



DRAFT

# Receivership Quarterly Report

*2<sup>nd</sup> Quarter - November 1, 2015 to January 15, 2016*

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
09X117: I.S. 117 Joseph H. Wade	320900010117	NYC GEOG DIST # 9 - BRONX	Y	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	Delise Jones, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Leticia Rodriguez-Rosario, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	581



## 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



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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



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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 Joseph H Wade 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.



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At MS 117X, the Wade Academies, key strategies have been implemented: The Wade Way must-haves for every lesson are being implemented and monitored; teacher teams are creating and adjusting Common Core Learning Standards-aligned units of study and lessons that are responsive to the assessed needs of students. As a Community School, the lead partner is ADCP Beacon which coordinates the services of a therapeutic mental health clinic through the Acacia Network. The school also has 2 guidance counselors, a social worker who supervises 3 social work interns and a developing PBIS program to address students' social-emotional health and behavioral issues. A Wades Management Behavior Team has been developed to coordinate efforts and to monitor data in order to adjust strategies to meet the needs of all students. Teachers meet weekly in both grade level and content teams to plan, look at student work and formative assessment results using specific protocols, in order for curriculum and lessons to be adjusted to address the learning needs of all students. Administrators conduct cycles of observations, using Teachboost to record high quality feedback that teachers can access along with aligned, individualized professional development opportunities. As a Community School, in partnership with ADCP Beacon, MS 117X offers parents a variety of workshops and classes that can support caregivers and other families. The school also hosts school-developed curriculum nights, back to school nights, and s celebrations of student achievement throughout the year. Parents and community members receive a monthly newsletter that details all of the offerings. All students receive an additional hour of instruction daily in Expanded Learning Time that offers differentiated instruction, based on students' assessed needs, as well as accelerated (Regents math and science courses) and enrichment opportunities (art, drama, etc.)



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**Attention** – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). It is a self-assessment of the implementation and outcome of key strategies related to Receivership, and as such should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.

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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	37%	38%	Formative data (benchmark assessments) indicates that there will be an increase in the numbers of students scoring at level 2 and above on ELA State assessments based on improvements in core instruction and targeted interventions for students who scored high level 1 and 2 last year.
3-8 Math Growth Percentile	Y	43.4	44.4	Expanded learning time focuses on academic intervention services for all students scoring below level 3 on state assessments. Students are grouped by need and are instructed individually, using iReady and



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				Dreambox programs with teacher instruction and support. Formative assessments are demonstrating growth for these students.
3-8 Math Percent Level 2 & Above	Y	27%	28%	Formative data (benchmark assessments) indicates that there will be an increase in the numbers of students scoring at level 2 and above on math state assessments based on improvements in core instruction and targeted interventions for students who scored high level 1 and 2 last year.
Grade 8 Science Percent Level 3 & Above	Y	15%	16%	MS 117X has planned a Saturday Academy for all grade 8 students who are not scheduled to take the Living Environment Regents to support their academic growth improvement in science. In addition, science teachers are involved in professional development from Urban Advantage designed to support their science content knowledge.
Make Priority School Progress	Y	N/A	Meet progress criteria	While progress continues, the benchmark for a school identified as persistently struggling is an aspirational goal for this year. However, MS 117X will make substantial progress toward meeting Priority School progress criteria.
School Survey - Safety	G	1.92	1.96	MS 117X's Behavior Management Team is tracking the



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				<p>monthly occurrences through OORS to identify students who consistently repeat offenses. The team also notes the location of the infraction to identify trends that require professional development for the adult in charge (teacher, etc.) and social-emotional support for the students involved. The school has added a therapeutic mental health clinic that currently has 29 student referrals. The school social workers, social work interns and guidance counselors counsel individual students and groups and refer severe cases to the therapeutic clinic team for therapy. The school is also proactive by implementing the PBIS program and rewards positive behaviors through incentives, trips, assemblies, etc.</p>
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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	Y	3.16	3.20	Teachers are working in grade level and content teams weekly using looking-at-student work protocols to analyze the student work and formative assessment results to make adjustments to the units of study and lesson plans and to form flexible groups of students for targeted instruction and intervention.
Framework: Rigorous Instruction	Y	2.28	2.32	Teachers are adjusting current units of study based on the identified ELA (Expeditionary and Teachers College Writing ) and math ( Math in Focus) program content to ensure that they reflect standards based learning targets and academic tasks that support students’ ability to reason, analyze, and convey information.
Implement Community School Model	G	N/A	Implement	The school has developed a fully integrated partnership with the lead CBO, ACDP Beacon, that supports the school with academic tutoring, attendance outreach,



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				enrichment services for students and many classes and programs for parents, caregivers and community.		
Performance Index on State ELA Exam	Y	42	44	MS 117X is focusing on increasing the quality and rigor of core instruction and is monitoring this development through observations, student work and student assessment data. Expanded Learning Time is used to provide targeted instruction for students in AIS. Based on formative assessment results to date, the school expects an increase in the number of students moving from level 1 to 2 and from level 2 to 3 on the state ELA exam.		
Provide 200 Hours of Extended Learning Time	G	N/A	Implement	Expanded Learning Time is in full implementation in MS 117X. In collaboration with ACDP, the school provides differentiated remedial and enrichment instruction for students based on assessed needs. In addition, an Advisory program is in place for identified students.		
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .		<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



**Part II – Key Strategies**

<p><u>Key Strategies</u>            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.</p>			
<p>List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).</p>		<p>Status of each strategy (R/Y/G)</p>	<p>Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.</p>
1.	<p><b>Rigorous Instruction</b>  <b>Goals:</b>            By June 2016, teachers will develop and implement rigorous CCLS Units of Study in ELA and Math resulting in a 10% decrease in the number of Level 1 students and an increase in the number of Level 2 students by 5%.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>To address the key finding from their AIR</li> </ul>	Y	<p>Teachers have developed rigorous standards-based units of study in ELA and math, using Expeditionary Learning (Code X and Achieve 3000 for TBE classes) and Teachers College Writing curricula and Math in Focus with Engage NY modules. MyOn is consistently used during the school day and in ELT for independent reading. Teachers are revisiting the instructional units developed to ensure that the lessons contained in each unit have standards based learning targets and have aligned, rigorous tasks for further consistency. Every lesson, across all classrooms and subjects, employs the same structure outlined in The Wade Way must-haves. During Expanded Learning time, students are grouped according to assessed needs and are provided with individualized</p>



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<p>review, the school will incorporate the Reader’s and Writer’s Workshop and Teachers College Writing Units to include Expeditionary Learning in general and Special Education classes.</p> <ul style="list-style-type: none"><li>● In Traditional Bi-Lingual Educational (TBE) classes, the school will use CODE X with a modified version of the Teachers College Writing Units as well as Achieve 3000.</li><li>● All students have Independent Reading incorporated into their regular schedule with the emphasis of MyOn for our English Language Learners and or Students with disabilities and lowest performing students.</li></ul> <p><b>Renewal School Priority Areas:</b> Classroom Implementation of Curricula/Writing Strategies Expanded Learning Time RTI/AIS</p>		<p>opportunities through such programs as Dreambox (math), MyOn (independent reading) and iReady (ELA &amp; math) which are facilitated and supported by teachers. Identified students also engage in the Integrated Algebra and Living Environments curricula and will take the Regents exam in the spring. Students who need intervention in ELA and/or math are supported during ELT as well.</p>
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2.	<p><b>Supportive Environment</b></p> <p><b>Goals:</b></p> <p>By June 2016 the school will establish a data driven system identify, track and monitor the effectiveness of the services provided to “at risk students thereby decreases the number of student infractions by 5% for the 2015 – 2016 school year.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>● To address the priority area of the IIT review, the school is developing a school wide tracking system to identify and address the social emotional needs of the “at risk students.” This systematic structure will also enable the schools’ support staff to monitor the effectiveness of the services provided.</li> <li>● Additionally, with the support of their CBO, the school is establishing a Mental Health Clinic on</li> </ul>	G	<p>As part of the Community Schools program, ACDP Beacon has partnered with Acacia Mental Health Clinic which serves students and families. The clinic’s social worker does therapy rather than counseling, which is left to the guidance team.</p> <p>The Wade Management Behavior Team created a behavior handbook which is distributed and reviewed with all students, staff and caregivers. The social worker supervises 3 social work interns who are counseling individual students and groups. They are part of the guidance team which meets every week with the 2 school-based guidance counselors and the SBST Psychologist to identify students in crisis and develop action plans to meet their needs. A PBIS program is being developed to address and prevent behavioral issues.</p> <p>MS 117X uses OORS to support the collection and tracking of school culture data, such as incidents, suspensions, etc. The Family Worker is part of a larger attendance team that includes administrators, the social workers, guidance counselors, Community School Director and CBO staff who meet weekly to address issues of attendance. Using the New Visions tracker and heat map, they are able to determine which students are chronically absent and late and the Family Worker with CBO staff makes phone calls and visits homes to identify the root causes for the</p>
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	<p>site. The Social Worker will provide immediate referral services to students and families' onsite. The Social Worker will service up to 25 crisis cases.</p> <ul style="list-style-type: none"> <li>• The Family worker will follow up on hard to serve attendance cases and conduct home visits</li> </ul>		<p>attendance issues and to work to bring the students and families into school.</p>
<p>3.</p>	<p><b>Collaborative Teachers</b>  <b>Goals:</b>        By June 2016 teachers, will use a data protocols to guide collaborative teacher team meetings that support instructional practices and strategies, as evidenced by 20% of teachers receiving an effective overall rating in measures of teachers practices (MOTP)</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• In response to the IIT findings, teachers will meet weekly in content teams and utilize a structured protocol to analyze student work.</li> </ul>	<p>Y</p>	<p>Grade and content teams meet weekly to analyze student work and formative assessment data so that they can pinpoint misconceptions, engage in cycles of inquiry and create lessons and learning tasks to address them using a “looking at student work” protocol in which they have all been trained. The impact of this work involves revising pacing calendars, units of study and lessons to ensure that instruction is differentiated to meet the needs of all students. DataCation/Skedula has made it possible for data to be monitored by administrators. Teachers have not been trained to use Skedula to date, but professional development for the 2016-17 school year is planned. Teachers have opportunities to engage in peer observations and provide feedback based on the Danielson Framework.</p>



	<ul style="list-style-type: none"> <li>• Teachers will look at data resulting from formative and summative assessments, baselines and midlines to evaluate student mastery and deficiencies on prioritized CCLS.</li> <li>• Additionally, all staff will be trained on the use of DataCation and use the technology to discuss item analysis, track and monitor student progress and create flexible grouping</li> </ul> <p><b>Renewal School Priority Areas:</b>          Danielson Framework Implementation - Observation Cycle Inquiry</p>		
4.	<p><b>Effective School Leadership</b></p> <p><b>Goals:</b>          By June 2016, the administrative team will provide support, professional development and actionable feedback to teachers that will result in an of 20% or 8</p>	Y	<p>The principal has led the effort to ensure that all school constituencies have opportunities to participate in focused learning walks, using the Danielson Framework as the guiding rubric, in order to develop a common understanding of what constitutes “effective” practice. Teachers also have opportunities to observe other teachers to see</p>



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	<p>teachers attaining “Effective” ratings on formal and informal observations on Danielson Domains 3b and 3c (Questions and Discussion Techniques and Student Engagement)</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>● To address the IIT finding, administrators will use observation data to develop targeted/ differentiated professional development for teachers in content areas to include supports for Ell’s, SWD’s and Overage students.</li> <li>● Additionally, teachers will engage in inter-visitations to observe best practices and develop next steps for implementation in their respective classes</li> </ul>		<p>“effective” practices that can inform their own improvement and development. Administrators conduct formal and informal observations, track the actionable feedback on TeachBoost and align the feedback with teacher development, instructional coaching and other professional development opportunities.</p>
5.	<p><b>Strong Family-Community Ties</b>  <b>Goals:</b></p>	G	<p>MS 117X and ACDP Beacon, have established a parent center on the first floor of the school to welcome parents and caregivers as they enter the</p>



<p>By June 2016, through our CBO partnership, we will bring resources from the community into the school building by welcoming, encouraging and developing partnerships with families, businesses and community partnership organizations. This will be evidenced by a 20% increase in the number of parents visiting the school to attend monthly school activities such as: workshops, PTA meetings and parent engagement.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"><li>● In response to the IIT finding, the school will create a “Welcoming Family Center.” The space will represent a partnership between both the school and the CBO for the common purpose of enfranchising families and the community</li><li>● Additionally, the school will provide monthly newsletters to share school news, initiatives, promote dialogue, and provide resources to support student learning and student achievement.</li></ul>	<p>building. In addition to the monthly workshops for parents, the Saturday academy for parents, the ESL instruction for families, and resume writing for parents the school and CBO have designed and implemented many other parent engagement activities. Parent attendance at curriculum and back to school nights, multicultural shows and feasts, and student performances have resulted in a marked increase of parent engagement to date. A monthly newsletter to parents, in English and Spanish, contains the many offerings at the school so that parents can plan to attend those that will either support their children or help to improve their own skills.</p>
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<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part III – Community Engagement Team and Receivership Powers

<b>Community Engagement Team (CET)</b>	
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.	
Status (R/Y/G)	Analysis / Report Out
Y	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p><b>Superintendent-Approved CET Recommendations:</b></p> <p>Increased guidance services via school- based staff and Community School support to determine intervention plans</p> <ul style="list-style-type: none"> <li>● The school now has 2 guidance counselors, a social worker and 3 social work interns who provide counseling services for students.</li> <li>● In addition, as a result of becoming a Community School, the school now has a therapeutic mental health clinic with a social worker</li> </ul>



who provides therapy for students and families.

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](mailto: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.



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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. Listed below are any other efforts to utilize the powers of the School Receiver:</p> <p>Powers utilized to date include: Promoting greater engagement of parents and local communities by providing resources for MS117X to become a Community School; providing clarification regarding demonstrable improvement by issuing SED agreed upon benchmarks and conducting meetings and conference calls to further explain them; holding a Receivership hearing to keep the public informed of the school’s status, progress and plan and soliciting input and feedback from the community; and completing required Quarterly Reports.</p>
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .
<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part IV – Best Practices (Optional)

Best Practices

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

List the best practice currently being implemented in the school.

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

1.		
2.		
3.		



Part V – Attestation

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

Name of Receiver (Print): Superintendent, Leticia Rodriguez-Rosario

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

Date: \_\_\_\_\_

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