



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
07X162: J.H.S. 162 Lola Rodriguez De Tio	320700010162	NYC GEOG DIST # 7 – BRONX	Yellow	SIG Cohort 6
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	Deborah Sanabria, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Elisa Alvarez, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	367

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 J.H.S. 162 Lola Rodriguez De Tio 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.

The JHS 162 Instructional focus is: *If a teacher models effective discussion using "Accountable Talk" stems and "Reciprocal Teaching" structures rooted in complex text, then students will develop the skills of using evidence to support arguments in discussion and writing.*

JHS 162X developed a 2015-2016 School-Based Professional Learning calendar that is aligned to the school wide Instructional Focus, with components such as Quality Discussion; Professional Learning Activity; Evidence in the Classroom; and Impact on Student Learning.

Rigorous Instruction (Focus on Domain 3b-Questioning/Discussion-Reciprocal Teaching- Accountable Talk Stems-Talk Move Map-Depth of Knowledge-DOK



Questioning & Discussion- Universal Design for Learning-UDL, Content Curriculum, Word Generation)

- I. PBIS Framework (Domain 2 Classroom Environment/Managing Student Behavior, SWIS/Referral data, Build Trust and School positive culture, and Implementation of the PBIS Framework)
- II. Effective Feedback: Focus on Descriptive Feedback for all learners including ELLs and students with disabilities
- III. Data (Looking at Student Work, Benchmark Assessments for all students including subgroups, Goal book, and Looking at Teacher Pedagogical Practices, Peer Inter-visitation with a focus on Domain 3b-Questioning & Discussion)

The Expanded Learning Time is a work in progress and it continues to develop into a strategic approach on providing academic intervention as well as enrichment to specific targeted groups of students such as the lowest third, students at the CUSP (high 1 to 2, high 2 to 3) This form of strategic grouping by academic levels will be informed by baseline performance series assessments and ongoing benchmark assessments informing teacher's practice and student's progress.

The data has been utilized more in depth to give our Common Content Teacher Planning the consistent structure for norming and tracking student's progress while using common "data" and/or assessment benchmarks to examine student's work. Our next step is to begin giving students descriptive feedback in order to promote growth in their learning. Formative Assessments are fully aligned to the CCLS using New York State Rubric to assess students' learning and progress, MOSL (Measure of Student Learning) performance Series Assessments and NY Progress Benchmark Assessments. Teachers collaborate on using the state rubric across grade-levels and subject areas to keep consistent monitoring student's progress resulting in students becoming aware of their next learning step. There will be a focus on student self-monitoring their own progress as a result of using the State Rubric for ELA and Math with students being held to high standards (CCSS). This is still a work in progress.

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

<u>LEVEL 1 – Indicators</u>				
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	Yellow	47.2	48.2	<p>Instructional and Teachers College Coaches are implementing Expeditionary Learning modules into subject area courses which provide a full alignment with coherence across grades and subject areas and embed key standards to address the ELA instructional shifts to support our English Language Learners, students with disabilities, and other sub-groups.</p> <p>The use of Measure Of Student Learning (MOSL) the Performance Series Assessment (PSA) and the formative assessment of Ready New York gives our Common Teacher Teams the consistent structure for norming and tracking student’s progress while using common “data” and/or assessments to examine student work.</p>
3-8 Math Growth Percentile	Yellow	49.8	50.8	<p>With the support of the Math Consultants, teachers are implementing the Math Story of Ratio Modules which provide full alignment with coherence across grades and subject areas, embed key standards and address the math instructional shifts to support scaffolding and differentiating practices for our ELL’s, SWDs and other sub-groups. The supplemental math program, Go Math, provides teachers with in-depth instructional support, embedded professional development videos and tips, and a wealth of differentiated instruction resources to ensure the</p>



				<p>depth of instruction required for student success.</p> <p>The use of Measure Of Student Learning (MOSL) the Performance Series Assessment (PSA) and the formative assessment of Ready New York gives our Common Teacher Teams the consistent structure for norming and tracking student’s progress while using common “data” and/or assessments to examine student work.</p>
3-8 Math Percent Level 2 & Above	Yellow	35%	36%	See above
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	15%	16%	Tiered instruction is embedded in Science classes to support all of our learners including ELLs and students with disabilities to build the transferable academic vocabulary they need to access grade level complex texts.
Make Priority School Progress	Yellow	N/A	Meet progress criteria	JHS 162X developed a 2015-2016 School-Based Professional Learning calendar that is aligned to the school wide Instructional Focus, with components such as Quality Discussion, Professional Learning Activity, Evidence in the Classroom, and Impact on Student Learning. In addition, our work in the Social Emotional realm with Ramapo for Children and our Crisis Team enables all our learners improved capacity to access our aligned curriculum and improving pedagogy.
School Survey - Safety	Yellow	3.24	3.28	<p>Ramapo for Children consultants provide staff with a wide variety of teaching strategies to remove obstacles to learning in the classroom.</p> <p>Implementation of the Crisis Team through partnership with New York Foundling, have helped us decreased the number of incidents in our OORS.</p>



LEVEL 2 Indicators

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

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
Framework: Rigorous Instruction	Yellow	3.32	3.36	<ul style="list-style-type: none"> • Educate Inc.- provides teachers a series of one to one coaching on how to incorporate the use of technology to increase students’ engagement • UFTTC- Coaches provided professional learning aligned to the school professional focus, and framework for great school. • Generation Ready- Math Consultant working with Math teachers • Lincoln Center Education- provides teachers PD on developing a curriculum incorporating the arts. • S.T.E.M. • The Teachers College Coaches support teachers in the alignment of Expeditionary Learning curriculum and TC. • Extended Learning Time- AIS/RTI
Framework: Supportive Environment	Yellow	3.00	3.04	<p>In partnership with CBO WestHab</p> <ul style="list-style-type: none"> • Implementation of PBIS Framework (Positive Behavior Expectations-“Cheetah SPOTS”) • Attendance Team and CAASS System on monitoring attendance • Advisory period: AP, Guidance Counselors, Social Worker and Student Support attending Grade level Advisory assembly that will provide workshops on Social and Emotional topics such as mental health, Hygiene's, abuse, Anti-Bullying campaign



				<ul style="list-style-type: none"> • Award Ceremonies/ Student Recognition • Outside Speakers for students, teachers, and parents (Ramapo, Urban Advantage and Bronx Connect) • After School Program WestHab is the lead CBO Services provided: ELT Health-Services, Academic Programs
Implement Community School Model	Yellow	N/A	Implement	<ul style="list-style-type: none"> • WestHab is the lead CBO Services providing: ELT Health-Services, Academic Programs, Parental Engagement • New York Foundling providing Mental Health Services
Performance Index on State ELA Exam	Yellow	47	49	<ul style="list-style-type: none"> • Instructional and Teachers College Coaches are implementing Expeditionary Learning modules into subject area courses which provide a full alignment with coherence across grades and subject areas and embed key standards to address the ELA instructional shifts to support our ELL's, students with disabilities and other sub-groups. • The use of Measure Of Student Learning (MOSL) the Performance Series Assessment (PSA) and the formative assessment of Ready New York gives our Common Teacher Teams the consistent structure for norming and tracking student's progress while using common "data" and/or assessments to examine student work.
Provide 200 Hours of Extended Learning Time	Yellow	N/A	Implement	<ul style="list-style-type: none"> • 100% students are programmed for ELT • CBO staff and Teachers lead ELT • ELT activities: ELA, Math, Science, Social Studies Arts, Small group instruction, Homework help, Social Emotional development, Academic Clubs,



				<p>AIS, Achieve 3000 Staffing to meet Individual Students needs</p> <ul style="list-style-type: none"> • Targeted Instruction; Strategic Grouping within Classrooms and Extended Learning Time One Hour Academic Intervention Small Group Instruction • Technology-Based Literacy Program- MyOn • Technology-Based Math Program- Spatial Temporal (ST) Math • New York Progress for ELA and Math/Ready NY • Extended Learning Time Two Hours of Enrichment aligned to the school’s Mission and Instructional Focus: • Young Athlete (Character development and Sports) • Leadership (Cooking Club, Debate Club, Soccer Club and Student Government Club) • JHS 162 (Title III ELL, Readers Theaters for ELL Club, Robotic Club) • Classroom observation cycles grounded in actionable feedback • Common assessments across content areas • Transparent expectations in all classrooms as evident though our common grading policy • Student-Led Conference Portfolios Binders emphasizing Text Based Evidence in every class <p>Continue building partnerships with CBO's to provide a seamless program</p>
<p>Green</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>Yellow</p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized;</p>



				major strategy adjustment is required.
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Part II – Key Strategies

<p><u>Key Strategies</u> 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.</p>		
<p>List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).</p>	<p>Status of each strategy (R/Y/G)</p>	<p>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>
<p>1. Rigorous Instruction Goals: By June 2016, a 20% decrease in students performing below standards (level 1) and or increasing by 5% the number of students meeting (level 2-3) on the CCLS in ELA and Math State test, including students with disabilities and ELLs.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Provide training on the creation of CCLS aligned curricula in all courses using the Understanding by Design Model • The use of pedagogical strategies with an emphasis on curricular and pedagogical scaffolds and supports for students with disabilities and ENLs • Throughout the grant mathematics teachers at Lola Rodriguez De Tio, JHS 162 will have on-site coaching, content planning and off-site course work which will in turn increase student performing at grade level in Mathematics. • In order to achieve this over five years and to ensure sustainability, it has been determined 	<p>Yellow</p>	<p>With the support of the Instructional Coach and UFT Coaches and Teachers College Coaches, teachers are implementing the Expeditionary Learning modules which provide a full alignment with coherence across grades and subject areas and embeds key standards to address the ELA instructional shifts in order to support our ELL’s, students with disabilities and other sub-groups. As part of our renewal process our school community is infusing a rigorous writing program: Teachers College Units of Writing to support our Expeditionary Learning Curriculum. In addition, tiered instruction is embedded this year to support all of our learners including ELLs and students with disabilities to build the transferable academic vocabulary they need to access grade level complex texts. This program is designed to teach words through Language Arts, Math, Science and Social Studies classes.</p> <p>With the support of the Math Consultant teachers are implementing the Math Story of Ratio Modules which provide full alignment with coherence across grades and subject areas, embeds key standards, addresses the math instructional shifts to support scaffolding and differentiating practices for our ELL’s, students with disabilities and other sub-groups. The supplemental math program, Go Math, provides teachers with in-depth instructional support, embedded professional development videos and tips, and a wealth of differentiated instruction resources to ensure the depth of instruction required for student success.</p>



	<p>through daily administrative observations, instructional walkthroughs and content specialist support, that teacher professional development is paramount.</p> <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Expanded Learning Time Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students RTI/AIS</p>		<p>Students are grouped homogenously based on the formative assessments where the high 2 and low 3 are grouped in order to target and Implement academic programs during ELT: ST Math for all students, Achieve 3000 for the lowest 3rd population students with disabilities and our ELL’s, MyOn program for all students, Wilson Program for students with disabilities and ELL, identified by Wade assessments, word generation for all students and CCLS-aligned New York CCLS Progress English Language Arts and Mathematics for all students.</p> <p>The school-wide time schedule is structured to allow teachers to engage in weekly planning sessions by grade and by content areas. English language arts teachers plan lessons directly from Expeditionary Learning and Teacher College Units of Writing and Math teachers plan lesson directly from Story of Ratio and from Go Math.</p> <p>The use of Measure Of Student Learning (MOSL) the Performance Series Assessment (PSA) and the formative assessment of Ready New York gives our Common Teacher Teams the consistent structure for norming and tracking student’s progress while using common “data” and/or assessments to examine student work. Our next step is to begin giving students descriptive feedback so that they can be empowered in their learning and provide actionable next steps.</p>
2.	<p>Supportive Environment Goals: By May 2016, all staff members will be trained in the use of the Positive Behavioral Intervention and Support (PBIS) Framework through the implementation of the school wide Universal Behavioral Matrix (SPOTS) and students reward system as evidenced by 20% decrease in classroom incidents reported within OORS.</p>	Yellow	<ul style="list-style-type: none"> • Ramapo- focuses on providing staff a high variety of teaching strategies, which may remove obstacles in the classroom to learning in the classroom. • Implementation of the Crisis Team through partnership with New York Foundling, have helped us decreased the number of incidents in our OORS. • Implementation of the Advisory Calendar aligned with Positive Behavior monthly themes and character building • Monthly Assemblies to acknowledge perfect attendance and



	<p>Key Strategies:</p> <ul style="list-style-type: none"> • Improve school climate and create a strong Culture for Learning by providing significant social-emotional and academic support for students and families and PBIS strategies for staff through partnership with our Community Based Organization- WestHab. • Throughout the grant Lola Rodriguez De Tio, JHS 162 will provide character curricular modules, a renewed advisory program, specific support structures and teacher professional development with a lens on character building. 		<p>Academic Success.</p>
<p>3.</p>	<p>Collaborative Teachers</p> <p>Goals: By June 2016, 60% of teachers will increase one HEDI rating based on previous rating in the Danielson component 1e (Designing Coherent Instruction) as evidenced by the Advance observation reports.</p> <p>Key Strategies:</p> <p>Renewal School Priority Areas: Inquiry</p>	<p>Yellow</p>	<p>JHS 162 has established a Professional Learning Community by implementing the following:</p> <ul style="list-style-type: none"> • Collaborative Teacher Team Planning • Grade-Level Data Inquiry Teacher Team • PBIS/Mental Health Team • MOSL Committee • Professional Learning Community • Inter-visitation Protocol for Reciprocal Peer Mentoring • Lead teachers in each content-department • In-house Instructional Coach in collaboration with UFT Teacher Center coaches • Math Coach through Generation Ready • Literacy Coaches through Teacher College • Technology Support through Educate, Inc. Differentiated Professional Development delivered on PD Days and other available PD dates by Administrators, U.F.T Teacher Center Instructional Coaches, Lead teachers and contracted consultants on topics focusing instructional strategies related to our school instructional focus. There will be a live professional learning



			<p>calendar that will be reflective of the relevant PD that is closely aligned to the instructional focus.</p> <ul style="list-style-type: none"> Teachers, across grades and subject areas, use student work (using a Looking at Student Work protocol) and data to plan and refine curricula and academic tasks to cognitively engage all students, including lowest and highest achieving students.
4.	<p>Effective School Leadership Goals: By June 2016, all teachers will be provided with actionable and frequent feedback, by administration and teachers respectively, focusing on all aspects of Danielson framework Domain 3 and their alignment to Common Core Learning Standards to improve teacher effectiveness as measured by an increase by at least one HEDI in 3b, 3c and 3d by 60% of JHS 162 staff.</p> <p>Key Strategies:</p>	Yellow	<p>Review of staff data from 2014-2015 Advance observational ratings to emphasize the importance of moving HEDI rating in the Danielson Framework area of questioning and discussion and its alignment to the school wide Instructional focus and the Common Core.</p> <p>JHS 162 administrations have successfully scheduled and met with staff during the Initial Planning Conferences to establish instructional expectations, determine observational preferences and have preliminary meetings on student’s data, school and teacher goals as well as strategies for subgroup populations.</p> <p>90% of teachers have submitted Staff goals that are aligned to the school leader’s goals stated in the RSCEP.</p> <p>Staff has identified 12 students for their advisory period to support them with the SLC and contacted parents during their parental engagement sessions and made appointments.</p>
5.	<p>Strong Family-Community Ties Goals: By June 2016, JHS 162 will increase parent participation by 20% as evidenced by Pupil path portal, Student-Led Conferences, parent workshops, PTA meetings and school wide events.</p> <p>Key Strategies:</p>	Yellow	<ul style="list-style-type: none"> We are in the process of becoming a community school Active Parent Coordinator Created a welcoming environment for parents Created a parental Engagement Plan Hired full-time Family Advocate through New York Foundling Community Events (Turkey Drive, school dance, Curriculum Night, Field day, Parent Workshops, Parent Association Meetings, Family Linc and Boro Linc, etc.) Open Houses for Articulation



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.

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Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET) Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.	
Status (R/Y/G)	Analysis / Report Out
Yellow	<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: Additional resources used to execute best teaching practices. Increased resources for students with IEP's Increased availability of mental health services and emotional services for students Increase Parent Engagement Utilize data to strategically group students</p> <p>During the first week of the 2015-16 school year, written notice was sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school. Once the school's hearing was held, a summary of recommendations was provided to the school based on commentary from speakers captured in a transcript of the public hearing, a recommendations form provided to participants at the hearing, an online survey on our NYCDOE website, any email feedback received to our receivership@schools.nyc.gov email address, or by mail. The CET met to review the public input and finalize school improvement plan recommendations, which were submitted to the Superintendent, acting on behalf of the Chancellor as Receiver, for review. Upon Superintendent determination of which CET recommendations would be incorporated, the improvement plan was revised and resubmitted.</p> <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>



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		
Green	<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. Listed below are any other efforts to utilize the powers of the School Receiver:</p> <p>Created Parental Engagement Calendar with pacing and focus areas. CET meets monthly with Administration and Parents to discuss school progress and concerns which includes next steps. Purchased I-Ready software to address the needs of students with disabilities in ELA and Math Used formative assessment data for flexible grouping</p>		
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 IV – Best Practices (Optional)

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

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Part V – Attestation

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

Name of Receiver (Print): Superintendent, Elisa Alvarez

Signature of Receiver: _____

Date: _____

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