrated as our online communication tool for informing students and parents how their child is doing in the classroom. Through PD, teachers and parents have learned to use its various components to stay informed about student attendance in real time, student assignments in each class and completion of work and assessments.</p>



	<p>as measured by a combined 50% participation rate among all students and parents recorded through the Datacation reports</p> <p>Key Strategy: The school will improve parent participation and their ability to advocate for their children through enhanced communication protocols as well as the introduction of an on-line communication program.</p>		<p>Students are now monitoring their own progress; parents are signing in to see if their child attended class and has homework that evening, or to write a message to the teacher. Teachers are posting assignments so students readily have information to make work up. Students can access the assignment and complete it from Pupil Path.</p>
6.			
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

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"> • Additional language acquisition support for ELLs: Support development of BELA Academy. • Instead of adding another CTE program, strengthen the current CTE programs in our school by preparing for State approval process. • Remain vigilant in terms of building safety by implementing the PBIS model for the entire school community, continue the Ally and Ambassador programs, extend supports to parents. • Implement statistical metrics to monitor effectiveness of programs and interventions - data on what is working. • Send monthly letters to families to inform them of each subjects' curriculum and/or syllabi so parents can help students at home. • Explore ways to support students and families in unsafe or unstable home environments. • Find ways for parents to increase engagement , participate and attend events. • ELT Activities- form more clubs such as rap groups to make songs about subjects hey struggle with, athletic and artistic programs, chess, cheerleading, dancing, spirit ype activities and fencing, programs that align with students' interests. Offer swimmin • Create/find internships (WBL) for students to allow for more CTE certified students <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,</p>



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

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

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

Status (R/Y/G)	Analysis / Report Out
G	<p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.</p> <ul style="list-style-type: none"> • 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. 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. Currently, school leaders have participated in three visits conducted by the Teacher Development and Evaluation Coach to support teacher growth.



- 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.
- Principal Vittor was recommended to participate in the Early Career Success Partnership. The program is designed so that the capacity of teacher leaders is developed, enabling them to provide support to novice teachers. Principal Vittor meets with the coaches of the teacher leaders to monitor their work with novice teachers. B At the end of the school year the retention rate of new teachers will be assessed.

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

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

Signature of Receiver: *Elaine Lindsey*

Date: February 2016

DRAFT