



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
30Q111: P.S. 111 Jacob Blackwell	343000010111	NYC GEOG DIST #30 - QUEENS	Y	SIG Cohort 6
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	Dionne Jaggon, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Philip Composto, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	PK, K, 1, 2, 3, 4, 5, 6, 7, 8	299

## 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 P.S. 111 Jacob Blackwell 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.

P.S. 111 is making progress toward school goals and renewal benchmarks. The principal communicates high expectations to staff, students and families through the school's weekly staff newsletter, the school website, e-mails, and school-wide morning meetings with students, workshops and professional learning sessions. This is resulting in a system of accountability for all and supports students toward college and career readiness. The school has made significant growth in curriculum development with integration of the instructional shifts and alignment to the common core standards. Teachers have developed a staircase of complexity unpacking the skills and strategies to be introduced, reinforced and mastered at within and across grades. The student attendance percentage has increased from 88% to 91% due to the initiatives to improve Family and Community Ties. Families have developed increased trust with school staff and Zone 126, knowing that students can be seen by a physician and that a full-time school nurse is on staff. This year the school is receiving increased support from the Director of School Renewal, the Teacher Development Evaluation Coach, the Superintendent and the Borough Field



Support Liaison. Teachers are receiving Professional Learning in Common Core Learning Standards, Go Math! Teacher College Reading and Writing, How to use Data Wisely. In addition, teachers are attending workshops by the Office of Teaching and Learning from the Borough Field Support Center and turn keying to their colleagues. The school has partnered with Jacob A. Riis, a community based organization, to provide support and enrichment during the school's expanded learning time and in the after-school program. In addition, Saturday Academy was offered to all students for additional support in English Language Arts and math. These increased supports are resulting in improved student outcomes as evidenced in student discussions, stamina, volume and quality of writing, justification/explanation of mathematical responses and demonstration of understanding mathematical concepts.

**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	Y	48.1	49.1	<p>The Level 1 indicator for the grades 3-8 ELA Growth Percentile is the Developmental Reading Assessments (DRA). The nature of the undertaking was individually administered assessment of each student’s reading and comprehension capabilities and assessment identifies reading level, accuracy, fluency, and comprehension.</p> <p>The current status of each indicator is below.                      Grade 3: 85.85% of the students increased reading levels with 65.71% students reading on grade level.                      Grade 4: 96% of the students increased reading levels with 0.2% students reading on grade level.                      Grade 5: 70% of the students increased reading levels with 27.5% student reading on grade level.                      Grade 6: 66.7% of the students increased reading levels with 11.1% student reading on grade level.                      Grade 7: 68% of the students increased reading levels with 54.2% student reading on grade level.                      Grade 8: 47.1% of the students increased reading levels with 47% student reading on grade level. The course of action taken for all students not reading on grade level are targeted intervention programs including myOn reading, weekly assessments, and Great Leaps. Based on the results of the Middle of the Year Assessments (MOY); 196 students were tested in</p>



				grades 3-8 and 38.7 are reading on or above grade level. The 38.7 percentage indicates that the school is on track for demonstrable progress; compared to the 8.4% of students scoring Level 3 or 4 on the 2014 New York State ELA Exams.
Average ELA Proficiency Rating	Y	2.06	2.07	The teachers engage in monthly Data Inquiry cycles that address the students' ability to read and write in specific genres. The identified focus students scored between 1.7 and 2.3 on the 2014 New State Exams. Based on the inquiry, 46.4% of the students scored above 2.3 on the assignments.
Grade 4 and 8 Science Percent Level 3 & Above	Y	38%	39%	The school uses evaluative portfolios in grades K-8 in science, social studies, math and English Language Arts. The portfolios are collections of students' work over time. The portfolios are used for evaluation of a student's abilities and improvement; thus a collection of authentic evidence of the students' learning.  After an analysis of the 4 <sup>th</sup> and 8 <sup>th</sup> grade Science Portfolios the results are below. Grade 4: 24 student portfolios analyzed; 25% scored an average of Level 3 or higher on the September – January Science Portfolios.
Make Priority School Progress	Y	N/A	Meet progress criteria	Although the school is making progress, it is currently "approaching" meeting the established renewal targets. Currently 20.8% of students are not meeting ELA standards, compared with 28.6% at the same time last year as evidenced in the benchmark assessment (Marking Period 2 grades). Currently there are 19.8% not meeting Math standards, compared with 34.6% last year as evidenced in the benchmark assessment (Marking Period 2 grades).
School Survey - Safety	Y	2.08	2.12	The principal and staff's approach to culture building, discipline and social emotional support has created an



				<p>environment that is safe and inclusive for the student population. There is increased respect among students and staff through the use of the school's Positive Behavioral Intervention System (PBIS). Teachers maintain class section sheets to record students' behavior. Classes are rewarded with incentives (prizes, special privilege trips, etc.) for positive behavioral choices. To promote increased attendance and compliance with the school's uniform policy, there are weekly incentives. Since implementing the PBIS approach and offering students incentives there has been a reduction in student suspensions by more than 50% when compared to the last two years. The school has been collaborating with Zone 126, the school's CBO, on developing incentives to motivate students and increase attendance. As a result of these initiatives, there are currently 2 principal suspensions compared with 6 principal suspensions for the same time last year; 4 less principal suspensions. Last year there were 5 superintendent suspensions compared to 2 this year.</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	3.24	3.28	The principal has been working to ensure that curricula is further developed and refined to the common core and content learning standards and integrates the instructional shifts. Teachers are working collaboratively to develop curriculum maps in each subject area and across grades. This work is establishing coherence within grades and creating a staircase of complexity across grades. The academic tasks that have been created are aligned to standards, connect to real world learning and promote career readiness skills
Implement Community School Model	Y	N/A	Implement	<p>Through the Renewal Community Schools model Zone 126 (a sponsored project of the Fund for the City of New York) has acquired to date 12 service providers (Camp Herrlich, City Growers, City Harvest, Community Word Project, enact (start date 3/1), Global Kids, Legal Outreach, NYU Langone Medical Center:NYU Friends School, NYU ParentCorps, Summer Advantage, The Child Center of NY, and CUNY:QCC. Our partners provide a wide spectrum of academic and enrichment experiences that promote socio-emotional and academic skill acquisition.</p> <p>Increasing Parent &amp; Community Engagement</p> <ul style="list-style-type: none"> <li>• Coordinate with Parent Coordinator Trecia Parsons to increase attendance at Fall 2015 Parent Teacher Conferences:                             <ul style="list-style-type: none"> <li>○ 286 scholars on the roster as of November 17, 2015</li> </ul> </li> </ul>



				<ul style="list-style-type: none"> <li>○ 249 parents outreached to re: conference</li> <li>○ 185 parents attended conference</li> <li>● Act as the Champion for the Academic Parent Teacher Teams (APPT) around increasing 3<sup>rd</sup> grade parent partnership and involvement in their scholars education                         <ul style="list-style-type: none"> <li>○ 34 3<sup>rd</sup> Grade Parents</li> <li>○ 32 parents outreached</li> <li>○ 19 in attendance for APPT</li> </ul> </li> <li>● Coordinate parent programs such as City Harvest, NYU ParentCorps                         <ul style="list-style-type: none"> <li>○ 9 parents enrolled</li> <li>○ 15 parents recruited</li> </ul> </li> <li>● Coordinate Attendance initiative and three-tiered interventions to increase and maintain a goal of 91.4% attendance rate and decrease chronically absent/late scholar rates                         <ul style="list-style-type: none"> <li>○ 91.6% as of February 01, 2016</li> </ul> </li> <li>● Establish and build upon parent strengths to help support the work of the Community Schools Team</li> </ul> <p>Zone 126 as lead Renewal Community School has subcontracted existing partner organization Mental Health Providers of Western Queens who has had an established school based clinic for the past nine years within CS 111Q. Mental Health Providers of Western Queens provides universal and target interventions.</p> <ul style="list-style-type: none"> <li>● Caseload as of December 31, 2015: 11 clients</li> <li>● An in-school referral protocol has been established</li> </ul>
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				<ul style="list-style-type: none"> <li>Outreach efforts, and presence of mental health provider at family and community events to reduce the stigma around mental health</li> </ul>
Performance Index on State ELA Exam	Y	50	52	<p><b>Current Status Indicators</b></p> <p><b>English Language Arts</b></p> <p>Current Performance Index: 46.8  <b>Goal: English Language Arts Performance Index: 89</b></p> <p>Level 1: 119                  Level 2: 50                  Level 3: 16                  Level 4: 3</p> <p><b>Strategy:</b></p> <p>Increase Level 2 by 40 Students                  Increase Level 3+4 by 10 Students</p> <p>The following strategies have been utilized to increase the Performance Index on NYS ELA Exam: Inquiry teams, teachers teams, DRA running records, ELA baselines, unit assessments and RTI talk session</p>
Performance Index on State Math Exam	Y	48	50	<p><b>Mathematics</b></p> <p>Current Performance Index: 38.8  <b>Goal: Mathematics Performance Index: 86</b></p> <p>Level 1: 132                  Level 2: 47</p>



				<p>Level 3: 11</p> <p>Level 4: 3</p> <p><b>Strategy:</b></p> <p>Increase Level 2 by 50 Students</p> <p>Increase Level 3+4 by 10 Students</p> <p>Our performance task and curriculum require all students, including ELL and Students with Disabilities to think critically engage in inquiry and use prior knowledge to demonstrate their thinking and new learning. The school has a focus on the Math Instructional Shift #5: Application in all grade levels whereby the scholars engage in math talks to deepen math fluency and conceptualizing math skills.</p>		
Provide 200 Hours of Extended Learning Time	Y	N/A	Implement	<p>The ELT program will be collaboratively designed with the P.S. 111Q school administration, SLT, and Zone 126. Zone 126 will be responsible for the coordination, implementation, and evaluation of the ELT program. The structure is as follows. The Extended Learning has not been voluntary due to our Renewal School designations. We will actively encourage participation through the use of myON and Mathletics technology resources. Attendance is mandatory for the students during ELT. The technology and gaming components maintain their interest using myON and Mathletics.</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 <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.



## Part II – Key Strategies

<p><i>Key Strategies</i>                      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>			
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.	<p><b>Rigorous Instruction</b></p> <p><b>Goals:</b>                      By June 2016, 90% of all teachers will create unit plans and lessons with Multiple Instructional Entry Points/Differentiation creating portfolio tasks that are differentiated. Portfolio tasks must incorporate technology, complex literature, problem solving and critical thinking skills to address the Common Core Learning Standards that meet individual student needs resulting in Performance Index on the New York State Math Exam of 64 and a Performance Index of 63 on the New York State ELA Exam.</p> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>Teachers will be routinely observed and given actionable feedback using Danielson’s Framework for Teaching.</li> </ul> <p><b>Renewal School Priority Areas:</b>                      Classroom Implementation of Curricula/Writing Strategies</p>	Y	<p>According to the 2105-2016 Principal Performance Observation, the school was rated effective in the area of Collaborative teachers when compared to the 2014-2015 PPO rating of Developing. This improvement is as a result of each team meeting on a consistent basis. To date, 100% of the Teacher Teams have completed Unit Plans in K-8 Writing, 6-8 Reading, 8<sup>th</sup> Grade Science, K-2 Physical Education and Pre-K Art. All Unit Plans include points of differentiation which is the instructional focus of the school. The Post Demand Writing Pieces and Math Portfolio pieces are completed by 100% of the ELA and Math Teachers. As a result, students’ literacy skills have increased in volume and quality of writing. Students are displaying the academic behaviors of persistence and resilience in the writing process through multiple revisions. In mathematics, teacher teams worked together to create academic tasks with multiple entry points into the curriculum. Schoolwide students are using the “CUBES” strategy to solve multi step word problems.</p>



	Comprehensive Academic Assessment Plan Professional Development: Academics RTI/AIS		
2.	<p><b>Supportive Environment</b> <b>Goals:</b></p> <p>By June 2016, we will have a 20% decrease in total amount of Online Occurrence Reporting System (OORS) incidents, by continuing the Positive Behavior Interventions and Supports (P.B.I.S.) using social and emotional and ARMOR lesson plans to achieve social and emotional well-being as measured by the OORS Incident Management Report.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>Teachers will be provided with professional development and coaching around restorative school wide discipline</li> <li>The implementation of an effective advisory model.</li> </ul>	Y	<p>The principal and staff’s approach to culture building, discipline and social-emotional support has created an environment that is safe and inclusive for the student population. There is increased respect among students and staff through the use of the school’s Positive Behavioral Intervention System (PBIS). Teachers maintain class section sheets to record students’ behavior. Classes are rewarded with incentives (prizes, special privilege trips, etc.) for positive behavioral choices.</p> <p>Since implementing the PBIS approach and offering students incentives there has been a reduction in student suspensions by more than 50% when compared to the last two years. The school has been collaborating with Zone 126, the school’s CBO, on developing incentives to motivate students and increase attendance. As a result of these initiatives attendance has increased by 4%, as well as greater compliance in adherence to the school’s dress code. According to the NYC Online Occurrence Reporting System (OORS), Level 1-4 incidents have decreased from 46 to 44 when compared to 46 incidents reported on the 2014-2015 OORS data.</p>
3.	<p><b>Collaborative Teachers</b> <b>Goals:</b></p> <p>By June 2016, Teacher Teams will design Units of Study and analyze student work to incorporate Multiple Entry Points/Differentiation and Higher Order Questions that yield volume in the students’ writing and mathematical explanations for problem solving that are aligned to the Common Core Learning Standards. Teacher Teams will analyze student work using a protocol through Data Inquiry with a focus on adding details and craft structure as evidenced in the Post Demand Writing</p>	Y	<p>Teacher teams are meeting on a regular basis to look at student work/data and identifying patterns and trends which allows the school to make adjustments to curriculum and teaching practices There are protocols in place that allows teachers and the principal to regularly evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the common core. Teachers look at student work and data to plan and refine units and lessons.</p> <p>This will ensure that the school is on track to meet the 2015-2016 Renewal benchmark targets and working toward closing the</p>



	<p>Pieces and the Math Portfolio Pieces.</p> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>Teachers will begin a collaborative examination of relevant data.</li> </ul> <p><b>Renewal School Priority Areas:</b>                  Inquiry</p>		<p>achievement gap between NYS accountability AYP targets and the school’s performance index based on the school’s 2015-2016 NYS assessment results.</p>
<p>4.</p>	<p><b>Effective School Leadership</b></p> <p><b>Goals:</b>                  By June 2016, School Leaders will develop 25%/10 teachers as Teacher Leaders that will support the School Leadership and collaborate with the School Leadership Team (SLT) to professionally develop our instructional staff in Questioning and Differentiation that will result in an 25% increase in teachers’ Measure of Teacher Practice (MOTP) in 3b Questioning and Discussion Techniques and 3c Student Engagement.</p> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>School leader will work with various external partners.</li> </ul>	<p>Y</p>	<p>The principal has put into place distributive leadership structures so that teachers are building leadership capacity and have a voice in key decisions that affect student learning across the school. There are teacher leaders that have been identified. These teachers attend professional learning outside the school and return to turn-key it to their colleagues. Their classrooms are used as “model classrooms” within the school and serve as lab sites for demonstration lessons. The collectively form the school’s Teach Leader Team that debriefs daily and meets weekly with the principal. In addition, there are many other opportunities for teachers to take a leadership role in the school. There are some teachers that serve on the school’s Attendance Team, School Intervention Team (SIT/RTI), Crisis Team, Renewal Team, Community Team. PBIS team, Instructional Team and/or the Building Response team. The principal conveys high expectations regarding professionalism and student achievement with the entire school community. This has resulted in a system of accountability for those expectations and supports students toward future academic aspirations.</p>
<p>5.</p>	<p><b>Strong Family-Community Ties</b></p> <p><b>Goals:</b>                  By June 2016, The Community School 111Q P.B.I.S. Team will collaborate with our School Leadership Team (SLT), Parent Coordinator and Community Based Organization to increase parental involvement by 20% as measured by the Learning Environment Survey and Parent Participation in P.B.I.S events, parent workshops</p>	<p>Y</p>	<p>The parent coordinator in collaboration with Zone 126 has been offering parent workshops for myON reading, Mathletics, attendance, PBIS, and a Parent Summit on mental health and community resources available to families. The school staff is inviting parents to celebratory events such as the Winter concert, PBIS kick off, sports events for spirit week, and writing celebrations. All parents are invited to these events. The turnout has been more successful at the celebratory events than other workshops offered. This has helped to build family and community ties</p>



	and celebratory events as evidenced in attendance records.  <b>Key Strategy:</b> <ul style="list-style-type: none"> <li>The creation of a comprehensive plan to foster an environment rich in family engagement and community partnerships.</li> </ul>		which has resulted in a 4% reduction in student attendance.		
<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>                      Social Services and health care to be provided on site with adolescent medicine and pediatrics                      Administration to attend resident association meetings                      NYS Assembly woman recommended a full service kitchen to support ELT activities                      A parent comments that class size at the school is unacceptable</p> <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 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>



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



**Part IV – Best Practices (Optional)**

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

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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, Philip Composto

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

Date: \_\_\_\_\_ February 2016 \_\_\_\_\_

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