



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
10X391: The Angelo Patri Middle School	321000010391	NYC GEOG DIST #10 - BRONX	Yellow	SCEP
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Graciela Abadia, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Melodie Mashel, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	6, 7, 8	516

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 The Angelo Patri Middle School are committed to the continued improvement and the success of our students academically, socially and emotionally. Collectively, students, staff and families contribute to a school community that is safe and conducive to learning. We have aligned our resources to build systems that are informed by input and feedback from the School Leadership Team (SLT) and Community Engagement Team (CET), and implemented by school staff and leadership, which meet regularly to evaluate progress based on qualitative and quantitative data.

In response to The Angelo Patri Middle School being placed in Receivership, The New York City Department of Education has provided the school with the resources and guidance to implement two, complimentary initiatives

- The Renewal School Initiative focused on developing rigorous instruction, collaborative teachers, a supportive learning environment, and effective leadership
- The Community School Initiative focused on developing strong family and community ties and on expanding learning opportunities

As we assess our progress, there is concrete evidence that our major action plans are taking hold. Several early indicators suggest we are getting closer to achieving our goals of improving student performance in ELA, math and science as well as for improving school climate and safety. In the coming weeks, we will have the results of mid-year assessments measuring student and teacher growth, which will give us a fuller understanding of our progress and the adjustments we will make in our strategies.

The overarching strategy for meeting our goals has been to organize ourselves into teams designed to move us toward meeting our specific academic and social goals. At the instructional level, we have organized into grade-level and departmental teams. Our greatest priority is to improve student learning,



and to lead this effort we have paid extra attention to our Instructional Leadership Team (ILT), a cohort of outstanding teachers led by our assistant principal of instruction. This team has integrated professional development initiatives in writing, technology, math, and science into a cohesive professional development plan that spans the school year. Every Monday, it leads professional development for all of the school's teachers, and we see higher levels of faculty engagement in professional development than we have in the past. Other key teams we have focused on as a means to address our priorities are our attendance team, school leadership team, and climate and culture team. Like our Instructional Leadership Team, we see the development of clear, written plans with measurable outcomes to point to progress in our work towards implementing our strategies for improvement.

As an indication of progress toward our goals, we see three, encouraging statistics:

- Our year-to-date attendance is at 93.5%, well above our target rate of 91.2%
- Our student passing rate is at 76.4%, up from last year's rate of 69%
- Our protocol for measuring student engagement in the classroom has shown more than a 100% increase since the beginning of the year
- Our students are on track to each experience more than 250 hours of extended learning time (ELT) during the year, well ahead of our target of 200 hours per student

In mid-February, we will have a much fuller picture of our progress. At that point, we will have collected, compiled, and shared key evidence of our progress, including interim assessment data in math and ELA, teacher effectiveness data from the observation process, and school climate data from a learning environment survey. In the meantime, we will continue to vigilantly implement and monitor our strategies so that we become a true center of lifelong learners for our students and our community.

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
3-8 ELA Growth Percentile	Y	48.8	49.8	ELA Baseline and Benchmark exam administered in Fall and February show that school wide average increased from 34% to 38% indicating progress toward meeting benchmarks.
3-8 ELA Percent Level 2 & Above	Y	36%	37%	ELA Baseline and Benchmark exam administered in Fall and February show that school wide average increased from 34% to 38% indicating progress toward meeting benchmarks.
3-8 Math Percent Level 2 & Above	Y	33%	34%	Math Baseline and Benchmark exam administered in Fall and February show that the school wide average increased from average score of 20% to an average of 28% indicating progress toward meeting benchmarks.
Grade 4 and 8 Science Percent Level 3 & Above	Y	21%	22%	<p>Science teachers participate in Teachers College Writing Program workshops monthly. They attend “lunch and learns” and participate in weekly common planning to unpack the Teachers College Writing units of study before teaching the unit.</p> <p>An intervention plan has been developed to address the gaps between students’ current performance and desired outcomes. This plan addresses the major understandings of the NYS Science Framework.</p>
Make Priority School Progress	Y	N/A	Meet progress criteria	Early indicators such as increased student passing rates suggest we are getting closer to achieving our goals of improving student performance in ELA, math



				and science. Improving attendance reflects on our improving school climate and safety. In both ELA and Math, students have shown gains overall on State aligned assessments.
School Survey - Safety	Y	2.52	2.56	A Family and Community Engagement Team meets weekly to analyze data on our PBIS plan's systems and structures designed to manage and reward positive student behavior and makes recommendations for continued improvement. Our year-to-date attendance is at 93.5% over 2% above our target rate.
<u>LEVEL 2 Indicators</u>				
Please list the school's Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
Framework: Collaborative Teachers	Y	3.20	3.24	The following strategies have been implemented to address target: Identify lab classrooms and schedule structured teacher visits. Weekly Common Planning Time per grade and department team Weekly Inquiry Team meetings by grade and subject
Framework: Rigorous Instruction	Y	3.04	3.08	The following strategies have been implemented to address target: Work closely with teacher development and evaluation coach to support teachers in components 3b and 3c.



				<p>Teacher’s College Writing Calendar Days</p> <p>Math Solutions professional development and coaching</p> <p>Math lead teacher, literacy Lead teacher, social studies lead teacher to support teacher teams and coaching</p>		
Implement Community School Model	G	N/A	Implement	<p>Our Community School Initiative is focused on developing strong family and community ties and on expanding learning opportunities. Key teams to address these priorities are the attendance team, school leadership team, and climate and culture team. As with the Instructional Leadership Team, clear, written plans with measurable outcomes are used to point to progress in the school’s work implementing strategies for improvement.</p>		
Performance Index on State ELA Exam	Y	45	47	<p>ELA Baseline and Benchmark exam administered in Fall and February show that school wide average increased from 34% to 38% indicating progress toward meeting benchmarks.</p>		
Provide 200 Hours of Extended Learning Time	G	N/A	Implement	<p>Our students are on track to each experience more than 250 hours of extended learning time during the year, well ahead of the target of 200 hours per student</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 II – Key Strategies

Key Strategies As applicable, identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.		
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.
1. Rigorous Instruction Goals: During the 2015-2016 school year, teachers will develop and provide students with engaging and coherent instruction aligned to the CCLS in all subjects for a variety of learners. This will be evident in an increase of 20% of all teachers rated effective in <i>Danielson</i> 1e and 3c through formal and informal observations. Key Strategies: <ul style="list-style-type: none"> Teachers in all content areas will collaborate in horizontal and vertical teams to plan rigorous tasks that incorporate higher order skills, and that provide opportunities for students to further develop their literacy skills. Renewal School Priority Areas: <ul style="list-style-type: none"> Classroom implementation of curricula/writing strategies Professional development: academics 	Yellow	Goal has been modified to reflect the SED Receivership Benchmarks as of 1/15/2016: During the 2015-2016 school year, teachers will develop and provide students with engaging and coherent instruction aligned to the CCLS in all subjects for a variety of learners. This will result in 37% of our students performing at a Level 2 or higher as measured by the 2016 NYS ELA Exam. Progress towards the annual goal will be measured by school wide ELA Benchmark Assessment that will be administered the week of February 8, 2016. The following strategies to address this goal are outlined below: <ul style="list-style-type: none"> Teachers have multiple opportunities to meet and collaborate in teams to plan lessons and tasks aligned to Common Core Standards, analyze the tasks, look at student work and use the information to inform curricular adjustments. Literacy, Science and Social Studies teachers and administrators participate in Teachers College Writing Program workshops monthly. Teachers that attend are responsible for turn keying to other teachers in order to build consistency across the school in terms of the teaching and assessing of writing. Teachers attend “lunch and learns” and participate in weekly common planning to unpack the Teachers College Writing units of study before teaching the unit.



			<ul style="list-style-type: none"> Math teachers participate in a variety of learning opportunities. Currently, our Director of School Renewal (DSR) has been working with the 6th grade math team unpacking standards to focus on rigorous tasks and develop teachers' content knowledge for planning lessons. Our math peer collaborative teacher is part of this team and model this process for math teachers of grades 7th and 8th. In addition, our peer collaborative teacher is attending Math Solutions Professional Development that focuses on tasks that promote critical thinking skills and logical reasoning with accountable talk. This learning is then turn keyed to the math team.
2.	<p>Supportive Environment Goals:</p> <p>By June 2016, the staff at the Angelo Patri School will develop an attendance intervention plan which is responsive to student's social- emotional needs resulting in 1% increase in students' attendance.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> An attendance team will be created to develop an attendance intervention plan which is responsive to student's social- emotional needs. A Student Tracker will provide real time information on student's attendance which will be used to sort students into categories mirroring the DOE 3 levels. We will focus on chronically absent and at-risk students. 	Green	<p>The school is on track to meet its benchmark of an increase of 1% overall attendance from last year's attendance of 90.2%. As of January 2016, the school's overall average attendance is 93.5%. The following strategies to address this goal are outlined below:</p> <ul style="list-style-type: none"> An attendance team has been created, led by an assistant principal and also represented on the team are a guidance counselor, community school director, attendance teacher, the parent coordinator and a school aide. The team meets weekly to review attendance data, review the effectiveness of supports, and plan interventions for targeted students. The team utilizes the attendance data in the New Visions Student Tracker to identify students that fall under the "at risk" and "chronically absent" categories. The team then collects data regarding the reasons for the absences, looking especially for patterns, so that effective interventions can be implemented. As stated above, the effectiveness of the interventions drives the



	<ul style="list-style-type: none"> Attendance systems and structures 		<p>agendas of the attendance team meetings.</p> <ul style="list-style-type: none"> Attendance team created an attendance plan that establishes short and long term goals, attendance outreach, academic supports, counseling, and family engagement goals. AmeriCorps success mentors target chronically absent and at risk students for small group tutoring to mitigate the effect of the absences. In an effort to recognize and reward individual, class and grade perfect attendance and improved attendance, school has created public displays and celebrations. Examples are: 100% attendance by grade and homeroom, weekly announcements of classes with highest average attendance over PA system, and special field trips for students with most improved attendance. To address the social emotional needs of our students in order to support students' attendance, we created a PBIS Team (Positive Behavior Intervention Support). This team oversees and coordinates programs to address social- emotional health needs. In this group we have WEDIKO, Astor, and Morris Heights Clinic as partners.
3.	<p>Collaborative Teachers Goals: By June 2016, as a result of teachers participating in collaborative teams focused on improved student learning, average proficiency rating in ELA will increase by 20%</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> All teachers will participate in cycles of professional development aligned with the <i>Danielson Framework</i> and other research-based, school-wide initiatives such as teaching 	Yellow	<p>Goal has been modified to reflect the SED Receivership Benchmarks as of 1/15/2016: By June 2016, as a result of teacher participating in collaborative teams focused on improved student learning, 37% of all students will perform at Level 2 or above as measured by the 2016 NYS ELA Exam. Benchmark assessment to measure progress toward annual goal will be administered during the week of February 8, 2016. The following strategies to address this goal are outlined below:</p> <ul style="list-style-type: none"> All teachers participate in cycles of professional learning that reflect the schools instructional focus around how teachers engage students in higher order instructional tasks that promote critical thinking skills. The goal of the first cycle was to engage all stakeholders in a rigorous cycle of professional learning that leads to a cycle of collaborative



	<p>reading and writing in all content areas, using IPI, learning targets, and formative assessments to increase student engagement and assess their progress</p> <ul style="list-style-type: none"> • Each cycle of professional development will begin with analysis of a student data source to identify a learner centered problem or gap. • Subsequent sessions will focus on professional learning strategies to address the gap, planning, implementation, teacher debrief and review of student work to measure the impact of the learning opportunity on instruction. <p>Renewal School Priority Areas:</p> <ul style="list-style-type: none"> • <i>Danielson</i> Framework Implementation - Observation Cycle • Inquiry 		<p>inquiry, the goal of the second cycle is professional learning that leads to improved lesson planning and implementation, the goal of the third is teacher feedback that leads to improved students outcomes though engagement in rigorous tasks. Each upcoming cycle is informed by data collected during the current cycle. These cycles are designed to meet the needs of the staff and are articulated in the schools' Professional Learning Plan.</p> <ul style="list-style-type: none"> • All cycles begin with an analysis of student data and school wide data which informs the focus of the specific Professional Learning topics. Additionally, all teachers participate in inquiry teams centered on how to increase student engagement in rigorous tasks. • Teacher teams use the Standards in Practice Protocol (modified) to analyze student work resulting in modification of lesson plans and teaching strategies to address the gap between the standard and what the student can do and understand. • All teachers participate in cycles of observations using the <i>Danielson Framework for Teaching</i> as the common language. • All teachers participate in inquiry teams with a focus on engaging students in higher order tasks and using data to modify lesson plans and teaching to meet student needs. • Peer Collaborative teachers have begun cycles of peer inter-visitations to share best practices, using student outcomes as a lens.
4.	<p>Effective School Leadership</p> <p>Goals: As a result of the systems and structures developed to measure the impact of school wide instructional practice and social emotional supports, student achievement will increase to meet or exceed the 2015/16 average proficiency target of 210 in ELA and</p>	Yellow	<p>Goal has been modified to reflect the SED Receivership Benchmarks as of 1/15/2016: By June 2016, as a result of the systems and structures developed to measure the impact of school wide instructional practice and social emotional supports, we expect to see a 15% growth in overall component ratings in Danielson 1e and 3c. Data collected from the second cycle of observation (end date February 15, 2016) will inform progress towards the benchmark. The following strategies to address this</p>



	<p>2.09 in math.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Engage school community in a Replications Essential Features of Schools system for building a culture of shared decision-making, distributed leadership, and accountability. 		<p>goal are outlined below:</p> <ul style="list-style-type: none"> We began implementation of Replications’ Essential Features of Schools support (EFS). The core work is around engaging stakeholders in creating and revising a set of living documents that lead to shared vision, team learning, systems thinking, organizational learning and personal mastery. It is grounded in Peter Senge’s Fifth Discipline work. Support as outlined in the RSCEP, is provided though leadership coaching and professional development for leadership. A data tracking chart is used as a framework for analyzing and presenting progress towards its goals. District Teacher Development and Evaluation Coach is supporting leadership in providing effective feedback to teachers that supports improvement in teacher pedagogy as measured by Domain 3 in Danielson’s Framework for Teaching. In addition, the district Teacher Development Evaluation Coach has worked closely with school leaders to observe and provide feedback to teachers through the lens of student outcomes in addition to teacher pedagogy. Although growth is not captured in the MOTP data from fall to February, we believe that because our focus has shifted more on student output rather than the teacher output, the results are skewed. We are seeing an increase in teachers taking ownership of their professional learning and expect to see a positive impact on MOTP in the next cycle.
5.	<p>Strong Family-Community Ties</p> <p>Goals:</p> <p>By June 2016, The Angelo Patri School will develop and implement a comprehensive outreach plan which will foster high expectations for student achievement and allow reciprocal communication with parents, as</p>	Yellow	<p>Goal has been modified to reflect the SED Receivership Benchmarks of “School Survey: Safety” as of 1/15/2016 to state: By June 2016, The Angelo Patri School will develop and implement a comprehensive outreach plan which foster high expectations for student’s achievement and allows reciprocal communication with parents as evidenced by meeting or exceeding the school safety indicator of 2.56 as measured by</p>



	<p>evidenced by meeting or exceeding the school culture indicator from the NYC School Survey.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> To form a family and community engagement team, led by our Assistant Principal in charge of Family and Community Ties. The team will be comprised of the community school director, the head of our PTA, our parent coordinator, and a member of the CBO. The team will meet weekly to discuss data and plan activities. All stakeholders will have input in the programs and provide feedback on their efficacy and their impact on student achievement. 		<p>The NYC School Survey. Progress towards the annual goal will be measured by a school created survey in February that measures safety and culture. The following strategies to address this goal are outlined below:</p> <ul style="list-style-type: none"> A family and community engagement team has been created and is led by an assistant principal, and other members include the parent coordinator, the community school director, the Parent Teacher Association President, and the United Federation of Teachers representative. The team meets weekly to analyze data taken from school created surveys measuring school culture indicators, a PBIS survey which measures systems and structures designed to manage and reward positive student behavior, and Parent Participation Tracker which measures the level of parent involvement in school activities. Team uses data to plan activities that will engage a wider range of families in the school community. Activities are planned to provide strategies for parents to support their children at home. Workshops are planned to address the needs and interests of parents as identified in Title I surveys results. A parent tracking system has been developed to monitor our progress of meeting our goal of parental involvement. 		
<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</p>	<p>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
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:</p> <ul style="list-style-type: none"> • Smaller classes are essential for a school with a high number of ELL students and students reading below level • School needs a no-nonsense response to bullying. There must be an immediate response to all types of bullying. • Help parents get more involved in their child's education. • Have classes on Saturdays for parents who speak English to come and learn Spanish (and other languages). • Ensure adequate planning occurs for ELT activities to ensure they succeed. • Music, art, and sports for students in ELT. <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>



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



Part 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.	Professional Learning Cycles	Professional learning cycles provide opportunities for teachers to participate in a job-embedded learning process that is on-going and leads to developing a culture of professional growth, collaboration and support among all staff. During each cycle, teachers have an opportunity to learn new strategies, collaboratively plan, implement, and discuss student work data.
2.	Attendance Outreach	To date our attendance average is 93.5%. This exceeds our yearly goal of 91.2%. This is a result of the creation of an attendance team, the development of a comprehensive outreach plan, the school-wide partnership with families, celebrations, and the use of the Renewal School tracker system that allow us to have daily data to share with our school community.
3.	Essential Features of School Systems	In order to develop capacity and create systems of accountability the administrative team and key stakeholders participate in professional development to implement Replications' Essential Features of School Support. The coaching sessions are led by Replications, our CBO partners, and is grounded in Peter's Senge's Fifth Discipline works. As a result of the leadership participation in these coaching sessions, there are clear systems in place to track our progress towards school wide improvement goals.



Part V – Attestation

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

Name of Receiver (Print): Superintendent, Melodie Mashel

Signature of Receiver: _____

Date: _____

DRAFT