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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
19K659: Cypress Hills Collegiate Preparatory School	331900011659	NYC GEOG DIST #19 - BROOKLYN	Y	SIG Cohort 4
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	Amy Yager, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcott, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	227

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 Cypress Hills Collegiate Prep 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 school uses these key strategies to address Level 1 and 2 indicators and to engage the community:

- Community Based Organizations (CBO) shared across 3 schools and established in the community for many years
- Working with New Visions for ongoing data tracking to determine how close the school will come to meeting targets Technical Assistance Center for Disproportionality (TAC-D) – Located at New York University (NYU) to address disproportionality by providing professional development trainings, coaching, training follow-ups, materials and resources to schools to address the proportionality assignment of various subgroups to special education Emerging Leaders programs – already has one Peer Collaborative and two additional teachers have been selected by principal to move forward with the next round of applications
- The Renewal school has access to 3 coaches (math, ELA, and SWD/social studies)
- Working with the Director of School Renewal (DSR)



19K659, Cypress Hill Collegiate Preparatory School (CHCP), has begun implementing its School Improvement Grant (SIG) plan as well as its Renewal school plan as described in the SIG Continuation Plan and the school's Renewal School Comprehensive Education Plan (R/SCEP).

The school has begun implementing these structures and supports to allow collaboration to occur in an efficient, supportive manner, where teachers' time is strategically programmed to allow the use of data and strategies so the needs of all students are met. Teachers have common planning time. Two days a week teachers work on inquiry based data collection and lesson design through the use of Writing is Thinking through Strategic Inquiry (WITsi) strategies. Another day teachers meet as departments to allow for vertical and horizontal alignment of curriculum. The other remaining two days allow teachers to work on common planning. Teachers participate in inter-visitations where they observe best practices and provide each other with feedback on areas of growth. In order for all of this to occur there must be trust among staff members. Outward Bound is helping to create the trusting environment amongst staff members to allow for effective and efficient collaboration.

Lesson and Unit Planning: Teachers collaborate to create multiple entry points in all units as well as CCLS alignment in lessons and tasks. Workshops on lesson planning will occur in the month of October. The social emotional framework the school adopted is Positive Behavior Intervention System (PBIS). This will be supported through partnerships and student advisory. Rubrics regarding appropriate examples of behavior in different spaces of the school have been created with input from the students. Social emotional skills are being promoted through specific lessons in advisory and reinforced with PBIS bucks for following those values. Teachers will be receiving data around internal referral numbers and Online Occurrence Reporting System (OORS) data. Furthermore, this will be supported by Counseling in Schools (CIS) as well as through programs such as The SPARK (a drug awareness and prevention program that is supported by Fordham University) Program and the Relationship Abuse Prevention Program. Based on attendance and referral data, adjustments to lessons, professional development (PD) and curriculum will be made. All staff will receive professional development around the social and emotional framework and support through Counseling in Schools (CIS), guidance, advisory committee and restorative justice committee. CHCP is committed to creating strong family and community ties through a genuine partnership grounded in choice, voice and collaboration in an effort to increase student achievement. CHCP believes when educators, parents and community groups work collaboratively to support learning, students tend to stay engaged, stay in school longer, and enjoy their school experience. CHCP has developed multiple tools for regular communication with scholars and families to foster their high expectations for student academic achievement. CHCP provides a welcoming environment for all members of our learning community, including families and visitors, by ensuring that everyone is treated respectfully and that all voices are heard.

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
4-Year Graduation Rate	Y	47%	48%	<p>Benchmark Analysis: Currently, 23 seniors are “on-track” and 31 are “almost on-track” for June 2016 graduation as reported in the New Visions Data Tracker. This is a possible 69.8% graduation rate, which is a 12.2 percentage points higher than our June 2015 graduation rate. Early interventions such as, Regents review, strategic individualized programming, mental health counseling, attendance incentives, a Common Core aligned curriculum, and dedicated coaches from our DSR’s team have all contributed to this improvement.</p> <p>Activities and or Strategies that have impacted this data:</p> <ul style="list-style-type: none"> • Teacher professional development on curriculum application, data driven instruction and lesson planning has focused on instructional objectives, planning, and task alignment • Social-emotional support provided by Counseling in Schools (CIS) • Academic Intervention Services (AIS) • ELT classes allowing student to take courses they have previously failed • Regents review and Regents prep • Student mentoring from our CBO, Cypress Hills Local Development Corporation



				<ul style="list-style-type: none"> Staff mentoring from Renewal coaches and school administration
5-Year Graduation Rate	Y	56%	57%	<p>Benchmark Analysis: The August 2015 graduation rate was 58%, which is 1 percentage point higher than the June 2016 target. Currently 11 students from the 2015 cohort are attending a Young Adult Borough Center (YABC) program, 7 are still attending school at CHCP and 25 additional students dropped out of school. This data is taken from the New Visions Data Tracker and ATS cohort reports. Early interventions such as, Regents review, strategic individualized programming, mental health counseling, attendance incentives and student mentoring have contributed to this improvement.</p> <p>Activities and or Strategies that have impacted this data:</p> <ul style="list-style-type: none"> Teacher professional development on curriculum development and implementation, data driven instruction, academic content, classroom management, and lesson planning Social-emotional support provided by CIS Academic Intervention Services (AIS) ELT classes allowing student to take courses they have previously failed Student mentoring from our CBO, Cypress Hills Local Development Corporation Staff mentoring from Renewal coaches and school administration
College Readiness Index	Y	10.8%	11.8%	<p>Benchmark Analysis: Currently, 148 students for ELA and 197 students for math have met the CUNY Benchmarks to be College and Career Ready (many are the same students) school-wide. In the senior class, only 6 students have passed both the ELA and math</p>



				<p>exams, which directly impacts our College Readiness metric. Individual students will be targeted for Regents review to retake the test for a higher score. Many of them will be programmed for the last administration of the Integrated Algebra Regents because they didn't take the Common Core aligned Algebra course. They are also programmed for Saturday and after-school review classes.</p> <p>Activities and or Strategies that have impacted this data:</p> <ul style="list-style-type: none"> • CUNY Placement Test Prep class • Six AP Classes. Three of these classes are sponsored by the DOE APEX Program. Students are provided with resources and study sessions with students from other schools. • Regular meetings to review the New Visions Data Sorter and other data systems • Campus is an SAT site so that students don't have to travel to take the exam • Program students for Algebra II/Trigonometry class • College Now courses are offered to students either on campus or at the local CUNY colleges <p>Yellow was selected because while we have programs to excel the students and for them to reach the college readiness index there are a few things that are limiting them attaining it; such as: Shift from Regents to Common Core exams, novice math teacher teaching Alg. II/Trig course, and a student can only count once. With 21 less students that the previous cohort there are less students that can achieve these benchmarks.</p>
Make Priority School Progress	Y	N/A	Meet progress criteria	<p>Benchmark Analysis: Based on newly released SED data, we met and exceeded the state's Adequate</p>



				<p>Yearly Progress (AYP) metric in ELA and exceeded the benchmarks for 4-Year Graduation and 5-Year Graduation. However, we did not meet mathematics AYP. The math department altered the sequencing of their courses to meet the needs of the students that required additional semesters of Algebra to pass. In addition, a Peer Collaborative Teacher Leader (a new role created between the NYC DOE and UFT) was hired in September 2015 to lead the math department. We await the new metrics to determine Priority status.</p> <p>Activities and or Strategies that have impacted this data:</p> <ul style="list-style-type: none"> • Teacher professional development on curriculum development and implementation, data driven instruction, academic content, classroom management, and lesson planning • Social-emotional support provided by CIS • Academic Intervention Services (AIS) • ELT classes allowing student to take courses they have previously failed • Regents review/prep • Strategic programming • Teacher Teams • Math Teacher coaching <p>Yellow was selected because we did not meet AYP for math. A lot of focus is being placed on the math department so that future classes of students can achieve math AYP.</p>
Math Regents Percent Pass By Year 2	Y	56%	57%	<p>Benchmark Analysis: The math department altered the sequencing of their courses to meet the needs of the students that required additional semesters of Algebra to pass. By doing this, students don't take their first math Regents until the end of their second</p>



				<p>year of high school. For Spring 2016 programming ninth grade students will be targeted for a double period of math so that they get the additional instruction needed to take the Common Core Algebra exam at the end of their ninth grade. A Peer Collaborative Teacher Leader was hired in September 2015 to lead the math department.</p> <p>Activities and or Strategies that have impacted this data:</p> <ul style="list-style-type: none"> • Teacher professional development on EngageNY curriculum application, data driven instruction and effective lesson planning • Review classes • Strategic programming • Math Coach through Renewal <p>Yellow was selected because our course sequence only allows students to take their first math regents at the end of their 2nd year in high school. Historically, the students need to take Algebra more than once before they passed. In addition, the students are required to take and pass the common core Algebra exam but this is their first year being taught using the common core shifts.</p>
School Survey - Safety	Y	3.00	3.04	<p>Benchmark Analysis: Currently, there have been 12 suspensions compared to 65 last school year. School Safety Officers and the CHCP assistant principal in charge of discipline have been changed from 2014-2015 school year to the 2015-2016 school year, resulting in an improved climate, sense of community, and strategic approach to discipline. A dean of student support was hired to incorporate innovative and provide engaging programs into the student’s schedule. School Safety Agents (SSA) participate in student-led professional development and Town Hall</p>



				<p>style meetings to learn effective strategies for working with young adults and be able to voice their options in a healthy environment. We reinforce school-wide policies through our communication protocols (newsletters, website, and parent conferences), through staff presence in hallways and during transitions, with the support of our CBO, and through rewards such as trips, lunch and swag. As a result, we observe students adhering to our policies with a greater degree of frequency and commitment as evidenced by a decrease in ODR/OORS data. The principal, dean of student support, and school counselor are participating in a series of workshops on TAC-D (Technical Assistance Center on Disproportionality), which is designed to build schools' capacity to provide culturally responsive outcomes for students.</p> <p>Activities and or Strategies that have impacted this data:</p> <ul style="list-style-type: none"> • SSA Professional Development • Creating a welcoming environment by greeting visitors and escorting them to their destination, providing families with a computer at the school to use with additional resources and classes, and implementing Positive Behavior Intervention. • Consistency and cohesiveness between student support services and instruction • Counseling in Schools suite on top floor for students to have a private space for counseling and using relaxation techniques to better focus on academics • After-school basketball programs • Increased participation in sports
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				<ul style="list-style-type: none">• Attendance outreach and incentives Yellow was selected because we have no way to track data to see if we will reach or exceed the target.
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LEVEL 2 Indicators

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

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
Framework: Collaborative Teachers	G	2.32	2.36	<p>Benchmark Analysis: Twenty-two teachers meet at least 6 times a week to engage in common planning and participate in professional development together. Their meetings are structured to always allow for teacher learning to take place and participate in collaborative and strategic inquiry. The 2014-2015 Quality Review results cited the school as Proficient in this area.</p> <p>Activities and or Strategies that have impacted this data:</p> <ul style="list-style-type: none"> • Monday whole-school professional development • Subject area coaches from Renewal office • Strategic teacher programming to allow for common planning • Participation in whole-school WITsi strategies and PD • Cabinet level Inquiry, which mimics teacher inquiry and allows administrators, DSR, and coaches to provide targeted support • Inter-visitations, in-side and out-side of the school
Framework: Supportive Environment	Y	2.68	2.72	<p>Benchmark Analysis: This school year brought about a higher number of new staff than in previous years. An enormous amount of ground work has gone into strategically planning and altering professional development to meet the needs of new staff and veteran staff. The use of the coaches on the DSR’s team has helped ensure teacher with the greatest need (as identified through observational data) are provided with</p>



				<p>ongoing support around content and classroom management.</p> <p>Activities and or Strategies that have impacted this data:</p> <ul style="list-style-type: none"> • Veteran teacher mentors meet with new teachers regularly through the week to focus on pedagogical responsibilities • Weekly new teacher to CHCP workshops provided by a coach that develops teacher knowledge of the Danielson Framework, data collection and assessment • Teachers create their own SMART goals at the beginning of the year and re-evaluate them mid-year and at the end of the year. • Yearly staff retreat to build community • Common planning times for teachers to plan during the day with their co-teachers and departments • Hiring of additional staff to decrease work load for all • Open door policy. Families are always welcome to visit the school. Students and staffs needs are always addressed immediately • APs supervising as content area experts • Student mentoring provided by staff members that have a relationship with the student previously • Community School <p>Yellow was selected because we have no way to track data to see if we will reach or exceed the target.</p>
Implement Community School Model	G	N/A	Implement	<p>Benchmark Analysis: The Community School Model has been implemented and the same CBO is shared with two other schools on campus. Weekly community schools meetings occur with all principals and community schools managerial staff. Campus wide events like ID NYC,</p>



				<p>housing assistance forums, Blood Drives, and Visions Screening are among some of the supports provided to families and students. Adult classes like ESL, High School Equivalency (HSE) and Commercial Driver’s License (CDL) are offered at night to the community.</p> <p>Activities and or Strategies that have impacted this data:</p> <ul style="list-style-type: none"> • Community Schools Staff • Space for the events and additional staff • Dual-Capacity Framework series of workshops
Provide 200 Hours of Extended Learning Time	G	N/A	Implement	<p>Benchmark Analysis: Students are programmed for an additional mandatory hour of class Monday-Friday; ELT is also 10th and 11th period for students that need additional classes or review to be on-track for graduation. Summer School and Saturday School also provides students with multiple ways to stay on-track for graduation. CHCP teachers teach the students Tuesday – Friday for the additional hour and students are provided with individual interest courses on Monday afternoons provided by teaching artists. Students take classes like Drivers Ed, Dance, Yoga, Theatre and Poetry.</p> <p>Activities and or Strategies that have impacted this data:</p> <ul style="list-style-type: none"> • Town Hall • Teacher Professional Development • Community Outreach and partnerships
Regents Completion Rate	Y	36.8%	37.8%	<p>Benchmark Analysis: The January 2015 Regents administration had a 30.6% passing rate. 23 passing scores were seniors, 18 passing scores were juniors, 11 passing scores were sophomores and 6 passing scores were freshman. Many of these students were taking the exam for the second or third time except for the freshman that took ELA for the first time and passed. This data was taken from STARS.</p> <p>Activities and or Strategies that have impacted this data:</p>



				<ul style="list-style-type: none"> • New Visions data tracker. It is regularly reviewed to develop plans for groups and individual students. • After-school tutoring and regents review • Student mentoring provided by staff members that have a relationship with the student previously • Teaching Assistants in the class assisting students that still need the Regents <p>Yellow was selected because we do not have a useable tool that can be used to track this data so we are not sure if we will meet the target.</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 <u>with impact</u>.</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</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 <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: Implement a common core vertically and horizontally aligned curriculum (EngageNY in ELA and Math 9-12), with appropriate scaffolds and writing support (WITsi) to meet the needs of all students using the above listed pedagogical strategies to increase student learning. Evidence of Success: By June 2016, 80% of teachers will have had an effective observation rating on Danielson components 1e and 3c by their last observation By June 2016, 77% of 9th and 10th graders will have an individual student work portfolio demonstrating 6 meaningful pieces of student work (3 per semester) aligned to CCLS By August 2016, CHCP will have a six year graduation rate of at least 70.6% By August 2016, CHCP will have a 4-year college readiness index of at least 11.2% By August 2016, CHCP will have an overall credit accumulation rate (10 or more credits a year) of 77% or higher in 9th and 10th grade	G	Rigorous Instruction: In order to meet our goals, we have implemented EngageNY curriculum for math and ELA, and have remained committed to ensuring WITsi strategies are embedded throughout. WITsi training is provided by our DSR’s coaches and through monthly PD. Additionally, to ensure we meet our goals, we have : <ul style="list-style-type: none"> As part of our implementation of WITsi, we have been strategic in our use of Cabinet Level Strategic Inquiry (CLSI) to ensure we provide ongoing and targeted support provided to teachers. Cabinet Level Inquiry allows us to continually revisit and update the school's Professional Development Plan, ensure the feedback provided to teachers in Advance is tied to our instructional foci, that coaching support is directly aligned to the needs of teachers, and that teacher inter-visitations and learning walks are strategically programed, Cabinet level inquiry is facilitated through a strategic inquiry approach whereby administrators, DSR, coaches and a lead teacher meet bi-weekly, to discuss observational data, teacher work, and student work as a means to focus on the strategies we might use to support them in their classroom and to focus on during PD. Evidence is gathered and brought to the meeting to discuss using Danielson Language, always connected to evidence from the classroom (lesson plans, observational data, coaching logs).



	<p>Key Strategies:</p> <ul style="list-style-type: none"> We offer seven AP courses that were offered the year prior Continue to send the teachers to training and work with the NYC APEX program to ensure the curriculum is aligned. <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Comprehensive Academic Assessment Plan Expanded Learning Time Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students Professional Development: Academics Professional Development: Educating All Students</p>		<ul style="list-style-type: none"> Feedback to teachers is structured in a cohesive way with administration and coaches using the four sentence feedback model. The feedback includes the school-wide strategy currently being implemented, evidence from PDs and timely next steps. Teachers participate in inter-visitations within their department. All teachers select a component of Danielson that they want feedback on and then they visit each other's classrooms. They implement the feedback and bring to the next meeting evidence of the impact from the feedback Learning walks are scheduled monthly for administration and volunteer teachers to visit classrooms to look for evidence of PD strategies being implemented The social studies, science, ELA and Math departments are all implementing a common core aligned curriculum. The ELA, social studies and Math departments all have coaches that help to unpack the curriculum and align it to the student's needs. They are also provided with full-day quarterly professional development with teacher at other schools. Teachers use common planning time to work on designing their lessons and assessments. Six classes are being offered in Advanced Placements and these teachers also attend a summer institute and PD through the year on implementing the curriculum. social studies, science, math and ELA departments school-wide had an 83.4% passing rate for the first semester of 2015. Currently, Advance data reports show that teachers are improving in components 1E and 3C on Danielson's Framework for Teaching.
2.	<p>Supportive Environment Goals: CHCP is committed to developing the social and emotional health of all students in a safe learning environment that will foster academic growth leading to college and career readiness for all students. This will be achieved through the development of an advisory</p>	Y	<p>In order to meet our goals, we have implemented Positive Behavior Intervention System (PBIS), hired 6 mental health personal and have a current attendance rate of 82.7%. Multiple strategies support our vision for a safe environment, as follows:</p> <ul style="list-style-type: none"> Cypress Hills Local Development Corporation is our official CBO as part of our transition (through Renewal) to become a Community School. As such, our CBO offers:



<p>program with a special focus on restorative justice and Positive Behavioral Intervention Support (PBIS). Evidence of Success:</p> <p>All of the school’s staff can articulate the same set of beliefs and concrete practices about how students learn best By June 2016, the school’s overall attendance rate will increase to at least 82.6% By June 2016, 80% of teachers will have had an effective observation rating on Danielson component 2a by their last observation The school will score “proficient” on the Quality Review indicator 3.4 for “culture of learning”</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Restorative Justice - students will take a lead role in school culture. We want to empower students to make changes in the school and to have a voice when resolving situations. It will also help to change the students’ culture to one of accountability and building a strong culture. Attendance Systems & Structures 		<ul style="list-style-type: none"> Mental health services Attendance outreach Restorative justice support Family support Work placement Academic and enrichment trips Positive Behavioral Intervention Support (PBIS) has been implemented using our school-wide Core Values as the basis for the recognition and reward system. Students receive CHCP bucks when they demonstrate actions that are tied to our Core Values. Students can then use the bucks at the school store which is open once a week on Friday. Students also receive five bucks that can be turned into the neighborhood stores in exchange for food or goods when they achieve perfect attendance for the month. There are monthly attendance incentive trips that students attend when they attain the monthly attendance goal. The ultimate school-wide challenge goal is 90%+ attendance for the year and the student will go to Six Flags Great Adventure at the end of June 2016. Monthly student run Town Hall meetings reiterate the incentives and values of the school so that students feel a sense of accomplishment when they have achieved their goal. Six staff members are currently participating in Life Space Crisis Intervention workshops. It is a series of 6 full-day workshops on deescalation techniques and responses when students are in crisis. Our school-counselor recently finished participating in a Restorative Justice professional development. The principal, dean of student support and School Counselor are all participating in a 3 day workshop on TAC-D (Technical Assistance Center on Disproportionality). Training for staff and implementing new systems are the focus for the first semester in order to successfully implement the Restorative Justice program successfully at the school.
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			<ul style="list-style-type: none"> • Counseling in Schools provides three full-time Social Workers that have a caseload of about 20 students each. The caseload was determined using student data and targeting students that fell between 69% and 91% attendance rate during the 2014-2015 school year. Their caseloads of students have individualized attendance goals each month. Home visits are made regularly and students are incentivized to reach their goal. • An AmeriCorps attendance counselor has been hired to mentor students that are chronically absent. A Student Engagement Specialist has also been hired this year to assist in school spirit, organizing events and student leadership.
3.	<p>Collaborative Teachers Goals: By June 2016, a school-wide culture of sharing and collaboration will be evident in classroom teaching practices through the implementation of collaborative inquiry teacher teams that utilize data tracking systems to target at risk students and design and implement action plans to address students’ deficiencies. Evidence of Success:</p> <p>By June 2016, 80% of teachers will have had an effective observation rating on Danielson components 1e and 3c by their last observation due to the fact that teachers are working collaboratively to align their EQs, FQs, IOs and tasks driven by data gathered from the classroom and PDs that inform their practice By August 2016, CHCP will have a six year graduation rate of at least 70.6% By August 2016, CHCP will have an overall credit accumulation rate (10 or more credits a year) of 77% or higher in 9th and 10th grade</p> <p>Key Strategies:</p>	Y	<p>In order to meet our goals, teachers at CHCP meet daily to share their best practices, review data together and plan. This structure allows us to have...</p> <ul style="list-style-type: none"> • Twenty-two teachers meet at least 6 times a week to common plan and participate in professional development together. Their meetings are structured to always allow for teacher learning to take place and participate in collaborative inquiry. Two teacher leads are trained in strategic inquiry and attend professional development in this area every other week for the entire school year. These teacher leaders each lead two grades in conducting inquiry. The inquiry is based on Writing is Thinking (WIT) Strategies that all teachers are implementing. This creates a common strategy that students are taught in all of their classes. • Cohort P’s graduation rate is currently 56%. Of the 45 students that didn’t graduate: 1 still attends CHCP full-time and is on track to graduate, 9 students are enrolled in Pathways to Graduation, 9 students are attending the YABC on campus and then the rest of the students do not attend school or are in another program. There is a potential 64% graduation rate if all students at YABC graduate. • The social studies, science, ELA and math departments are all implementing a common core aligned curriculum. The ELA, social studies and math departments all have coaches that help to



	<ul style="list-style-type: none"> Teachers use Circular - 6, in order to meet with each other to review, revise and adapt the curricula. They adjust their pacing calendars and curriculum maps to account for the changes. To ensure the teachers are using the proper curriculum observations are conducted that look at the pacing guides and the lesson plans to ensure the materials are aligned with the curriculum. <p>Renewal School Priority Areas: Inquiry Job-embedded Instructional Coaching Master, Model, & Peer-collaborative Teachers</p>		<p>unpack the curriculum and align it to the student’s needs. A Peer Collaborative math Teacher was hired to support a new teacher and a teacher with a Teacher Improvement Plan (TIP). He facilitates the department meetings and is creating a lab classroom. Two additional teachers have applied to become Emerging Lead Teachers. They will participate in multiple professional developments this school year to be prepared for the lead teacher role during the 2016-2017 school year.</p> <ul style="list-style-type: none"> social studies, science, math and ELA departments school-wide had an 83.4% passing rate for the first semester of 2015. Currently, Advance data reports show that teachers are improving in components 1E and 3C on Danielson’s Framework for Teaching.
4.	<p>Effective School Leadership Goals: CHCP will develop and implement a calendar of cyclical observations and learning walks and ensuring all observations (both evaluative and non-evaluative) provide teachers with actionable feedback aligned to goals in domain 1 (components a-e) and domain 3 (components a-d), with next steps for improvement. Evidence of Success: The school will be rated proficient in Quality Review Components 1.1 and 1.2 By June 2016, 80% of 9th and 10th graders will have an individual student work portfolio demonstrating 6 meaningful pieces of student work (3 per semester) aligned to CCLS By August 2016, CHCP will have a six year graduation rate of 70.6%</p>	Y	<ul style="list-style-type: none"> In order to meet our goals, school leadership has created and followed a systematic observation cycle of informal observations, formal observations and learning walks. In support of developing effective leadership across the school, we have utilized the following :Director of School Renewal Through the Renewal Office, our Director of School Renewal (DSR) provides us with leadership support as a means to align workflows across the multiple offices, initiatives, and metrics. Our DSR helps support inquiry, strengthens their coaches’ ability to work with teachers, and coordinates between the superintendent’s office, central offices, and other non-DOE agencies Renewal Room Renewal Room supports effective school leadership through the frequent convening of Renewal principals who share their problems of practice as a means to gain insight and feedback from peers. CHCP presented at the September 30, 2015 Renewal Room around “why are potential grads not graduating on time?” and we came up with the following Problem of Practice “how can we teach English Language



	<p>By August 2016, the school’s overall credit accumulation rate (10 or more credits per year) will increase to 77% or higher in 9th and 10th grades</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> All teachers across all subject areas use the same annotation strategies and the same comment codes to provide feedback. The teachers use this when using both informational and fictional text. This supports the first two ELA shifts- Balancing Literary and Informational texts and Knowledge in Disciplines. 		<p>Learners the skills needed to do well on the extended written responses on the humanities exams to then be considered college and career ready?”</p> <ul style="list-style-type: none"> As a result, ELL are provided with more than the required amount of hours needed of ELL service. They are being provided with both an appropriate curriculum and the EngageNY curriculum. They also attend ELT for ENL. principal Meetings Monthly principal meetings are held by the Superintendent’s office. A consistent focus (every month) has been the observation of teachers and providing effective feedback. As a result all administrators are providing similar looking feedback by using the 4-sentence feedback model. We are all calibrated on 1E and have the same expectations for lesson planning.
5.	<p>Strong Family-Community Ties</p> <p>Goals: CHCP through partnerships with Outward Bound, Counseling in Schools, and The North Shore-LIJ Health System and a dedicated Community Coordinator will engage families and stakeholders in the community school process and bring targeted resources to increase student achievement. Evidence of Success:</p> <p>At least 20% of matched to the school by June 2015 of incoming 9th grade students will attend the Outward Bound facilitated week long summer orientation By September 2015, students will be matched with an adult through the Advisory program. On track seniors will mentor almost on track seniors with a staff member supervising the mentorship. A class of freshman will mentor kindergarten students at PS 108, along with sophomores continuing their mentorship with the first graders at PS 108.</p>	Y	<p>In order to meet our goals, we have a strong partnership with Counseling in Schools and North Shore-LIJ Health Center that provide students with mental health counseling.</p> <ul style="list-style-type: none"> As a community school we have additional partners that support the students and their families: <ul style="list-style-type: none"> Brooklyn District Public Health Cypress Hills Childcare Corporation Dr. Elizabeth Lutas Center (Brooklyn Home base & East NY Family Support) George Walker Jr. Community Coalition Henry Street Settlement Nurse Family Partnership Parent Child Home Sanctuary for Families YMCA Each month we have had a family event: <ul style="list-style-type: none"> September = Kickoff Event October = November = December =



	<p>Students and parents will participate in a collaborative workshop customized to their needs and to provide them with information about the school’s academics, social and emotional supports, enrichment activities and additional services in the neighborhood.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Parents and students have been provided with Pupil Path, an online service that informs parents and students with academic information such as progress reports, report card information, assignments and a method to communicate with teachers. 		<ul style="list-style-type: none"> January = idNYC A monthly newsletter is sent home for families to be updated on school-wide events, academics and Community School news. Parents are encouraged to register to use Pupil Path to stay current with their child’s grades. Teachers are provided with bi-weekly feedback by their direct supervisor on their gradebooks so that the assignments are clear and grades are entered in a timely manner.
6.	<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>.</p>	<p>Yellow 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; major strategy adjustment is required.</p>



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
Green	<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> <p>1. Rigorous Instruction:</p> <ul style="list-style-type: none"> • Create a Culinary Arts CTE program. We have the space and a class already but want a designated program to assist with enrollment and distinguish us from other schools on campus. → A proposal has been written and submitted. • Driver's Ed classes → Will begin on February 22, 2016 <p>2. Supportive Environment:</p> <ul style="list-style-type: none"> • Create stronger incentive programs and engaging activities to improve attendance → There are monthly attendance incentive trips that target various groups of students. • Multiple language translators during meetings and parent- teacher conferences → Translation equipment has been purchased and coordinatotion of langaguge translators occurs before the events • Updates to the educational environment, such as locks on the bathroom doors, upgrade the lighting in the gyms, new locker rooms → Regular meetings with custodial occur to discuss work to be done. <p>3. Strong Family- Community Ties:</p> <ul style="list-style-type: none"> • Send students to the community board meetings and be involved in civic matters → Students attend meetings with FOT or through CHLDC Promise Neighborhoods • Link FOT to a class so that a teacher and students can rally for the neighborhood rezoning → FOT has a student leadership class every Monday afternoon for an hour



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.

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

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

Status (R/Y/G)	Analysis / Report Out
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G	Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.
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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	Red
		Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	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)

<p><u>Best Practices</u></p> <p>The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.</p>		
<p>List the best practice currently being implemented in the school.</p>		<p>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.</p>
1.	Building council	Strong community of collaboration that has resulted in....
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, Michael Alcott

Signature of Receiver: _____

Date: _____ February 2016 _____

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