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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
13K596: M.S. 596 Peace Academy	331300010596	NYC GEOG DIST #13 – BROOKLYN	Y	SIG Cohort 5
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	Samantha Exantus, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Barbara Freeman, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	51

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 Peace Academy 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.

During this quarter, PEACE Academy is working with National Urban Alliance (NUA) to strengthen school culture and make the connection of its impact to instruction explicit. Professional development to improve teacher pedagogy, content knowledge and support the refinement of curriculum to provide access to all learners is provided by Cambridge Education, the International Baccalaureate program, the Office of School Renewal partners, Teachers College (TC) and Math Solutions. Reading and math benchmark assessments, Scantron Performance Series, take place every 6-8 weeks, to monitor students' progress. The community based organization, Center for Supportive Schools and a satellite clinic of Brooklyn Center for Psychotherapy, provide social emotional supports for students and families. Center for Supportive Schools has also been instrumental in sub-contracting academic support services provided during extended learning time.



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				
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	42.1	43.1	The English teacher attends a series of professional development sessions at Teachers College to implement best practice for writer’s workshop across genres. The social studies teacher also attended professional development for writing across content areas. The social studies teacher and special education teacher have attended professional learning sessions geared towards implementing academic intervention services for struggling readers focused on strategies for improving reading comprehension and vocabulary. Students took 2 nd quarter Reading/ELA Assessments on Scantron Performance Series. We are awaiting data analysis from Scantron Performance Series to assess growth. We believe through observation and classroom summative assessments that students will meet this Target.
3-8 ELA Percent Level 2 & Above	Y	32%	33%	The English teacher attends a series of professional development sessions at Teachers College to implement best practice for writer’s workshop across genres. The social studies teacher also attended professional development for writing across content areas. The social studies teacher and special education teacher have attended professional learning sessions geared towards implementing academic intervention services for struggling readers focused on strategies for improving reading comprehension and vocabulary.



				Students took 2 nd quarter Reading/ELA Assessments on Scantron Performance Series. We are awaiting data analysis from Scantron Performance Series to assess growth. We believe through observation and classroom summative assessments that students will meet this Target.
3-8 Math Growth Percentile	Y	48.9	49.9	The assistant principal and math teacher each attend professional learning series for improving outcomes in mathematics. The math teacher attends Math Solutions professional learning offered through the Office of School Renewal. The assistant principal attends a District 13 math series designed to improve teacher pedagogy, increase content knowledge and improve student outcomes aligned to the prioritized standards. TBD- Students will be taking 2 nd quarter Scantron Performance Assessments on 2/4/16. We are awaiting data analysis from Scantron Performance Series to assess growth. We believe through observation and classroom summative assessments that students will meet this Target.
3-8 Math Percent Level 2 & Above	Y	37%	38%	The assistant principal and math teacher each attend professional learning series for improving outcomes in mathematics. The math teacher attends Math Solutions professional learning offered through the Office of School Renewal. The assistant principal attends a District 13 math series designed to improve teacher pedagogy, increase content knowledge and improve student outcomes aligned to the prioritized standards. TBD- Students will be taking 2 nd quarter Scantron Performance Assessments on 2/4/16. Students are also provided math intervention using computer assisted resources for one on one support both in school and at home. Weekly, students are provided with an additional 50 minutes of math



				intensive instruction. Students are provided with 60 minutes of small group math instruction three days a week for alternate six week cycles.
Grade 4 and 8 Science Percent Level 3 & Above	Y	22%	23%	PEACE Academy has hired a middle school science consultant to work solely with the school's science teacher in reaching this target. In April we will begin doing small group tutoring with 8 th grade students in preparation for their June exam.
Make Priority School Progress	Y	N/A	Meet progress criteria	With the implementation of small group instruction, ELA intensive classes, additional professional development and SIG provided educational consultant Cambridge Education the school believes, based on observation, that they are on track to meet the ELA target. There are concerns in regard to meeting the math target, therefore the school has implemented small group tutoring provided by BRIENZA Academic Advantage, a math-focused, small group, teacher led instructional period that is twice the length of the ELA focus period. Various teaching/learning strategies have been introduced from PDs, Cambridge and NUA.

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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	2.84	2.88	PEACE staff has developed a practice of turn-keying information from PDs within a week of attending. They do this through weekly Common Planning Time every Thursday. PEACE staff has also begun working on interdisciplinary unit planning where the students present their work as a culminating activity. Direct evidence of this can be seen from the growth on Scantron Assessments. Also, teachers are now working together autonomously to further develop their practice. The ELA and math teachers have attended joint workshops with a neighboring school in order to improve their practice, since PEACE Academy only has one teacher per discipline on staff.
Framework: Rigorous Instruction	Y	2.56	2.60	Administration conducts weekly observations in addition to supports from Cambridge Education and NUA around rigorous instruction. Administration along with the CBO director has identified monthly instructional themes for our PD partners to guide and align their work around improving instruction.
Implement Community School Model	Y	N/A	Implement	CBO is onsite providing two evidence based programs; Achievement Mentoring and Peer Group Connections, management of onsite mental health provider; Brooklyn Center for Psychotherapy, after school programming through Xposure, BRICKS and Queen Genesis, Basketball, PBIS Incentives
Performance Index on State ELA Exam	Y	38	40	As a daily practice students at PEACE begin their day with morning-checking which consist of 30 minutes of online English grammar 101, or online independent reading on



				myOn. Students also engage in independent reading for the first thirty minutes of the day. Additionally, weekly students are given an extra fifty (50) minutes of intensive English instruction. Teacher’s College reading and writing units are used in classrooms.	
Provide 200 Hours of Extended Learning Time	Y	N/A	Implement	Students receive 5 hours each week of additional academic support through ELT. The students receive enrichment classes on Mondays, small group tutoring on Tuesdays and small group tutoring Wed-Fri.	
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.

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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.		
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, through the implementation of CCLS-aligned curriculum in math and ELA areas, with the support of IB MYP and Teachers College Writing Units the average ELA proficiency rating will increase from 2.08 to 2.15 and the average Math proficiency rating will increase from 2.07 to 2.15 as measured by end of year NYS Assessments. Key Strategies: <ul style="list-style-type: none"> • Work with Cambridge Education, NUA, IB and Renewal (DSR) to create a professional Development Calendar to aid teachers to better their teaching and assessment strategies and to more efficiently use data collected and turnkey best practices from outside PDs that teachers attend. • Students will be given assessments every 6-8 weeks in order to assess where they are. Teachers will use this information to make adjustments to their units and lesson plans. The data specialist will analyze the interim 	Y	National Urban Alliance (NUA) works with the staff around the culture of the school and its impact on instruction. With the help of the CBO director, the work was organized into monthly themes that both NUA and Cambridge Education support. Both organizations have brought various strategies to the school and teachers are using what works best for them to further the academic grouping of the students. Weekly observations show evidence of PD implementation. There is a common language being used across classrooms. After conducting observations and noticing there were teachers that needed additional support, the administration adjusted the PD topics that Cambridge Education was giving. In addition, instead of working with teachers once a month, they are coming weekly. Since there are two members of Cambridge assigned to the school, they are splitting the support so that each teacher has a one to one observation and feedback session weekly. The school was also able to obtain a Science Consultant to work specifically with the science teacher on how to combine the content of her class with the strategies be taught to her by NUA and Cambridge. Teachers still need more practice in fusing skill development without sacrificing content. Every 6-8 weeks students complete a reading, ELA and math Assessment through Scantron Performance Series. With the results from these assessments students are grouped based on the skills which need improvement. During the second quarter teachers used the information from the assessments to create a joint unit with ELA and history classes.



	<p>assessments and create student success plans. Data specialist will also create individual action plan for parents and an item analysis of the assessments.</p> <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</p>		<p>The students were given options on the topic they had to research and how to complete their project based on their level. This helped the students feel comfortable with the task and led to 95% of the class completing and presenting their projects to their peers. The school is using a similar model with the 7th and 8th graders.</p> <p>The school's next steps are to analyze data from the Student Sorter, which includes all current student report card grades, Scantron Performance Series assessments and previous years state exam performance, and to have NUA and Cambridge Education support teachers with using data to drive instruction and support differentiation on all levels.</p>
2.	<p>Supportive Environment Goals: In order to improve rigor in all classes and for students to feel better about their classes, the daily attendance rate will increase from 87.1% to 91.3 % for all students. This will be achieved by June 2016 as measured by data from student sorter.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Americorp worker will have a group of 20 students she will mentor. The group will be chosen based on students struggling with behavior and attendance. Implementation of a Community School Model Weekly attendance meeting where data from the student sorter is reviewed. Based on the information in the student data sorter, next steps are generated for each student the group is concerned about. Student sorter is a 	Y	<p>In order to support the students, and their families' social emotional needs the CBO has implemented a satellite clinic of Brooklyn Center for Psychotherapy (BCP). This clinic supports the students and their families based on referrals received from the teachers. Current barriers to full implementation are staffing issues as the social worker was recently replaced, and a need for a new case manager, who is not a good fit for the school. The new social worker has completed observation in the classrooms, attended trips and has helped with de-escalating conflicts.</p> <p>In addition to BCP, the school has been able to bring an AmeriCorps worker to PEACE Academy. The AmeriCorps worker serves a "Success Mentor" to 20 students that have had behavior and/or attendance issues. She meets with the students weekly for a 20 minute session. During these sessions she discusses student progress and they set small goals for the week based upon teacher feedback. Monthly she makes positive phone calls to parents. The impact of the "Success Mentoring" sessions is that students that were consistently absent or late have drastically improved. Students that constantly had write ups and detention have improved their behavior and for the first time, this year, were able to attend our monthly celebration trip.</p>



	<p>document that CSS manages. It contains the students attendance and any key interventions the students is receiving for attendance or behavior.</p>		<p>Next steps for the AmeriCorps worker would be to have her continue with the students she is working with and assess current students that may be ready to transition out and be replaced by other students.</p> <p>In order to maintain positive behavior in all classes, the school was able to find two substitute paraprofessionals, which allow for a para in each grade. This, along with a rewards point system, has helped to decrease the amount of behavior issues in the classes, thus improving the rigor in the classes. The paras are responsible for maintaining the points which have helped them talk to students between classes about what they need to improve and succeed. The impact seen with the paraprofessionals and the use of a point system is a decrease in the amount of significant issues happening in the classes. Students with IEPs are receiving support in all of their classes and students are talking more about the points, earning them and attending the monthly trips. Our next steps will be to work with NUA and the teachers on how to maintain this culture and have the parents involved.</p> <p>Through assessing the students the school was able to change its ELT program to better support them academically. Mondays, the students have enrichment, Tuesdays, small group instruction, and Wed-Fri small group tutoring. The school has hired the tutoring company, BRIENZA, who has assessed the students in Math and created individual learning plans for each student. They have also brought in resources for the teacher to use. BRIENZA has hired 2 teachers to work as tutors and 5 PEACE staff are also working with the students, which has helped to maintain 5-6 students per group. This is a new program therefore administrators have not seen the impact yet. A next step will be to have the PEACE teachers incorporate the strategies the BRIENZA teachers use during ELT.</p>
3.	<p>Collaborative Teachers Goals:</p>	Y	<p>Teachers meet for common planning time once a week. During this time teachers turnkey information from PDs they have attended. The English</p>



<p>In order to improve collaboration and foster best practices across PEACE Academy classrooms all teachers will begin to use common language and techniques in all their classrooms. Success in this goal will be measured by the increase in points for domains 1e (Designing coherent instruction) and 3b (Using questioning and discussion techniques) for all teachers.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Create teacher schedules with embedded opportunities for common planning time. Teachers will have a professional learning calendar where they will know and understand their expectation after each common planning meeting. • Teachers will engage in 6-8 week inquiry cycles during their department and grade team meeting times to examine alignment to and mastery of specific CCS, and will report their findings to their colleagues so that we build coherence, capacity, and consistency across the school. • An observation calendar will be created for the principal and AP, where they will observe and give feedback to their teachers around their classes. Cambridge Education and NUA will model lessons and conduct PD around common problems of practice. • Teachers will engage in inter-visitation sessions across PEACE Academy as well as at The Dwight School, PEACE Academy's International Baccalaurate School Partner. 	<p>teacher attends a series of professional development sessions at Teachers College to implement best practice for writer's workshop across genres. The social studies teacher also attended professional development for writing across content areas. These teachers have collaborated to plan and execute interdisciplinary units of study. During common planning time they have shared strategies from these sessions with their peers.</p> <p>The teacher team analyzes data and creates goals and groups for their class. The consultants from Cambridge Education support teacher with the planning of instruction aligned to the data and goals. Teachers also use this time to go over how the interdisciplinary units are going.</p> <p>The observation calendar was created with 63% of the observations required for measures of teacher practice already completed.</p> <p>Teachers will implement interdisciplinary unit plans and students will completed interdisciplinary projects.</p> <p>Please see the benchmark analysis for a description of professional development supports in the content areas.</p>
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	<p>Teachers will develop interdisciplinary unit plans and summative assessments.</p> <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Job-embedded Instructional Coaching</p>		
4.	<p>Effective School Leadership</p> <p>Goals: By June 2016, through frequent cycles of inquiry and observation, Danielson’s competency 3c, Engaging students in instruction, will improve for all teachers, as evidenced by observations in Advance.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Cambridge Education will provide support and coaching to the school administration around ensuring that teachers are able to make the necessary transitions in lesson planning, instructional practices and implementation of the International Baccalaureate curriculum. Weekly observation of teachers around 3c and sending the teachers to PDs around this domain to help facilitate growth. 	Y	<p>There is a schedule set up where teachers are observed weekly. Before the observation, administration looks at the prior week’s observation to read the next steps and make sure they are looking to see if the next steps are being implemented. If the next steps are achieved, the administration sets up new next steps for the teacher. If they have not been achieved, the administration discusses with the teachers the support they need in order to see improvement. Administration also works with the senior education administrator throughout the year, to ensure feedback given to teachers is timely, specific and actionable. Administration also has conversations with Cambridge on what they are seeing during their observation and what supports they are offering the teachers.</p> <p>The impact seen is the teachers are implementing, with various degrees of success, the strategies given to them. Teachers are beginning to see growth in the work the students are producing and the amount of thinking they are putting into it.</p> <p>In order for teachers to continue to growth in 3c next steps will be to work on modeling in all classrooms and improve student conversations.</p> <p>In order to implement an authentic PD structure, administration has decided to give each month a theme that all CBOs have to follow. This not only includes Cambridge and NUA but also BCP. This way the teachers are getting support instructionally, culturally and social emotionally. This is a new structure and the administration is waiting to</p>



			<p>see the impact it will have on the teachers and the students' learning outcomes.</p>
<p>5.</p>	<p>Strong Family-Community Ties Goals: . By June 2016, through the implementation of strategies from CSS, we will increase parental involvement for PTA and school-wide events by 20% as evidenced by sign-in sheets and phone calls.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • In order to support struggling students, PEACE will have a Success Mentoring program for student and their families struggling with behavior and attendance. • Work on improving communication with families through means other than just phone calls and mail. 	<p>Y</p>	<p>In order to support family/parent involvement with students' social emotional needs, the school's CBO has implemented a student mentoring program with AmeriCorps, as well as facilitated a partnership with KINVOLVED, which supports internet/text based communication with families. In addition, the CBO has partnered with Interborough to provide free mental health screening for all students. Individual phone calls, mailers and robo-calls are made to remind the families of school events and to see if they need any support getting to them. Through BCP, a case worker is provided to the school to provide specific counseling resources and supports to identified families in need. Though the current case worker is not a right fit for the school the school is looking for a replacement and is hoping to get more traction in this area the second half of the school year.</p> <p>The parent coordinator makes a valiant effort to have as many parents show up to parent/teacher conferences. If they are unable to attend she sets up individual phone conferences to review report cards and the academic achievement of each student. The impact of this is parents are well aware of how their child is doing in their classes and feel comfortable asking questions. At the completion of the second quarter, since there were no parent/teacher conferences, the teachers called the families of their small tutoring group. They discussed student progress and performance as well as next steps and strategies for continuing improvement or strategies for growth.</p> <p>The impact is that there is a stronger cycle of communication between families and the school. Families know who they can turn to with questions/concerns regarding their students' academic performance.</p> <p>Weekly, teachers send texts to families updating them on what their student is doing in class. These updates are sent through the KINVOLVED app. The app has teachers send text messages to the</p>



			<p>parents, either positive or negative, and allows families to respond quickly using a text message.</p> <p>The impact of KINVOLVED is that parents are happy to hear how their student is doing, especially when they are doing a good job.</p> <p>The next steps would be to implement monthly parent programming as well as host a workshop for parents on how to complete the middle school application in the event that PEACE Academy closes.</p>
6.			
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.		

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Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET) 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:</p> <ul style="list-style-type: none"> • Spread the word about the IB program throughout the community. • Consider factors beyond test scores to indicate success and progress. • Consider creating a family resource center • Be consistent with school leadership and give them time to demonstrate their success. <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>



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>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.</p>
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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.
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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>	
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, Barbara Freeman

Signature of Receiver: _____

Date: February, 2016

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