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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
19K328: P.S. 328 Phyllis Wheatley	331900010328	NYC GEOG DIST #19 - BROOKLYN	Y	SIG Cohort 5
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	Barbra Gedacht, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Joyce Stallings-Harte, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	PK, K, 1, 2, 3, 4, 5	295

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 Phyllis Wheatley 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.

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.

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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 Percent Level 2 & Above	Y	34%	35%	While some barriers to plan implementation have been encountered, with additional teacher development and support, and the adaptation of school curricula, the school will be able to fully implement its model, thus meeting the target. Presently all classes from Grades K-5 are implementing the Pearson ReadyGen literacy curriculum during ELA instructional periods. Additionally, this is the first full year of the implementation of the Teachers College (TC) Writing Initiative which includes professional development support for the teachers. Teachers are also incorporating the writing strategies in all subject areas to improve students’ ability to write across content areas. To support the development of effective pedagogy in literacy, teachers in every grade were either sent to TC for training last Spring, or are being trained this year at TC. At TC, they attend a full week of training. Additionally, they receive training from the school’s literacy consultants and Office of Renewal School. Teachers are following the TC Writing Program with fidelity and using those genres and strategies to create an additional writing task that addresses the content based instruction taught during Expanded Learning Time. As a result, of the professional development that teachers are receiving and instructional support, teachers are having an impact on students writing. In addition, Interim

				assessments in ELA/math indicate growth across all levels and grade bands.
3-8 Math Growth Percentile	Y	49.0	50.0	Some barriers to plan implementation have been encountered. However with additional teacher development and support, and the adaptation of school wide instructional practices, the school will be able to fully implement its model, thus meeting the target. To date, the school has participated in professional development sessions with The National Teaching Network (NTN) and has also received job embedded one on one coaching. Teachers have incorporated instructional strategies like SOLVE problem solving strategy and the incorporation of standards based curriculum through Go Math has provided consistency of instruction. The school is also slated to receive professional development support from Math Solutions through the Office of School Renewal.
3-8 Math Percent Level 2 & Above	Y	31%	32%	Some barriers to plan implementation have been encountered. However with additional teacher development and support, the school will be able to fully implement its model, thus meeting the target. To date, the school has participated in professional development sessions with The National Teaching Network (NTN) and has also received job embedded one on one coaching. Teachers have incorporated instructional strategies like SOLVE problem solving strategy and the incorporation of standards based curriculum through Go Math has provided consistency of instruction. The school is also slated to receive professional development support from Math Solutions through the Office of School Renewal. The school is also slated to receive additional on-site coaching support and through Metamorphosis professional development.

Grade 4 and 8 Science Percent Level 3 & Above	y	37%	38%	Some barriers to plan implementation encountered. However, with additional teacher development and support, and the adaptation of hands on science curriculum to meet the needs of all learners we are hopeful we will meet the target. Teachers will receive professional development to incorporate literacy and math in science to support this.
Make Priority School Progress	Y	N/A	Meet progress criteria	Some barriers to plan implementation encountered. However, with additional teacher development and support, student achievement in ELA and math with increase. See above articulation of ELA and math strategies presently being implemented at 19K328.

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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
Average ELA Proficiency Rating	Y	2.00	2.01	<p>Some barriers to plan implementation encountered. However with additional teacher development and support, and the adaptation of school curricula, the school will be able to fully implement its model, thus meeting the target. Presently all classes from Grades K-5 are implementing the Pearson ReadyGen literacy curriculum during ELA instructional periods. Additionally, this is the first full year of the implementation of the TC Writing Initiative which includes professional development support for the teachers. Teachers are also incorporating the writing strategies in all subject areas to improve students' ability to write across content areas. To support the development of effective pedagogy in literacy, teachers in every grade were either sent to TC for training last Spring, attended a full week of training during the summer or are being trained this year at TC along with the professional development they are receiving from the school's literacy consultants and Office of Renewal School. Teachers are following the TC Writing Program with fidelity and using those genres and strategies to create an additional writing task that addresses the content based instruction taught during Expanded Learning Time. As a result, of the professional development that teachers are receiving and instructional support, teachers are having an impact on students writing. In addition, interim assessments in ELA/math indicate growth across all levels and grade bands.</p>

Framework: Supportive Environment	G	2.12	2.16	<p>This indicator is marked green because no major barriers to the plans to create a more supportive environment occurred and as a result, the school is expected to be able to fully meet the target for this indicator. The implementation of the Community School Model has positively impacted the school environment. The school has a functioning attendance team in place. The Community Based Organization (CBO) Counseling in Schools is supporting the socio-emotional well-being of students through the provision of mental health services, counseling, parental outreach, parental workshops, professional development for staff and Saturday programs for students. Thus far, Online Occurrence Reporting System (OORS) reports have decreased from 2014-2015 to 2015-2016. CBO Counseling in Schools (CIS) has also conducted professional development workshops for teachers on de-escalation techniques in the classroom.</p>
Implement Community School Model	G	N/A	Implement	<p>This indicator is marked green because no major barriers to the plan's implementation ensued. As of now we are seeing measurable impact as a result of the implementation of the Community School Model at PS 328. The CIS and student support personnel at the school have developed partnerships to provide additional health and wellness programs, i.e. vision, dental, & mental health to support the needs of all students, and families including Students in Temporary Housing (STH). CIS has conducted parent workshops on nutrition, stress management, and career development. CIS has also conducted professional development workshops for teachers on de-escalation techniques in the classroom. The CBO, principal, and other members of the attendance team meet weekly to review and address attendance and lateness issues. Each member of the team has identified a group of chronically absent students to support and follow up on their attendance. In addition both the CBO</p>

				<p>and school leader has supported the school community in maintaining a safe social-emotional learning environment for all students, by training staff to utilize additional social-emotional strategies and supports to ensure a safe and inclusive learning environment. Additional incentive programs have been developed to recognize students and families with good and/or increased improvement in attendance and lateness. Further, bilingual CIS personnel are supporting the school to address the needs of English Language Learners (ELL) and former ELL families. In addition, as a community school under the NYC Renewal School Project, Counseling in Schools is also providing counseling and services to students and families during and after school. In addition, in conjunction with CIS the school is now offering a Saturday program for students. In collaboration with the school CIS has also partnered with an outside agency to provide vision screening to students. Additionally, CIS conducts outreach to the shelters which services the students of PS 328. Workshops will continually be provided to foster and increase parent outreach and support the school's high percentage of STH.</p>
Performance Index on State ELA Exam	Y	38	40	<p>While some barriers to plan implementation encountered, with additional teacher development and support, and the adaptation of school curricula, the school will be able to fully implement its model, and thus meeting the target. Presently all classes from Grades K-5 are implementing the Pearson ReadyGen literacy curriculum during ELA instructional periods. Additionally, this is the first full year of the implementation of the TC Writing Initiative which includes professional development support for the teachers. Teachers are also incorporating the writing strategies in all subject areas to improve students' ability to write across content areas. To support the development of effective pedagogy in</p>

				<p>literacy, teachers in every grade were either sent to TC for training last Spring, attended a full week of training during the summer or are being trained this year at TC along with the professional development they are receiving from the school's literacy consultants and Office of Renewal School. Teachers are following the TC Writing Program with fidelity and using those genres and strategies to create an additional writing task that addresses the content based instruction taught during Expanded Learning Time. As a result, of the professional development that teachers are receiving and instructional support, teachers are having an impact on students writing. In addition, Interim assessments in ELA/math indicate growth across all levels and grade bands.</p>
Provide 200 Hours of Extended Learning Time	G	N/A	Implement	<p>This indicator is marked green because no major barriers to the plans implementation ensued. As of now we are seeing measurable impact as a result of the Expanded Learning Time Program (ELT). Students are receiving additional instruction and support in writing and building their skill-sets in writing in the content areas. Currently 85% of our student population participates in the ELT program. An analysis of student writing samples indicate that there is an improvement to students' abilities to write organized essays and support their thesis statements with textual evidence. What has also led to the success of the ELT program is the guidance teachers receive from administration in terms of curriculum development for the ELT and the professional development teachers receive from Teachers College to teach writing. As a result of the above mentioned the school has been able to fully implement the ELT model with an impact to teaching and learning.</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.
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Part II – Key Strategies

Key Strategies <i>As applicable</i> , 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: By June, 2016, there will be an increase in rigor in ELA instruction as measured by an .09 increase in Average ELA Proficiency Rating on the Renewal School Student Achievement Benchmarks Key Strategies: <ul style="list-style-type: none"> All instruction shifted from whole class instruction to the workshop model which 	Y	<ul style="list-style-type: none"> Presently all classes from Grades K-5 are implementing the Pearson ReadyGen literacy curriculum during ELA instructional periods. Teachers are moving away from the Ready Gen Performance Based Assessments and are implementing the TC Writing Initiative writing activities. Teachers in every grade were either sent to TC for training last spring, attended a full week of training during the summer or are being trained this year at TC. Teachers are following the TC Writing Program with fidelity and using those genres and strategies to create an additional writing task that addresses the content based instruction taught during Expanded Learning Time.

	<p>structures instructional time into mini-lesson/modeling, practice/group work and independent practice.</p> <ul style="list-style-type: none"> • Guided Reading strategies implemented so that teachers could provide specific support to struggling readers. <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Professional Development: Academics</p>		<ul style="list-style-type: none"> • Additionally, teacher teams are working with the instructional team members to develop curriculum maps for math, social studies and science that address academic vocabulary, levels of text complexity, and balancing literacy and informational texts. • Teachers are moving away from whole class instruction and are integrating guided reading into their daily practice. Students are working in pairs, groups and/or independently as teachers provide small group instruction and conference with students for reading and writing. • In addition, teachers will be receiving additional professional development on the components of a balanced literacy reading workshop and support for struggling readers through the AIS Literacy Series with the Renewal Office and NYCDOE Office of Curriculum and Development. • Students are working on two writing pieces at the same time, with different deadlines. Emphasis is also on incorporating academic vocabulary into content based instruction that will be evident in the student writing. • Each grade-level teacher team has begun to work collaboratively with the literacy consultants to modify the Ready Gen literacy program to include multiple entry points for all students, including SWDs and ELLs and more developed writing activities. • Teachers have begun to implement having students use differentiated software programs in the classrooms, such as Imagine Learning, Achieve 3000, IXL, RazKids, MyON. Students will be assessed on-line four times a year and teachers will continue to utilize the data from Scholastic Reading Inventory (SRI), GoMath, Scantron, and various software programs to determine next steps and additional academic supports as needed. • The Data Specialist/Coach will review and disaggregate the data and the administration and instructional team together with teachers will analyze the data to determine next steps and effectiveness of instruction. • The data from the 2015 NYS ELA Assessment shows growth from 3% to 6% of students in Grades 3-5 scored Level 3 and/or 4. Our
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			<p>goal is 10% of the students in Grades 3-5 will score a Level 3 and/or 4 on the NYS ELA Assessment in June 2016. Specifically, all students in grades K-5 will continue to be assessed in literacy using the Scholastic Reading Inventory (SRI). Students in Grades 3-5 and students in Grade 2 who have successfully tested out of the SRI phonemic awareness assessment will be tested on Comprehension and will receive a Lexile score. Additionally, teachers will use Fountas and Pinnell to determine individual reading levels. The SRI will be administered four times a year: September, December, March and June. Students in Grades K-5 will take the NYC ELA Performance Assessments as part of the teachers Measures of Student Learning (MOSL) in September and May. Students in Grades K-2 will take the NYC Math Performance Tasks in September and May and Students in Grades 3-5 will take the SCANTRON Math Assessments 4 times a year – September, December, March and June.</p> <ul style="list-style-type: none"> • Data from these assessments will be reviewed by the teachers individually, as a grade, in targeted subgroups and as whole school data with support from the Data Specialist. • In addition to the NYC Report cards that will be completed in November and March, a progress report will be sent home to all students at the end of January. • Next steps in lesson planning and questioning that focuses on critical thinking and elevating student discussion and use of academic language, including Socratic Circles in Grades 4-5, the full development of scaffolded curriculum maps & lesson plans for math, literacy, social studies, science that include Depth of Knowledge questions to increase rigor in lessons and assessments. • Development of content based curriculum maps with writing tasks that mirror the genre writing units from Teacher's College Writing Initiative.
2.	<p>Supportive Environment <i>Goals:</i></p>	G	<p>19K328 is authentically implementing the following strategies:</p> <ul style="list-style-type: none"> • Create and maintain a safe social/emotional learning environment for all students, by training staff to utilize additional

<p>By June 2016, PS 328, in collaborative partnership with Counseling in Schools (CBO), will increase parent engagement and involvement at PS 328 as measured by a 10% increase in parental positive responses to questions related to School Culture on DOE School Survey.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Increased usage and availability of technology in all classrooms directly decreased behavioral issues and supported the entire student population academically. • Dean to provide AIS support for students in grades 3 and 4, social/emotional support for SWD students and additional social/emotional student support during breakfast, lunch and dismissal. • Attendance Systems & Structures 		<p>social/emotional strategies and supports to ensure a safe and inclusive learning environment.</p> <ul style="list-style-type: none"> • CBO personnel will provide staff workshops and 1:1 support for staff members in providing social and emotional support for students and their families. • Continue providing a strong, focused RTI/AIS program where DDI identifies student skill gaps and provides supports and services immediately to reduce student frustration and subsequent reactions. • Redesign systems and structures regarding addressing attendance and lateness issues to increase attendance by 5% to meet benchmark. Additional effort will be placed on students and families in PreK-2 with attendance/lateness concerns including home visits conducted by the CBO, PC and Family Assistants. CBO and student support personnel will develop partnerships to provide additional health and wellness programs, i.e. vision, dental, & mental health to support the needs of all students, including STH. • CBO and school leaders will meet weekly with support staff to review and address attendance and lateness issues. Additional incentive programs will be developed to award students and families with good and/or increased improvement in attendance and lateness. School leaders will develop new systems and structures involving the collection of attendance and reviewing attendance and lateness. • As part of the NYC Renewal School Project, Counseling in Schools will provide counseling and services to students and families during/after school and on Saturdays. Workshops will be provided to foster and increase parent outreach and support the school's high ELL and former ELL students and Students in Temporary Housing population. Bilingual CBO personnel will address the needs of ELL and former ELL students. • The school will continue to provide on-going communication with parents through translated documents and notices, the school curriculum newsletter, monthly calendars, parent engagement sessions and PTA meetings. In addition, the Parent Coordinator
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			<p>and CBO will provide workshops that help parents support their children both academically and emotionally.</p> <ul style="list-style-type: none"> • The school will continue to include parents in all celebrations and strategic planning meetings to help improve the school’s climate, culture and sense of community. • The administration will restructure the Tuesday Parent Engagement Time to develop additional parent/student/teacher engagement activities that will be designed by the teachers.
3.	<p>Collaborative Teachers Goals: By June, 2016, teachers in all grades will collaboratively develop CCLS aligned units of study including multiple entry points, differentiated and scaffolded materials, assessments and TC directed writing tasks to improve rigorous instruction as measured by 4 units of study in ELA, Math, Social Studies and Science. Student achievement will be measured by student performance on writing tasks utilizing the TC Writing Rubric.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Teachers collaborate with each other in planning as a grade and with the instructional specialists from the partnership organizations. • Teachers are completing maps based on ReadyGen curriculum and modifying it to differentiated levels of student support. <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry</p>	Y	<p>The school has systems and structures in place for the implementation of collaborative teachers with the adaptation of more opportunities for teachers to collaborate using protocols for the work, the school will be able to achieve the desired results that impact teaching and learning.</p> <ul style="list-style-type: none"> • Teacher teams on every grade level each have a dedicated 90 minute block during the week to meet and collaborate. Staff developers, coaches or administrators meet with teacher teams to support and guide their work. • Additionally, 2-3 times throughout the week teachers on each grade have a single common prep period time is spent in professional development with coaches, consultants and staff developers developing curriculum maps and lesson/unit plans, analyzing and modifying ReadyGen curriculum and implementing the TC Writers Workshop program. • Teacher teams have been sent to inter-visitations to other schools and have visited colleagues’ classrooms to observe instruction. • As part of the Renewal School initiative one teacher has been designated as a Model Teacher to provide additional support within the school building. • The full-time coach and .5 coach will continue to support teachers through demo lessons, co-teaching periods, professional development workshops and 1:1 conferences. • Teachers have the opportunity to work collaboratively in grade level teacher teams or vertical teams during the Monday 80 minute PLO.

			<ul style="list-style-type: none"> • The administration will continue to provide coverage and encourage teachers to attend Professional Development workshops outside of the school and then turnkey their knowledge to their colleagues. • Teachers are also given additional planning time when substitute teachers are hired to cover classes for portions of the instructional day. • Additionally, teachers have the opportunities to work collaboratively after school for per session funds to develop curriculum maps and lesson/unit plans. Unit plans and curriculum maps are designed to address the needs of all students, including high achieving students, through differentiated materials and tasks and multiple entry points. • Additional professional development on the utilization of these programs will be purchased and provided by the vendors. School leaders will monitor professional development and teacher team meetings and provide feedback and support for teachers. Teachers in need of support with classroom management will work collaboratively with the Academic/Behavioral Intervention Specialists, guidance counselor, school leaders, model teachers and CBO personnel. • The school will continue receiving support from the Director of School Renewal (DSR) and the District’s Teacher Development Evaluation Coach (TDEC) to provide professional development to improve teacher practice through learning walks and norming exercises.
4.	<p>Effective School Leadership Goals: By June 2016, school leaders will create and implement a Professional Development Plan that builds teacher capacity resulting in a 5% increase in the performance level of teachers in Component 3B in the Danielson Framework model in the ADVANCE platform .</p>	Y	<p>While the school is making progress, some barriers to outcomes exist due to a majority of the teachers currently trending in <i>Developing</i> in Domain 3B. However, with increased professional development and effective teacher feedback the school will be able to achieve desired results.</p> <ul style="list-style-type: none"> • School leaders will continue to support teacher effectiveness through the literacy consultants, math and literacy coaches, district and vendor PD support and individual Teacher Improvement Plans that focus on specific needs of identified teachers.

	<p>Key Strategies:</p> <ul style="list-style-type: none"> Professional Development implementation regularly evaluated through the Advance system. Teachers formally observed no fewer than 4 times throughout the year and informally observed on a weekly basis by coaches and/or administration. 		<ul style="list-style-type: none"> In addition, the school will receive support from the DSR and the TDEC to conduct norming and teacher calibrating activities with school administration and professional development in Danielson Domain 3B. Some teacher teams at the school will be reorganized to adapt to the Data Wise inquiry process to improve student outcomes. C Currently teacher team meet where stakeholders engage in inquiry practices such as assessment development, data analysis and the sharing of best practices with a focus on scaffolded questioning to support all students including Ells and SWD. As a result of the implementation of the Data Wise Inquiry process teachers are developing a data driven strategic approach to redesigning curriculum, lesson plans, and instructional strategies to support a learning centered problem and teacher problem of practices to address student deficiencies. PD for stakeholders will be held on the following topics: Ongoing assessment, developing CCLS DOK curriculum maps and performance tasks, using protocols for looking at student work, identifying root causes in skill gaps, designing DDI.
5.	<p>Strong Family-Community Ties</p> <p>Goals: By June 2016 PS 328 and Counseling in Schools (CBO) will develop a collaborative partnership with families as measured by a 5% increase as evidenced in parent’s positive responses in the school culture section of the NYC school survey.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> The Principal has encouraged parent/family involvement through parent workshops, newsletters, notices and parent engagement periods on Tuesdays. 	Y	<p>While the outcome of this goal will not be available until the Learning Environment survey window opens during the second week in February, the school is confident that there will be a 5% increase in parent’s positive response rate.</p> <ul style="list-style-type: none"> In September 2015, PS 328K became a Community School with the partnership of Counseling in Schools as the Community Based Organization. Efforts have been made this year to ensure that notices are sent home in Spanish and Arabic. When parents register their child at PS 328 they are presented with a Welcome Pamphlet, in English or Spanish that provides basic information about the school, including school hours, important telephone numbers, the names of key staff members and rules and procedures. This year school leaders created a bimonthly Parent Curriculum Newsletter that informed parents of the units of study, texts, and

tasks their child would be involved with during each two month period. Grade level teacher teams generated curriculum summaries and cluster teachers contributed grade level units. The newsletter was translated into Spanish.

- The guidance counselor works with the families of at risk students and students with identified social, emotional and economic needs to provide support and referrals to the appropriate agencies.
- The Data Specialist has presented workshops for parent on understanding data and the technology teacher has assisted parents with accessing information about their child on the computers and downloaded parent letters related to Achieve 3000 and SRI.
- The ESL teacher has downloaded and generated parent reports regarding the progress of the ELL students using the Imagine Learning software program. The ESL teacher has designed several parent engagement activities that were conducted on Tuesdays during PE time. The ESL teacher also created parent brochures in English, Spanish and Arabic that introduce and explain the ESL program and services that are rendered at the school.
- A special education teacher invited parents into the classroom once a month for a hand on arts activity.
- Presently the Parent Coordinator makes little effort to engage parents and has not reached out to the family assistants at the local shelters to communicate with parents.
- The newly hired CBO was chosen to promote parent engagement and foster communication between the parents and the school. The parent room will be maintained and utilized by the CBO Director for parent engagement activities.
- The Parent Coordinator, CBO Director, and Guidance Counselor will assist parents who are interested in adult education offering by finding local programs. CIS has provided a variety of workshops to assist parents with a variety of needs which include the new technology system that provides information to parents, job resources, and stress management.

			<ul style="list-style-type: none"> Parent engagement time will also be utilized to help parents understand the data and assist their child with homework and academic assignments.
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

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Part III – Community Engagement Team and Receivership Powers

<u>Community Engagement Team (CET)</u>	
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.	
Status (R/Y/G)	Analysis / Report Out
Y	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <ul style="list-style-type: none"> Adding engaging activities Include parents during activities Parent/child activities such as Zumba on SaturdaySupport for parents on homework help Expand ELT opportunities <p>During the first week of the 2015-16 school year, written notice was sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school. Once the school’s hearing was held, a summary of recommendations was provided to the school based on commentary from speakers captured in a transcript of the public hearing, a recommendations form provided to participants at the hearing, an online survey on our NYCDOE website, any email feedback received to our receivership@schools.nyc.gov email address, or by mail. The CET met to review the public input and finalize school improvement plan recommendations, which were submitted to the Superintendent, acting on behalf of the Chancellor as Receiver, for review. Upon Superintendent determination of which CET recommendations would be incorporated, the improvement plan was revised and resubmitted.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings.</p>
<u>Powers of the Receiver</u>	

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

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

Part IV – Best Practices (Optional)

Best Practices

The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.

	List the best practice currently being implemented in the school.	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.		
2.		
3.		

Part V - Attestation

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

Name of Receiver (Print): Superintendent, Joyce Stallings-Harte

Signature of Receiver: _____

Date: _____ February 2016 _____

DRAFT