



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
08X424: The Hunts Point School	320800010424	NYC GEOG DIST # 8 - BRONX	Yellow	SIG Cohort 4
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Steeve Traversiere, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Karen Ames, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	322

## 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 Hunts Point 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.

The Hunts Point Middle School (HPMS) administration and teacher leaders, in collaboration with the parent body, continuously review the school's current condition to ensure an effective learning environment for the young people of their community. HPMS' instructional focus provides the school staff with a lens through which these practitioners daily look at teaching and learning in every classroom: "Leveraging questioning and discussion techniques to promote critical thinking so that students can build viable arguments supported by textual evidence in all subjects." This instructional focus ramps up the rigor of our curricula in all subjects, demanding that our teachers unpack the content and design daily activities that promote critical thinking and extended thinking. At the same time, school administrators leverage professional development for teachers as a lever to promote student learning. Research suggests that the variable that has, perhaps, the strongest positive correlation with student achievement in ELA and Math, is an effective teacher. Therefore, the structure for improvement is guided by a school wide theory of action: If administrators, teacher leaders, and partnerships, provide professional development opportunities in instructional initiatives, such as Differentiated Instruction, Universal Design for Learning, looking at data to inform instruction and curriculum choice, then teachers will be able design targeted instructional activities that engage students at their readiness level, yet exposing them to grade level content, resulting in achievement for all.

**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.



**Part I – Demonstrable Improvement Indicators**

<b>LEVEL 1 – Indicators</b>				
Please list the school’s Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
3-8 ELA Growth Percentile	Yellow	42.4	43.4	Based on our interim assessments, we are making progress towards our target. To support this goal, school administrators have: <ul style="list-style-type: none"> <li>• Reprogrammed the school to establish academic intervention services for students performing at Level 1, using Rehearsing from Prentice Hall and Castle learning software;</li> <li>• The school delivers student-specific academic intervention services across all grades</li> <li>• Created and programmed ELA targeted groups to get more students on grade level. Targeted ELA students meet during Extended Learning Time (ELT).</li> </ul>
3-8 Math Growth Percentile	Yellow	38.2	39.2	Based on our interim assessments, we are making progress towards our target. To support this goal, school administrators have: <ul style="list-style-type: none"> <li>• Reprogrammed the school to establish academic intervention services for students performing at Level I, using Digits from Prentice Hall and Castle learning software;</li> <li>• The school delivers student-specific academic intervention services across all grades</li> <li>• Created and programmed Math target groups that aim at getting more students on grade level. Targeted Math students meet daily for morning math.</li> </ul>



3-8 Math Percent Level 2 & Above	Yellow	29%	30%	<p>Based on our interim assessments, we are making progress towards our target. To support this goal, school administrators have:</p> <ul style="list-style-type: none"> <li>• Reprogrammed the school to create a better match between teacher performance level and students’ needs.</li> <li>• Increased time on instruction by creating academic intervention sections in ELA and math that include both English Language Learners and students with disabilities.</li> </ul>
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	26%	27%	<p>Based on our interim assessments, we are making progress towards our target. To support this goal, the following actions are currently happening or scheduled to start in the spring semester:</p> <ul style="list-style-type: none"> <li>• Urban Advantage delivers professional development to science teachers;</li> <li>• Omni Science, through our partnership with our lead Community-Based Organization, ASPIRA, pushes into classrooms to provide students with La lesson and hands-on activities;</li> <li>• Salvadori Center Science is delivering a 23-week STEM program on Bridges and Skyscrapers in our science classes; and</li> <li>• Saturday enrichment opportunities include film-making activities for students and their families and STEM technical training for parents and teachers.</li> </ul>
Make Priority School Progress	Yellow	N/A	Meet progress criteria	<p>Based on our interim assessments, we are making progress towards our target. To support this goal, school administrators and teacher leaders:</p> <ul style="list-style-type: none"> <li>• Monitor learning though the inquiry process.</li> <li>• Engage in a continuous cycle of triangulating</li> </ul>



				<p>curriculum, instruction and assessment.</p> <ul style="list-style-type: none"><li>• Review, revise and enhance, in partnership with ASPIRA, interventions to improve school climate.</li></ul>
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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	Yellow	1.92	1.96	<p>Based on our interim assessments, we are making progress towards our target. To support this goal, school administrators and teacher leaders:</p> <ul style="list-style-type: none"> <li>• Teacher teams meet regularly during assigned time, scheduled by the administration. They use protocols to address particular problems of practice identified through analysis of student work products or assessment data. Using assessment data, teachers make decisions on the pacing calendar (ranking curriculum item according to major learning of the day) in order to cover the major learning of the grade before test day.</li> <li>• Teacher teams collaborate to create and refine lesson plans that promote greater student understanding.</li> </ul>
Framework: Rigorous Instruction	Yellow	2.08	2.12	<p>Based on our interim assessments, we are making progress towards our target. To support this goal, school administrators and teacher leaders:</p> <ul style="list-style-type: none"> <li>• Using consultants from Generation Ready for ELA and the National Training Network for Math, the school is in a continuous cycle of revision for its core curriculum to more closely align them with the Common Core Learning Standards contents and practices.</li> <li>• HPMS has chosen the workshop model as the</li> </ul>



				<p>instructional delivery model for lessons in all classrooms. The entire staff received a three days of professional development (PD) on the effective use of the workshop model and its components and, as a follow up, an instructional manual was created. This manual is augmented regularly as we continue to validate and refine our theory of action, previously cited.</p> <ul style="list-style-type: none"> <li>The school has established an assessment calendar with uniform testing days, the results of which generate student progress data points: November-MOSL, early January-Rehearsal Plus Rally for ELA and Math, February-2<sup>nd</sup> Rehearsal Plus Rally, and March- March madness. These assessments inform our teacher team work.</li> </ul>
Implement Community School Model	Green	N/A	Implement	<p>The administrators work closely with our community school director, in many aspects of the school life.</p> <ul style="list-style-type: none"> <li>Provide enrichment activities to students on Mondays so that the whole teaching can participate in professional development activities.</li> <li>Support teachers by providing supportive environment coaching in partnership with Ramapo.</li> <li>Provide mental health first aide, by maintaining a full fledge mental health clinic certified by the Office of Mental Health and Hygiene.</li> <li>Support school parental engagement efforts by providing English as a New Language classes to newly immigrated parents.</li> <li>Provide monthly child care certification classes to parents.</li> <li>Facilitate monthly parent workshops on topics such as: Navigating Difficult Behavior, de-</li> </ul>



				escalation of crisis situations, the power of one, navigating the common core etc...
Performance Index on State ELA Exam	Yellow	45	47	<p>Based on our interim assessments, we are making progress towards our target. To support this goal, school administrators and teacher leaders:</p> <ul style="list-style-type: none"> <li>• The school was reprogrammed to establish academic intervention services for students performing at a high Level 1, to move more students to a Level 2 performance.</li> <li>• The school also created and programmed ELA students performing at high Level 2 during ELT, with the intent of having more students performing at that level or above.</li> </ul>
Provide 200 Hours of Extended Learning Time	Yellow	N/A	Implement	<p>The school programmed the 200 hours of learning time in collaboration with the lead CBO, ASPIRA. Students receive one extra hour of learning opportunities daily:</p> <ul style="list-style-type: none"> <li>• Math enrichment support by Digits from Pearson</li> <li>• ELA enrichment supported by Rehearsing for the Common Core by Rally.</li> <li>• Culinary Art supported by a Community Based Organization ASPIRA</li> <li>• Music and Dance Supported by the Leadership Program</li> <li>• Citizenship/ Character Education session provider by Lead by Example through APIRA.</li> </ul>
<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

<b>Key Strategies</b> As applicable, identify any key strategies being implemented during the current reporting period that are <u>not described above</u> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.		
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.
1. <b>Rigorous Instruction</b> <b>Goals:</b> By June 2016, there will be a 7 point increase (moving from 45-52) in the school's performance index based on the NY State ELA Exam as result of teachers being provided support to build ELA content knowledge and planning practices.  <b>Key Strategy:</b> <ul style="list-style-type: none"> <li>Improve teacher practice in providing CCLS aligned instruction with multiple points of entry for all students resulting in improved student achievement through specific and differentiated professional development and 1:1 coaching.</li> </ul> <b>Renewal School Priority Areas:</b> Classroom Implementation of Curricula/Writing Strategies Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students Professional Development: Academics	Yellow	<ul style="list-style-type: none"> <li>Administrators and teacher leaders meet regularly in extended cabinet meeting weekly to review pacing and assessment calendar.</li> <li>Teacher teams meet regularly using protocols to look at assessment data distribution and student work to share and refine instructional strategies to improve planning and delivery of daily instruction.</li> <li>Consultants from Gen Ready and National Training Network (NTN) consultants provide curriculum and instructional support to teaching staff on a weekly basis; as evidence by curriculum in ELA and math.</li> <li>ELA coach was hired to further support first year and TIP teachers to help them improve instructional practices.</li> </ul>
2. <b>Supportive Environment</b>	Yellow	<ul style="list-style-type: none"> <li>Utilizing the SIG grant, a full time dean was added to the staff to</li> </ul>



	<p><b>Goals:</b>                  By June 2016, there will be a 20% decrease in classroom OORS reported incidents as a result of implementing PBIS and individualized incentives in the class and collaborating with our partners such as ASPIRA, Counseling in Schools and The Point.</p> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>• Implement a social/emotional program which provides tiered layers of supports for all students and families that includes counseling opportunities advisory programs and a PBIS initiative</li> </ul>		<p>create and maintain a school wide PBIS program to reduce the amount of incident in the school.</p> <ul style="list-style-type: none"> <li>• The school hired the services Counselors in Schools to provide more individualized mental health support.</li> <li>• APIRA, the lead CBO, is also supplementing the mental health program with ASTER.</li> </ul>
3.	<p><b>Collaborative Teachers</b></p> <p><b>Goals:</b>                  By June 2016, all students will increase their overall points on the TC Writing Assessments by at least 6 points from pre to post on-demand tests for each of the four units as a result of teacher teams engaging in inquiry cycles aligned to the school's instructional focus, authentic writing.</p> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>• To improve teacher effectiveness through implementation of a system with supports to build teacher and leadership capacity within the key Danielson indicators: planning, and preparation, questioning techniques and the use of both formative and summative assessments</li> </ul>	Yellow	<ul style="list-style-type: none"> <li>• School was reprogrammed to create collaborative planning time for teachers to meet in teacher teams every Friday. Per session funds were set aside for teachers to conduct inquiry work during off school hours.</li> <li>• Teachers and administrators are regularly attending TC writing workshop.</li> <li>• The administration and teacher leaders have made writing a priority, using TC writing as the anchor of the ELA program at the school.</li> </ul>



	<p><b>Renewal School Priority Areas:</b>                  Danielson Framework Implementation - Observation Cycle Inquiry</p>		
4.	<p><b>Effective School Leadership</b>  <b>Goals:</b>                  By June 2016, on average teachers will improve .5 pts on their rating of Danielson component 3D as a result of timely, meaningful and actionable feedback.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• Administrators will provide specific and actionable feedback to improve teacher effectiveness through observation</li> <li>• Build teacher and leadership capacity by utilizing department heads to support peer assimilation within the key Danielson indicators: planning, and preparation, questioning techniques and the use of both formative and summative assessments</li> </ul>	Yellow	<p>School administrators, with the help of the Teacher Development Effectiveness Coach from the district office, engage teachers, on a weekly basis, in full observation and coaching session following these steps:</p> <ul style="list-style-type: none"> <li>• Prior to observation, administrators review feedback from prior observation</li> <li>• During the observation, administrators look for implementation of prior feedback and significant impediment to student learning</li> <li>• After the observation, the administrator rate practice, craft and provide coaching feedback with time line for implementation.</li> <li>• Plan for next observation</li> </ul>
5.	<p><b>Strong Family-Community Ties</b>  <b>Goals:</b>                  By June 2016, 75% of parents will have participated in a parent-teacher conference as a result of targeted parent engagement by the Parent Coordinator and CBO, ASPIRA, and an increase in academic-focused and engaging family activities.</p>	Green	<p>The school, working with the parent coordinator, in collaboration with the lead Community Based Organization (CBO), has been aggressively putting together events to draw parent into the school life:</p> <ul style="list-style-type: none"> <li>• Breakfast with the principal, where each month the principal hosts a breakfast in the library with the parents to listen to areas of concerns and celebration and develop action plans to meet parents' needs.</li> <li>• The school, along with ASPIRA, ran a coat drive which brought more than 200 hundred parents to school in December</li> </ul>



	<p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>The school will utilize the supports from Aspira to increase family engagement opportunities and provide social-emotional outreach to help parents support their children's academic success.</li> </ul>		<ul style="list-style-type: none"> <li>As a result of multiple one-to-one phone calls made by teachers, parent coordinator, and CBO personnel, the first parent teacher conference was well attended. Parents received light refreshments, conferred with teachers, and received support services (Health, Housing, and Job Training) from organizations invited by SPIRA.</li> </ul>
6.			
<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>The Superintendent established a strong community engagement team that is comprised of two district staff members, the school based parent coordinator, and the community school director. This team constantly interacts with the parent body to provide targeted services and activities to the community.</p> <p>Superintendent-Approved CET Recommendations:</p> <ul style="list-style-type: none"> <li>• Implement a strong music program                         <ol style="list-style-type: none"> <li>1. School reprogrammed students to allocate music period for all.</li> <li>2. School partnered with Education Though Music to deliver a balanced program to students</li> <li>3. School partnered with Scarsdale String to provide students with added choices in music.</li> </ol> </li> <li>• Hire more counselors to support students;</li> <li>• Hire a full time dean to enhance school climate; and</li> <li>• Hire more administrators to strenghten instruction.</li> </ul> <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 <a href="mailto:receivership@schools.nyc.gov">receivership@schools.nyc.gov</a> 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</p>



recommendations would be incorporated, the improvement plan was revised and resubmitted.

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

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

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

<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 IV – Best Practices (Optional)**

<b>Best Practices</b>	
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.	Teacher Teams use protocols to look at data and student work.
2.	Assessment in the school is interim and uniform.
	Teacher teams meet weekly. During these meetings, team members use the Consultancy protocol to present and process a problem of practice connected to student performance.
	To collect assessment data the school administers reliable and valid tests to all students. These tests are administered school wide replicating all standardized state test conditions. They are given periodically to monitor learning progress.

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**Part V – Attestation**

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

Name of Receiver (Print): Superintendent, Karen Ames

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

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

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