



DRAFT

# 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
09X339: I.S. 339	320900010339	NYC GEOG DIST # 9 - BRONX	Yellow	SIG 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	Kim Outerbridge, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Leticia Rodriguez-Rosario, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	6, 7, 8	517



## 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



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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 IS 339 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



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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.

IS 339 continues to build capacity within Level 1 and Level 2 indicators. In mathematics, teachers receive monthly professional development in order to expand pedagogical practices within the department. Hunter College provides mathematics teachers with teaching strategies to improve practices specifically aligned to the math classroom. The 3-year Title IIB grant ensures teachers will become better pedagogues as they continue to participate in professional development and college credit bearing courses. The English as a New Language (ENL) and Special Education Departments work closely together in order to formulate modified approaches to learning so that all students are addressed by means of differentiated tasks.

In English Language Arts (ELA), teachers attend Teachers College professional development in order to expand their practices aligned to writing. Monthly professional learning allows for teacher leaders to participate in grade appropriate sessions designed to improve the teaching of writing to Middle School students.

All teachers continue to plan together during grade, content and interdisciplinary team meetings. This has had a direct effect on the instructional program, as teacher observations demonstrate that teachers of all subject areas are delivering more rigorous instruction.

Expanded learning time focuses on ELA and Mathematics. This model includes targeted academic intervention where students are tiered in groups based on pre- and post-test data results. Students receive the additional hours of instruction Wednesday through Friday from 2:40 to 3:55pm.

Overall, the school continues to build community with parents, students, and families. Student incidents/infractions and the rate of overall suspensions continue to decrease from last year.

**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 Math Growth Percentile	Y	51.0	52.0	<p>The following assessments are implemented and analyzed in order to make instructional decisions. Areas of growth school-wide continue to be Ratios and Proportions and Expressions and Equations. Cycle I of the Academic Intervention Service (AIS) program reveals student growth in the prerequisite strand for Ratios and Proportions. Foundational skills were taught explicitly to Tier I students. Tier 2 and 3 students receive grade-level instruction. Mastery Connect data shows student improvement specifically aligned to fraction operations, decimals and percentages for the lowest tier (T1). Pre-test data shows an average of 61% of all students in Tier 1. Grade 6, Ratios and Proportions - 55% T1, Grade 7, Ratios and Proportions - 58% T1 and Grade 8 Expressions and Equations - 70% T1. Post Test data shows an overall decrease in the percentage of Tier 1 students. Standard 5.NF.B.6 (Solve real world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem.) shows a decrease to 53% of all students tested are in need of Tier 1 accelerated interventions.</p>



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<p>3-8 Math Percent Level 2 &amp; Above-</p>	<p>Y</p>	<p>37%</p>	<p>38%</p>	<p>The following assessments are implemented and analyzed in order to make instructional decisions:</p> <ul style="list-style-type: none"> <li>• Baseline exams 9/2015</li> <li>• MasteryConnect - Engage NY Unit Tests (ongoing)</li> <li>• Midline Assessments 2/2016</li> <li>• Endline Assessments 6/2016</li> </ul> <p>Areas of growth school wide continue to be Ratios and Proportions and Expressions and Equations.</p>
<p>Average ELA Proficiency Rating</p>	<p>Y</p>	<p>2.10</p>	<p>2.11</p>	<p>The ELA Department shows a steady increase in student outcomes as reported in post assessments via MasteryConnect. Data reports show a decrease in the number of students in need of accelerated interventions. Pre-test reports show students in need of remediation at the following levels:</p> <ul style="list-style-type: none"> <li>Reading Informational Text (2) - 86.5%, Grade 6,</li> <li>Reading Informational Text (3) - 41.4%, Grade 7,</li> <li>Reading Informational Text (3) - 77.3%, and Grade 8</li> </ul> <p>Post-test reports show substantial reductions in students in need of remediation at the following levels:</p> <ul style="list-style-type: none"> <li>Reading Informational Text (2) - 26.2%, Grade 6</li> <li>Reading Informational Text (3) - 34.4%, Grade 7</li> <li>Reading Informational Text (3) - 34.9%, Grade 8</li> </ul> <p>Ongoing planning and preparation and the design of Common Core-aligned scope and sequence documents continues. We also utilized data from the June instructional report - Standard 3 for Reading Informational Texts as an</p>



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				<p>overarching area of need to drive our instructional focus.</p> <ul style="list-style-type: none"> <li>• The following are the specific focus areas by grade: Grade 6: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</li> <li>• (Grade 7): Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> <li>• (Grade 8): Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) as areas in need of improvement.</li> </ul> <p>In daily classes, in addition to extended learning time, students receive targeted AIS that is aligned to standards-based strategies.</p>
Make Priority School Progress	Y	N/A	Meet progress criteria	Based on the ELA and math inquiry and interventions listed above, we believe that the school will make progress on all state indicators.
School Survey - Safety	Y	1.40	1.44	Newly designed town hall events held every Tuesday allow students to come together and interact with each other and the Respect for All team in order to build social and emotional skills. Topics presented include character building, safety and order, as well as college and career readiness. End of year data will show an overall decrease in online reporting for student incidents and infractions.

**LEVEL 2 Indicators**



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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
3-8 Math Level 2 & Above - Hispanic Students Subgroup	Y	37%	38%	147 ELLs receive instruction using the recommended model for teaching as per the NYCDOE that includes one ELA teacher and one ENL teacher during the daily ELA block. In addition, the ENL teacher addresses the beginner, intermediate and advanced ELLs. This co-teaching model includes planning and preparation together using the NYS Common Core standards for ELA and the Bilingual Common-Core Progressions.
Framework: Collaborative Teachers	Y	2.92	2.96	Every Tuesday, teachers meet to engage in collaborative inquiry using the 4-part question model (hypothesis, examination of the population of students to be addressed, taking actionable steps and progress monitoring). This model allows teams of teachers to participate in the cycle of inquiry using a protocol designed to yield meaningful results.
Framework: Rigorous Instruction	Y	2.80	2.84	<p>The strategies and activities outlined below will assist the school in meeting the targets, as listed in the Renewal School Benchmark Target document.</p> <ul style="list-style-type: none"> <li>• Principal and assistant principals facilitate professional development activities on interpreting data and utilizing the information in curriculum development with strong emphasis on the CCLS aligned to the New York State Performance indicators. This guides and shapes "what will be taught" in grades 6-8.</li> </ul>



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				<ul style="list-style-type: none"> <li>• District professional development held at school site. Google forms is used to evaluate the quality of each professional learning experience. Teachers are asked to submit their anonymous feedback to ensure honest responses.</li> <li>• All teachers meet with other content area teachers at least twice a week. In this way, teachers build capacity and write scope and sequence instructional maps displaying depth versus breath within each unit. This process ensures how well content is taught in grades 6 through 8.</li> <li>• Collaborative Inquiry teams use the analysis of student work protocols to gather information about students’ learning and to make revision and decisions on instructional objectives, academic goals, skills to be taught and best practices. Minutes are documented and warehoused using Google Docs.</li> <li>• All teacher meetings are memorialized using Google Docs to ensure evidence and reinforce focus for ongoing meetings.</li> <li>• Parent workshops to support family engagement and inform parents and families of the CCLS, school-wide expectations, and community related concerns are ongoing.</li> </ul>
Implement Community School Model		N/A	Implement	<p>The Community School Partnership is in the developing stages as vacancies at the Community Based Organizations (CBOs) supporting the school’s model are in the process of being filled.</p> <p>The school based support team, in tandem with the Astor</p>



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				<p>clinician, provide supports and services to students, parents and families in need. Specific students are tracked by the clinician. Emphasis is made to ensure every child knows at least 2-3 adults they can speak to during times of crisis. These adults serve as “mentors” to the students.</p> <p>As part of student’s social emotional learning, town hall meetings are led by teachers and school staff to support students in all grades. Students attend town hall meetings on a weekly basis. This platform supports students instructionally and behaviorally. Students engage in topics such as school safety, attendance, student leadership, studying habits, organization, and colleges and careers. Guest speakers from the school community and, as well as from the community at large, are invited to speak to the students, to share inspirational and motivational testimonials.</p>
Performance Index on State Math Exam	Y	43	45	<p>The following assessments are implemented and analyzed in order to make instructional decisions. Areas of growth school wide continue to be Ratios and Proportions and Expressions and Equations.</p> <ul style="list-style-type: none"> <li>• Baseline exams 9/2015</li> <li>• Mastery Connect - Engage NY Unit Tests (ongoing)</li> <li>• Midline Assessments 2/2016</li> <li>• Endline Assessments 6/2016</li> </ul>
Provide 200 Hours of Extended Learning Time	Y	N/A	Implement	<p>Extended Learning Time follows a targeted AIS model where students are grouped based on pre- and post- strand assessments. In ELA and mathematics, students receive tiered instruction to support mastery in the following areas:</p>



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				<ul style="list-style-type: none"> <li>• Grade 6: ELA -Instructional Texts, Standard 2; Mathematics: Ratios and Proportions, Standard 3.</li> <li>• Grade 7: ELA- Reading Informational Texts, Standard 3; Mathematics: Ratios and Proportions, Standard 3.</li> <li>• Grade 8: ELA- Reading Informational Texts, Standard 3; Mathematics: Ratios and Proportions, Standard 3.</li> </ul> <p>Pre-tests reveal student growth areas. Post-tests will reveal student improvement in the above mentioned areas.</p>	
<p><b>Green</b></p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u>.</p>		<p><b>Yellow</b></p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p><b>Red</b></p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>

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## Part II – Key Strategies

### Key Strategies

As applicable, identify any key strategies being implemented during the current reporting period that are not described above, 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></p> <p>By June 2016, 100% of all teachers will provide students with opportunities to experience Common Core aligned units of study which include explicit and intentional differentiated instructional tasks. In order to promote critical thinking skills, this will be measured by classroom observations and teacher/team evaluations and reflections. This will confirmed as written feedback documented and acquired in the ADVANCE system.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>Collaborative Inquiry teams will use the ‘analysis students work protocol’ to gather data on student learning and to revise instructional objectives, academic goals, and skills to be taught.</li> </ul>	<p>Y</p>	<p>Implementing MasteryConnect 11/2015- common assessments are housed and analyzed to identify instructional next steps in all of the content areas. Teachers use this platform to determine student needs and to determine the actionable next steps specifically aligned to the day-to-day instructional program.</p> <p>Tiered tasks during the day to day instructional program occur so that “multiple entry points” are used in order to meet the needs of all students. This as evidenced in observation documentation during independent practice. Students engage in tiered groups designed to support student learning and to close the achievement gaps.</p> <p>Socratic Seminars can be observed during Week III and Week IV of the Test Sophistication Seminar cycle. Twice per month students engage in rigorous conversations aligned to the text that is read during the Reader’s Workshop. Using Expeditionary Learning as the guide, teachers plan Socratic Seminars by grade and implement the structures that</p>



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	<ul style="list-style-type: none"> <li>● Content teacher teams meet twice per week to write curriculum maps displaying "depth verse breadth" within each unit.</li> <li>● Professional development activities will focus on interpreting student data to aid curriculum development.</li> </ul> <p><b>Renewal School Priority Areas:</b>            Expanded Learning Time            Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students            Professional Development: Academics</p>		<p>support the development of high level questioning and discussion techniques.</p> <p>Independent Reading occurs daily as part of the do now activity in English language arts. Students select reading books based on their interest in a particular genre and independent reading level. They also track their stamina for reading using a reader’s log. Students respond critically in writing through questioning, character development, and other prompts to self-assess and check for understanding.</p>
2.	<p><b>Supportive Environment</b>  <b>Goals:</b>            By June 2016, 100% of our students will be supported and engaged in activities that address social and emotional needs resulting in a 10% decrease in students’ incidences. This as evidenced by an overall increase of student's attendance (92%) and an overall decrease (10%) in student behavioral infractions.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>● Respect for All team will monitor, disaggregate and analyze data that supports student social and emotional health.</li> <li>● Respect for All team will facilitate weekly town</li> </ul>	Y	<p>As part of social emotional learning, town hall meetings are led by teachers and school staff to support students in all grades. Students attend Town Hall meetings on a weekly basis. This platform supports students instructionally and behaviorally. Students engage in topics such as school safety, attendance, student-leadership, studying habits, organization, colleges and careers. For the second term of school, staff are preparing to have students co-facilitate presentations. Guest speakers from the community and larger community will be invited to speak to the students, to share inspirational and motivational testimonials.</p> <p>In the spring, select cohorts of students will tour local colleges to interview college students and speak with faculty members (Hostos, Lehman, and Fordham). Parents will also be invited to participate on the college excursions.</p>



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	<p>hall meetings, parent workshops and assemblies to address the concerns of the community.</p> <ul style="list-style-type: none"> <li>● Attendance Systems &amp; Structures</li> </ul>		<p>The school based support team in tandem with the Astor Clinician will continue to provide the necessary supports and services students, parents and families need. Specific students are tracked by the clinician. Emphasis is made to ensure every child knows at least 2-3 adults they can speak to during times of crisis. These adults serve as “mentors” to the students.</p> <p>The school utilizes the New Visions Heat Map to track year-to-date attendance. Chronically and severely absent students are closely monitored by teachers and by the Guidance Counselor. Home visits are conducted as needed by both the Social Worker and School Aide. To celebrate good attendance several incentives have been put in place which include field trips, shout outs, and celebrations. Also, after a careful review of the key holidays, and following the analysis of attendance patterns and trends, -the school has instituted “School Spirit Days.” Instead of celebrating School Spirit Week, the team has strategically calendared out select days over the course of the school year, when attendance tends to decline, to invite students to participate in fun filled events, such as “70s day.” All students look forward to participating. Other events are by invitation only, requiring a specific attendance criteria.</p> <p>Attendance year to date is 92%, an increase of 1.4% from last year.</p>
3.	<p><b>Collaborative Teachers</b>  <b>Goals:</b>          By June 2016, 80% of all teachers at IS 339 will receive an overall of “Effective” or above on the Measure of Teacher Practice (MOTP) as calculated and quantified by the Charlotte Danielson Framework for Teaching.</p>	Y	<p>Starting in early fall, the administrative team has conducted both formative observations and Advance observations. These strategic cycles of formative observations and informal and formal observations allow teachers to receive timely and actionable feedback that results in improved teaching practices.</p> <p>Additionally, teachers are invited to work closely with the UFT Teacher Center Specialist to unpack specific components of the Danielson</p>



	<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• The administration is being deliberate in scheduling the time for professional development and time for teacher collaboration initiatives, such as reviewing student work for improvement of instruction, engaging in Collaborative Inquiry processes and having common planning time for instruction purposes.</li> <li>• The school week is broken up into A, B, C, and D days. Teachers meet for two of these days in grade-level content teams and for two days in interdisciplinary grade-level teams.</li> <li>• Teachers join together for 80 minutes on Mondays for professional development and on Tuesdays for parent contact and professional inquiry</li> </ul> <p><b>Renewal School Priority Areas:</b> Danielson Framework Implementation - Observation Cycle</p>		<p>Framework. For instance, in December 2015, a professional development series was devoted to unpacking Components 1e. <i>Designing Coherent Instruction</i> and 3b. <i>Questioning and Discussion Techniques</i>, of the Danielson Framework for Teaching.</p> <p>Teachers may also schedule to meet one-on-one with the UFT Teacher Center Specialist for individualized support.</p> <p>The Teacher Development and Evaluation Coach, who supports the school, conducted a fall visit and will be visiting again for a support cycle to conduct observations. Similar to the first visit of the year, when the Teacher Development and Evaluation Coach returns, the principal and the assistant principals will visit 2-3 classrooms for a minimum of 15 minutes, per classroom to observe pedagogical practices by taking low inference notes. Following the classroom visits, the teachers engage in a calibration conversation to make sure the team is normed.</p> <p>The described practice described above is part of the work the administrative team engages internally every fall. During the first cycle of observations, the administrative team visits classrooms together and completes the observation reports together to ensure they are normed.</p>
4.	<p><b>Effective School Leadership</b></p> <p><b>Goals:</b> By June 2016, Administrators and teachers will participate in content specific and collaborative team meetings to ensure accelerated student learning through reflective practices and professional learning</p>	Y	<p>Our content-area team meetings are held every other day during A and C Days and B and D days. Teacher teams meet to focus on the implementation of key instructional practices used to accelerate student learning. The teams view the units of study and ensure alignment to teaching points and learning objectives that support specific skills students must master on each grade.</p>



	<p>experiences. This as measured by an increase in ADVANCE data specifically aligned to components (3b, 3c, 3d) and the School Quality Review indicator (1.2)</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• Administrators and teachers will participate in content specific team meetings to accelerate student learning through reflective practices and professional learning experiences.</li> <li>• Actionable feedback rooted in the Danielson Framework is given to teachers along with an improvement plan that includes actionable expectations.</li> <li>• Follow-up informal observations will occur within two weeks. Teacher Feedback will include: Areas of strength, Areas for growth, Targeted next steps.</li> </ul>		<p>During this dedicated time, specific modifications are made to the curriculum to address the needs of subgroups (SWDs and ELLs).</p> <p>As cited by the state, teachers receive immediate verbal feedback by the administrator who observes the teaching practice. During the feedback session, the administrator asks clarifying questions and provides useful resources and suggestions. The teacher then receives the evaluator report which includes the written feedback.</p> <p>To further support teachers with next steps, teachers are invited to conduct inter-visitations. With a specific focus in mind, teachers are asked to visit a colleague and then debrief what they observed with the host teacher and their immediate supervisor. This practice allows teachers to learn from each other, while building capacity school-wide.</p> <p>During the debrief, the teacher is encouraged to take a reflective stance, and share his/her strengths and next steps with their colleague and/or immediate supervisor.</p>
5.	<p><b>Strong Family-Community Ties</b></p> <p><b>Goals:</b> By June 2016, There will be a 10% increase parental involvement in the areas of participation, communication and decision making as measured by the School Environment Section of the 2016 School Quality Snapshot and parent event attendance records.</p> <p><b>Key Strategies:</b></p>	Y	<p>The parents of the school community are offered the opportunity to participate in series of workshops around various topics of interest and topics that will directly benefit their child’s academic success. As part of the offering, the parent coordinator and a team, survey and interview parts to gain parent input. These workshops are held monthly at the school, sometimes on weekends and or after school. Parents of the community are enthusiastic about the workshops. Currently, the school is hosting English language workshops for non-English speaking parents.</p> <p>The two co-located schools work well together, which promotes</p>



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	<ul style="list-style-type: none"> <li>● The school will provide materials and training to help parents work with their children to improve their children’s academic achievement through open and constant access to the Parent Coordinator, Parent Workshops for Literacy and Math, Curriculum Workshops for Parents, Family Literacy Workshops and Technology Training for Parents.</li> <li>● Parents will be informed of all parent workshops and activities via:             <ul style="list-style-type: none"> <li>○ School website</li> <li>○ E-Mail</li> <li>○ School calendar</li> <li>○ Parents’ Association monthly meeting</li> <li>○ Reminder letters and phone calls, including “auto- dialer” messages</li> </ul> </li> </ul>		<p>additional parent engagement campus wide. When instructional events and activities are held at 09x339, the students and families of 09x313 are also invited. The cross school collaboration helps parents and families see the school as a united entity.</p> <p>Ongoing communication is in place via the phone messenger, the school’s website, regular PTC meetings, and Tuesday parent engagement meetings. All stakeholders participate in outreach to ensure that families are involved. This outreach takes place daily, with parents that are English speakers, and those that speak other languages. The translation unit is also a resource to the school community.</p>		
6.					
<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 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>• Parent recommends improvements in teacher hiring practices to ensure that the most highly qualified teachers are in the classroom to prevent classrooms from becoming 'out of control.'</li> <li>• Parent recommends that school leaders find a way to avoid over-reliance on substitute teachers.</li> <li>• Parent recommends that school leaders address lateness issues by becoming more attentive to unruly behavior in the school building</li> <li>• Parent recommends that all teachers immediately inform when a child misses homework.</li> <li>• Community member recommends that parents and other community members continue to provide feedback to increase opportunities for collaboration.</li> <li>• Parent recommends clearer communication from teachers who speak multiple languages.</li> </ul> <p>The school has addressed the above recommendations in the following ways:</p> <ul style="list-style-type: none"> <li>○ Teachers are highly qualified. Currently there is only 1 vacancy. The new hires have decreased the over-reliance on substitute teachers.</li> </ul>



**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)*

	<ul style="list-style-type: none"> <li>○ Year to date attendance is at 93% and student lateness has also decreased. Attendance is celebrated, as mentioned in Supportive Environment.</li> <li>○ Town hall meetings address attendance, a positive school culture (ex: organization, college and career readiness, study habits)</li> <li>○ Parent engagement and re-engagement is evident in the community school and campus wide.</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>
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**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.

<b>Status (R/Y/G)</b>	<b>Analysis / Report Out</b>
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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) –
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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)

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

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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, Leticia Rodriguez-Rosario

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

Date: February 2, 2016

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