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Receivership Quarterly Report

2nd Quarter - November 1, 2015 to January 15, 2016

| School | School BEDS Code | District | Status (R/Y/G) | SIG/SIF/SCEP Cohort |
|--------------------------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------|
| 27Q053: M.S. 053 Brian Piccolo | 342700010053 | NYC GEOG DIST #27 - QUEENS | 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 | Shawn Rux, Principal | Aimee Horowitz, Executive Superintendent for Renewal Schools Mary Barton, Superintendent Sharon Rencher, Senior Advisor to the Chancellor | 06,07,08 | 334 |

| Executive Summary |
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| Please provide a <i>plain-language summary</i> 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 <i>no more than 500 words</i> . |
| 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 MS 53 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.

At MS 53 we are continuing to prepare our students to be college and career ready. We continue to make progress in the following areas of the Framework for Great Schools:

- Rigorous Instruction — with the implementation of Teacher's College Reading and Writing Project, our students are developing the skills needed to be successful writers as they prepare for high school and beyond.
- Supportive Environment — through the implementation of our High Five initiative, all staff members have selected students to provide both academic and emotional support.
- Collaborative Teachers – our teachers are developing leadership capacity by becoming involved in one or more of the Professional Learning Communities (PLC). Effective School Leadership — school leaders strategically create observation cycles to provide actionable feedback and support to teachers to improve their teacher effectiveness and student performance.
- Strong Family and Community Ties-our Community School Director focuses on providing additional resources and partnerships to enhance communication, engagement and programming to support student achievement.



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

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Part I – Demonstrable Improvement Indicators

| LEVEL 1 – Indicators | | | | |
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| 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 | 48.5 | 49.5 | <ul style="list-style-type: none"> • Through our High Five Initiative, all teachers have strategically identified five students who they will provide additional instructional support. • Through our extended learning time, we have tutors who provide targeted instructional support to our students each day during periods 7 and 8. • We have adopted Teacher’s College Reading and Writing Project as our core instructional model. |
| 3-8 ELA Percent Level 2 & Above | Y | 38% | 39% | <ul style="list-style-type: none"> • Through our High Five Initiative, all teachers have strategically identified five students who they will provide additional instructional support. • Through our extended learning time, we have tutors who provide targeted instructional support to our students each day during periods 7 and 8. • We have adopted Teacher’s College Reading and Writing Project as our core instructional model. • Winter Break ELA Test Sophistication Intensive Program |
| 3-8 Math Growth Percentile | Y | 43.3 | 44.3 | <ul style="list-style-type: none"> • Through our High Five Initiative, all teachers have strategically identified five students who they will provide additional instructional support. • Through our extended learning time, we have tutors who provide targeted instructional support to our students each day during periods 7 and 8. |



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| | | | | <ul style="list-style-type: none"> • We have adopted Accelerated Mathematics as an intervention and support for our core instructional program. |
| 3-8 Math Percent Level 2 & Above | Y | 31% | 32% | <ul style="list-style-type: none"> • Through our High Five Initiative, all teachers have strategically identified five students who they will provide additional instructional support. • Through our extended learning time, we have tutors who provide targeted instructional support to our students each day during periods 7 and 8. • We have adopted Accelerated Mathematics as an intervention and support for our core instructional program. • Winter Break MATH Test Sophistication Intensive Program |
| Grade 4 and 8 Science Percent Level 3 & Above | Y | 17% | 18% | Implementation of project-based inquiry science program |
| Make Priority School Progress | Y | N/A | Meet progress criteria | <ul style="list-style-type: none"> • Through our High Five Initiative, all teachers have strategically identified five students who they will provide additional instructional support. • Through our extended learning time, we have tutors who provide targeted instructional support to our students each day during periods 7 and 8. • We have adopted Teacher’s College Reading and Writing Project as our core instructional model. • Winter Break ELA Test Sophistication Intensive Program • We have adopted Accelerated Mathematics as an intervention and support for our core instructional program. • Winter Break MATH Test Sophistication Intensive Program |



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| | | | | <ul style="list-style-type: none"> • Hired ELA and Math Coaches to support implementation of new curricula and intervention programs |
| School Survey - Safety | Y | 3.20 | 3.24 | <ul style="list-style-type: none"> • Continuing to monitor and revise our positive behavior intervention system (PBIS) • Implementation of anti-bullying program called “Bridg-it” • Implementation of violence prevention program called “We Got Game with a Message” • Implementation of character education program called “Connect with Kids” |

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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 |
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| Framework: Collaborative Teachers | G | 3.28 | 3.32 | <ul style="list-style-type: none"> All staff are working in one of six Professional Learning Communities focusing on researching and implementing best practices Weekly teacher-led professional learning sessions |
| Implement Community School Model | Y | N/A | Implement | <ul style="list-style-type: none"> Selected Sports & Arts in Schools Foundation as our lead Community Based Organization Hired a Community School Director with an educational background to assure alignment between daytime and extended learning time programs Established additional partnerships with Triad services, Publicolor, Martial Arts, Urban Arts, We Got Game with a Message, Fyrezone, Life Changing Music, New York Cares, Poetic Motivations, & North Shore Long Island Jewish Full Service Clinic |
| Performance Index on State ELA Exam | Y | 46 | 48 | <ul style="list-style-type: none"> Through our High Five Initiative, all teachers have strategically identified five students who they will provide additional instructional support. Through our extended learning time, we have tutors who provide targeted instructional support to our students each day during periods 7 and 8. We have adopted Teacher's College Reading and Writing Project as our core instructional model. Winter Break ELA Test Sophistication Intensive Program We have adopted Accelerated Mathematics as an intervention and support for our core instructional program. |



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| | | | | <ul style="list-style-type: none"> • Winter Break MATH Test Sophistication Intensive Program • Hired ELA and Math Coaches to support implementation of new curricula and intervention programs | | |
| Performance Index on State Math Exam | Y | 34 | 36 | <ul style="list-style-type: none"> • Through our High Five Initiative, all teachers have strategically identified five students who they will provide additional instructional support. • Through our extended learning time, we have tutors who provide targeted instructional support to our students each day during periods 7 and 8. • We have adopted Teacher’s College Reading and Writing Project as our core instructional model. • Winter Break ELA Test Sophistication Intensive Program • We have adopted Accelerated Mathematics as an intervention and support for our core instructional program. • Winter Break MATH Test Sophistication Intensive Program • Hired ELA and Math Coaches to support implementation of new curricula and intervention programs | | |
| Provide 200 Hours of Extended Learning Time | G | N/A | Implement | <ul style="list-style-type: none"> • Each day our students are provided with an additional hour of instruction from 2:20PM to 3:20PM. This time has been imbedded into our regularly scheduled eight-period school day. | | |
| Green | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> . | | Yellow | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. | Red | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |



Part II – Key Strategies

| Key Strategies As applicable, identify any key strategies being implemented during the current reporting period that are <u>not described above</u> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. | | |
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| List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time). | Status of each strategy (R/Y/G) | Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. |
| 1. Rigorous Instruction Goals: By June 2016, we will improve the rigor of ELA for all students, as measured by a .05 increase (2.09 to 2.14) in average student proficiency on the New York State ELA Exam. Key Strategies: <ul style="list-style-type: none"> Professional Development, supported by TC, on effective ELA strategies will occur weekly during the Monday Professional Development sessions and on Wednesdays. Professional Development sessions include; Differentiated instruction/assessing multiple entry points; Using assessment in instruction; Using questioning and discussing techniques; Identifying gaps in curriculum resources and how to utilize supplemental material to close the gaps. Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Professional Development: Academics | Y | <ul style="list-style-type: none"> We are currently on our third professional learning cycle. Our first professional learning cycle focused on establishing a supportive environment for all learners. Our second cycle focused primarily on the Instructional Domain (Domain 3) of our teacher effectiveness rubric, the Danielson Framework. As a result, teachers continue to conduct inter-visitations and provide specific feedback using the Danielson Framework to peers. As a result of this practice, teacher coherency in use of best practices has improved across grades and subjects. Our teachers will continue to conduct inter-visitations throughout the remainder of the school year. Our Teacher’s College Staff Developer completed his first cycle of coaching and support for implementation of TC Writing across all grades. As a result, our students’ pre and post writing assessment data within narrative and argumentative writing has improved. Student-Led Conferences have replaced Parent Conferences so that students have increased ownership of their learning. |



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| <p>2.</p> | <p>Supportive Environment Goals: By June 2016, there will be 1.0% increase in overall attendance (90.2% to 91.2%) as evidenced by attendance reports.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Administration and other staff will integrate positive behavioral intervention and support (PBIS) that will foster a positive school environment and maintain a safe and respectable school community • All students and families will be afforded the opportunity to receive in-house social-emotional support to assist in the increase of attendance, a decrease of tardiness, and a reduction in bullying, school violence and suspensions. | <p>G</p> | <ul style="list-style-type: none"> • Our attendance has been steadily improving since 2011 from 86% to currently, 92% due to the success of several attendance initiatives we have in place. • Through the use of our New Visions Student Sorter Tool, we are able to track, monitor and provide intervention to our at-risk students. • We will continue to integrate positive behavioral intervention and support (PBIS) by reinforcing our student created motto S.W.A.G.G.E.R. which stands for Students Who Achieve Good Grades Earn Respect. |
| <p>3.</p> | <p>Collaborative Teachers Goals: By June 2016, 90% of teachers, paraprofessionals, secretaries, and student support staff will participate, research, and showcase learning in one of six professional learning communities focused on conducting inquiry into student work as evidenced by progress of at least one level on student's Fontas and Pennel reading levels.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Teachers will meet weekly in Teacher Teams to refine curricula academic tasks in order to ensure all learners have access to the tasks. | <p>Y</p> | <ul style="list-style-type: none"> • Teachers are currently engaged in one of the following professional learning communities as a result of a needs assessment conducted in October: Questioning and Discussion, Family and Community Ties, Student Ownership, Engaging our ELLs, Universal Design for Learning, and Classroom Management. As a result, there is increased collaboration amongst staff and use of data driven strategies to support student achievement. • Teachers continue to meet weekly in Teacher Teams to analyze student work, refine Common Core-aligned performance tasks and curriculum units to meet the needs of all learners including special education and English as new language (ENL) students. • Teachers utilize Rubicon Atlas as a tool to share, post, and revise curriculum instruction and assessment, pacing and planning. |



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| | <ul style="list-style-type: none"> Teachers will use multiple formative and summative data sets to get a complete picture of student learning so that they are better informed in how to adjust curricula and instructional practice. Administrators will monitor this work by attending Inquiry Team meetings and analyze the data from the assessments on an ongoing basis <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry Job-embedded Instructional Coaching</p> | | |
| 4. | <p>Effective School Leadership Goals: By June 2016, school leaders will provide professional development and feedback to teachers on more effective assessment strategies that can be implemented before, during and after instruction which will result in a 10% increase in the aggregate teacher score for Danielson Component 3C.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> School leaders will engage in cycles of observation to provide specific and actionable feedback. They will utilize the ADVANCE system to track the individual growth of teachers and plan regular differentiated support. | Y | <ul style="list-style-type: none"> School leaders have completed cycle one of a three part observation cycle. Following that cycle, school leaders are currently providing specific support to teachers using components of the Danielson Framework. Teachers are engaging in targeted professional learning resulting in significant improvements within content area skills as evidenced by student work and assessment data. Teachers participate in reflective practice on a weekly basis during professional learning by comparing their new learning to their current practices in order to identify gaps and determine next steps. ELA and Math Coaches conduct class visits and provide on the spot modeling, coaching, and written feedback to teachers focusing on Domain 3: Instruction of the Danielson Framework. |



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| | <ul style="list-style-type: none"> Teachers will be encouraged to reflect on their practices and the expectations of the Danielson Framework to identify gaps and make improvements. | | |
| 5. | <p>Strong Family-Community Ties Goals: By June 2016 school leaders in collaboration with our school's Community Based Organization will use multiple means of communication to inform families of events and services available to them in or near our school resulting in a 5% increase in parents stating on the New York City Survey that they have been invited to and attended an event (workshops, program, services, etc) provided by our school.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> The school will effectively communicate with families in a timely manner through newsletters, fliers, School Messenger, letters, emails and the school's website to address attendance, academic performance and behavior monitoring in order to identify students at-risk. The school will also communicate positive behavioral and academic progress for those students who are meeting those benchmarks. | Y | <ul style="list-style-type: none"> Parents have attended honor roll celebrations, publishing parties, a performing arts showcase, parent meetings, and School Leadership Team meetings resulting in increased partnerships and communication between all stakeholders. We completed our fourth newsletter celebrating monthly school-wide events and student achievements. Our lead CBO, Sports and Arts in Schools Foundation, has subcontracted TRIAD services to supplement our parent engagement initiatives. Our lead CBO hosted a holiday celebration resulting in approximately 100 parents and families in attendance. |
| 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 III – Community Engagement Team and Receivership Powers

| Community Engagement Team (CET) | |
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| 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>Superintendent-Approved CET Recommendations: No recommendations incorporated from public hearing.</p> <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>During the first week of the 2015-16 school year, written notice was sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school. Once the school’s hearing was held, a summary of recommendations was provided to the school based on commentary from speakers captured in a transcript of the public hearing, a recommendations form provided to participants at the hearing, an online survey on our NYCDOE website, any email feedback received to our receivership@schools.nyc.gov email address, or by mail. The CET met to review the public input and finalize school improvement plan recommendations, which were submitted to the Superintendent, acting on behalf of the Chancellor as Receiver, for review. Upon Superintendent determination of which CET recommendations would be incorporated, the improvement plan was revised and resubmitted.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by</p> |



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 |
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| G | <p>During the first week of the 2015-16 school year, written notice was sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school. Once the school’s hearing was held, a summary of recommendations was provided to the school based on commentary from speakers captured in a transcript of the public hearing, a recommendations form provided to participants at the hearing, an online survey on our NYCDOE website, any email feedback received to our receivership@schools.nyc.gov email address, or by mail. The CET met to review the public input and finalize school improvement plan recommendations, which were submitted to the Superintendent, acting on behalf of the Chancellor as Receiver, for review. Upon Superintendent determination of which CET recommendations would be incorporated, the improvement plan was revised and resubmitted.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings.</p> |

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Part IV – Best Practices (Optional)

| <p><u>Best Practices</u></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> | |
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| 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. |
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| 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, Mary Barton

Signature of Receiver: _____

Date: _____ February 2016 _____

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