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# 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                                       |
|---------------------------------|------------------------|---|----------------------|---|
| 12X092: P.S. 092 Bronx          | 321200010092           | NYC GEOG DIST #12 – BRONX   | Yellow               | SIG Cohort 5  |
| Superintendent<br>*(Chancellor) | School Principal       | Additional District Personnel Responsible for Program Oversight and Report Validation   | Grade Configuration  | Number of Students<br>*(Unaudited Register as of 1/15/16) |
| Carmen Fariña, Chancellor       | Yasmin Lugo, Principal | Aimee Horowitz, Executive Superintendent for Renewal Schools<br>Rafaela Espinal Pacheco, Superintendent<br>Sharon Rencher, Senior Advisor to the Chancellor | PK, K, 1, 2, 3, 4, 5 | 443   |

**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 Community School (CS) 92 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.

CS 92 is currently embedding all action plans detailed on the RSCEP. The school is are working diligently to continuously review data and act upon it. Academic Intervention Service (AIS) groups continuously move to ensure students are receiving instruction that will move their thinking and improve their skills. The school is also having discussions and conversations with its School Improvement Grant (SIG) grant manager to ensure resources and funds support the school's vision of making impact on student learning. The school has struggled in maintaining the progress it has made in increasing attendance. They have undertaken a robust action plan to ensure that they are monitoring attendance on a daily basis and meeting weekly to continue to look for ways of increasing and maintaining attendance. In addition, the school has fully implemented the Community Schools Model and an Expanded Learning Time (ELT) program for all students. Teacher and principal practice have improved, however, on-going professional development and coaching is being provided to ensure that best practices are implemented with fidelity and tasks in curriculum are engaging and appropriately challenging for all students.



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

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**Part I – Demonstrable Improvement Indicators**

| <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         | 47.4      | 48.4   | Interim assessments are administered every 8 weeks. The performance series allows for CS 92 to focus on students’ growth in reading levels. In addition students are administered an English Language Arts (ELA) simulation twice before the ELA exam in April. The simulation administered in January shows that there has been on average a 4% growth in the multiple choice sections of the ELA test. To ensure this target shows demonstrable improvement CS 92 will continue to review each student’s progress and cross reference the supports students are receiving with the needs they show. This will provide students with data based support. |
| 3-8 ELA Percent Level 2 & Above  | Yellow         | 28%       | 29%    | Most students showed little improvement on the ELA simulation assessment. The instructional team has taken this data and has shifted the AIS groups so that students are receiving instruction that continues to accelerate their learning. Additionally, CS 92 has added another 30 minutes of independent reading to give students more opportunities to engage in reading.<br><br>Small group intervention will also be addressed with the school’s SIG vendor, Smart Start, who continues to work closely with many of the teachers who participated in the program last year. Additionally, the school is going to customize the Smart Start program |



|                                  |        |      |                        |  |
|----------------------------------|--------|------|------------------------|--|
|                                  |        |      |                        | to increase enrollment and engender greater school and community involvement and academic achievement.   |
| 3-8 Math Growth Percentile       | Yellow | 37.7 | 38.7                   | A math simulation assessment was administered in January. A review of data shows that students this year made little to no gains in grade 3 compared to last year's grade 3. Since grade 3 students do not have historical data to compare them to, the data from the past three years was utilized. Over 80% of students scored a level 1. The same procedures that were followed for the ELA were also followed for grade 3 students in math. Students were regrouped and instruction is now adjusted and increasingly centered on student needs and levels from the February onset.                               |
| 3-8 Math Percent Level 2 & Above | Yellow | 22%  | 23%                    | Data described above showed an increase of 10% overall for students in levels 2 and above.   |
| Make Priority School Progress    | Yellow | N/A  | Meet progress criteria | The school is seeing unprecedented teacher growth that will inevitably lead to higher student performance in both ELA and math state assessments. Teachers have been immersed in a cycle of professional development around planning and preparation and the correlation to engaging students in the learning process is such that not only student progress will be impacted but also student growth. This has led to a deeper understanding of components 1a, demonstrating knowledge of content and pedagogy and 1e, designing coherent instruction as evidenced in improvements across all teacher lesson plans. |



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| <b>LEVEL 2 Indicators</b>  |                |           |        |  |
|--|----------------|-----------|--------|--|
| 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: Rigorous Instruction  | Yellow         | 1.48      | 1.52   | The school's emphasis on 3c, engaging students in learning has led to classroom activities where elevated cognition is all-apparent. Moreover, teachers have participated in rigorous professional development and feedback sessions by SIG vendors, where support has been given in this area. This support has led to re-grouping of students based on identified student needs and chunking of rigorous materials to appropriately differentiate instruction for targeted subgroup populations.   |
| Framework: Supportive Environment  | Yellow         | 1.92      | 1.96   | <p>Student attendance in the last three months has not increased steadily. There was a slight increase of .45% from November 2015 to December 2015. There was a decrease of .65% from December to January. Over the month of December alone there was a half a point increase in attendance. Overall, at this time CS 92 is not meeting its target of 92.3% attendance, yet the school continues to make course corrections and modifications in the following ways:</p> <ol style="list-style-type: none"> <li>1. Attendance Team meets weekly instead of monthly</li> <li>2. The New Visions data sorter is utilized alongside ATS data (RSAL) to review individual student attendance daily</li> <li>3. On first day of absence, a student's home is called and a followed call is made on each consecutive day of absence</li> <li>4. Home visits are made on the second day of absence if contact has not been made</li> <li>5. Strong reward system for 100% attendance and most improved attendance</li> <li>6. School-wide celebrations on a weekly basis: loud speaker</li> </ol> |



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|---|--------|-----|-----------|---|
| Implement Community School Model            | Green  | N/A | Implement | <p>CS 92 provides a rigorous Saturday program as well as an after school program. ASPIRA coordinates social-emotional services for parents and students that include:</p> <ul style="list-style-type: none"> <li>▪ Counseling services through ASTOR</li> <li>▪ Academic and behavioral support</li> <li>▪ Support in attendance outreach (which has led to a .5% gain this past December)</li> <li>▪ A parent resource center that provides a variety of information and services for parents.</li> <li>▪ A program called LEAD By Example offered by CS 92 to male students that are at risk and in need of role models.</li> </ul>         |
| Performance Index on State Math Exam        | Yellow | 26  | 28        | <p>Student assessments on end of unit exams in math show an increase from baseline data. Additionally, math simulation data showed an increase in level 2 and above students making progress compared to math State exam scores. Teachers participate in embedded professional development (PD) sessions with Carnegie Learning. This PD supports teachers' pedagogical practices and experiences in math instruction. As a result, teachers revise tasks to ensure alignment to CCLS and expose students every week to a different task. CS 92 will monitor growth and performance on these tasks and will make adjustments as needed.</p>   |
| Provide 200 Hours of Extended Learning Time | Yellow | N/A | Implement | <p>During Extended Learning Time (ELT) students are involved in rigorous academic activities, provided through:</p> <ul style="list-style-type: none"> <li>▪ Small group, targeted instruction</li> <li>▪ One to one intervention</li> <li>▪ Independent reading</li> </ul> <p>Additionally, during Friday ELT, SEA, ASPIRA and NYJTL provide social-emotional supports, as well as enrichment activities in the Arts and in sports.</p> <p>To ensure that CS 92 meets targets, teachers will continue to receive PD and support on using resources for guided reading and independent reading by Lit Life professional development team.</p> |



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|                     |  |                      |  | <p>The school’s academic intervention teacher, as well as the Response to Intervention (RTI) team has been using data from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to identify students who need tier 2 and 3 support , either in school or through ELT. Identified students receive targeted instruction through our pull -out program. All staff received training on how to interpret DIBELS data reports.</p> |
| <p><b>Green</b></p> | <p>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>.</p> | <p><b>Yellow</b></p> | <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p> | <p><b>Red</b></p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>   |

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## Part II – Key Strategies

| <b>Key Strategies</b>  |                                 |  |
|--|---------------------------------|--|
| <i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.  |                                 |  |
| List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).  | Status of each strategy (R/Y/G) | Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.   |
| <p>1. <b>Rigorous Instruction</b></p> <p><b>Goals:</b><br/>                     By the end of the 2015 - 2016 school year, students will be cognitively engaged in academic tasks that consistently emphasize rigorous habits and higher-order skills across grades and subjects, inclusive of ELLs and SWDs, as measured by a 5% increase in movement of level 1 students on the 2016 NYS ELA test.</p> <p><b>Key Strategies:</b></p> <p><b>Renewal School Priority Areas:</b><br/>                     Planning and refinement of written CCLS-aligned curricula to provide access to all students<br/>                     Professional development: educating all students</p> | Yellow                          | <p>Rigorous instruction is at the forefront of the work done at CS 92. As such, all assessment of instruction needs to consider student learning and engagement in cognitively engaging tasks. The school's teacher development and evaluation coach has been instrumental in training teachers on:</p> <ul style="list-style-type: none"> <li>• 1e- Designing Coherent Instruction</li> <li>• 3c-Engaging Students in Learning</li> </ul> <p>Teachers were afforded the opportunity to collaborate and learn how to engage students in cognitively engaging tasks and lessons. The PD was provided through a cycle of 4 sessions. Teachers reviewed articles and the Danielson Framework and moved towards looking at their own lesson plans and analyzing the rigor within the plan. Most teachers were able to revise their plans to increase rigor.</p> <p>To ensure CS 92 meets this target, the administration team needs to continue providing teachers support through PD on revising tasks so that tasks are aligned to the standards. Additionally, teachers will be supported in creating the proper scaffolds to provide different entry ways for students that continuously struggle.</p> |
| <p>2. <b>Supportive Environment</b></p> <p><b>Goals:</b><br/>                     By June 2016 CS 92 will develop a school culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults, as measured by a decrease of 5% in level 3 and above</p>  | Yellow                          | <p>The school leadership provided workshops on de-escalation techniques and building positive school environment. The school launched a school-wide PBIS initiative, which rewards students for positive behavior. Lead by Example provides support for male students needing male role models. ASPIRA staff provides individualized support to students who are having difficulties adhering to the schools' behavioral expectations.</p>   |



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|    | <p>incidents in the DOE’s Online Occurance Reporting System (OORS).</p> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>School leaders will use data from assessment tool DIBELS, to identify students who need Tier 2 and 3 support.</li> </ul>  |        | <p>Internet tools are used to increase communication, collaboration, and dissemination of information among staff and administration. The principal and school leaders do daily check-ins with all teachers and provide formal and informal feedback, as well as assist teachers in developing positive classroom environments. School administrators meet with students and parents to discuss behavioral expectations and, when necessary, refer families to service providers. Astor services screened the entire school and reaches out to families who are in need of services.</p>   |
| 3. | <p><b>Collaborative Teachers</b></p> <p><b>Goals:</b></p> <p>By June 2016 all teachers will be engaged in structured inquiry-based professional collaborations in vertical and horizontal teams that will focus on increasing student learning as indicated in CCLS and the instructional shifts and as measured by an increase of 5% of students moving by at least one level on the 2016 NY State Exams.</p> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>Teacher teams will make adjustments to the curriculum and determine the impact of these adjustments on instruction.</li> </ul> <p><b>Renewal School Priority Areas:</b></p> <p>Inquiry</p> | Yellow | <p>CS 92 has implemented Teacher Teams: Cycles of Inquiry. Teachers organize for collaboration and analyze each unit of study in the curriculum, making modifications and adjustments as needed every six weeks. Teachers collect data from student work in teacher teams with the purpose of identifying trends across grades and taking actionable next steps to inform instruction and increase student achievement through specific interventions. These cycles of inquiry provide teachers with the opportunities to present problems of practice and to receive feedback from colleagues in horizontal and vertical teams. Teachers create action plans to track and monitor student progress.</p> |
| 4. | <p><b>Effective School Leadership</b></p> <p><b>Goals:</b></p> <p>By June 2016 75% of teachers will have demonstrated an increase in pedagogical practices as measured by</p>  | Yellow | <p>At this time all teachers have been observed at least once for formative purposes and concrete, time-bound and actionable feedback was provided. Whether observed formally or informally, school leaders continuously provide feedback to teachers.</p>   |



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|    | <p>movement of at least one HEDI level on The Danielson Framework for Teaching in components 1e (Designing Coherent Instruction) and 3c (Engaging Students in Learning).</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• Teachers will be observed using the Danielson Framework at a minimum of 4 times during the school year.</li> <li>• Feedback will be given and a report will follow. Indication of success will be teacher progress in the 8 identified areas of development from the Danielson rubric.</li> </ul>  |        | <p>To ensure that CS 92 meets this target, the school leaders worked as a team to create a calendar and entered all remaining observations. The school has also allotted 0-3 days after observations to provide feedback and 10 days to provide the written Advance observation report.</p> <p>As a team. CS 92 leaders are also reviewing mid-year data on the Advance page to identify trends and provide teachers with additional PD in those areas.</p>  |
| 5. | <p><b>Strong Family-Community Ties</b></p> <p><b>Goals:</b><br/>                 By June 2016, parent participation in instructional activities and communication processes will increase so that parents are meaningful partners in their children's education. This will be measured, via the 2016 Learning Environment Survey, by a 2% increase in parents who say that the school staff regularly communicates with them about how they can help their children learn</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• Add enrichment and parental involvement components to extended learning time activities to motivate more students to participate.</li> <li>• Partner with Smart Start to strengthen small group intervention services to students in the</li> </ul> | Yellow | <p>A parent advisory board was created by ASPIRA and incorporated into the PTA and the parent advisory board of NYJTL. These groups have assisted in planning parent workshops by providing ideas for incentivizing attendance and planning for familial celebrations throughout the year. Robust parent engagement occurs with monthly mayoral and community organizations coming in to educate parents on resources needed to thrive within the targeted area zip code. Parents are also an integral part of setting up a nexus with the Food Bank of New York City, bringing in the Tier Engagement Network (TEN) to actively make Community School 92 a multi service referral center for all social needs.</p> <p>Parents are an active part of the Community School team by helping other parents to voice their concerns, and to stay up to date with school information.</p> <p>Parental concerns continue to be addressed regularly and thus far have led to a .5% increase in attendance over the month of December, where student attendance climbed from 90% to 90.5%.</p> |



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|              | after-school program and Saturday academy.   |               |   |
| <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><br>Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. |   |
|--|---|
| Status (R/Y/G)   | Analysis / Report Out   |
| Y  | <p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p><b>Superintendent-Approved CET Recommendations:</b></p> <ol style="list-style-type: none"> <li>1. Elevate the level of rigor in select curriculum modules.</li> <li>2. Support ESL and dual language programs.</li> <li>3. Promote PBIS services to strengthen the learning environment.</li> <li>4. Monitor after-school safety.</li> <li>5. Ensure that communication to the community is more transparent.</li> <li>6. Engage parents in a respectful manner.</li> <li>7. Implement targeted AIS period during the school day.</li> <li>8. Provide more hands-on activities for students with social/emotional issues.</li> </ol> <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</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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|----------------|-----------------------|

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|---|--|
| G | <p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers– United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver.</p> |
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|--------------|--|---------------|---|------------|---|
| <b>Green</b> | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> . | <b>Yellow</b> | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. | <b>Red</b> | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |
|--------------|--|---------------|---|------------|---|



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

**Best Practices**

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

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

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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, Rafaela Espinal Pacheco

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

Date: February, 2016

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