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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
01M292: Henry Street School for International Studies	310100011292	NYC GEOG DIST # 1 - MANHATTAN	Y	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	Miles Doyle, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Daniella Phillips, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08,09,10,11,12	175

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 Henry Street School for International Studies are committed to the continued improvement and the success of our students academically, socially and emotionally. Collectively, students, staff and families contribute to a school community that is safe and conducive to learning. We have aligned our resources to build systems that are informed by input and feedback from the School Leadership Team (SLT) and Community Engagement Team (CET), and implemented by school staff and leadership, which meet regularly to evaluate progress based on qualitative and quantitative data.



The Henry Street School (M292) is currently on track to implementing key strategies and action steps outlined within their 2015-2016 Renewal School Comprehensive Education Plan (RSCEP). The school is engaging the community and meeting their state and Renewal progress monitoring benchmarks for the 2015-2016 school year. Improvements in school leadership, student learning products, teacher practice, culture/environment, and collaborative teacher inquiry are evident across the school as determined from on-site visits.

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

<u>LEVEL 1 – Indicators</u>				
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	44.8	45.8	Rigor of student work tasks, improvements in teachers’ instructional practices, and student learning products indicate progress towards realizing demonstrable improvement. Modifications and enhancements to the ELA and math curriculum maps for grades 6-8 show evidence of the following: emphasis on Common Core focus standards for ELA and math. Scaffolds included for SWDs.
3-8 ELA Percent Level 2 & Above	Y	20%	21%	Rigor of student work tasks, improvements in teachers’ instructional practices, and student learning products indicate progress towards realizing demonstrable improvement.
3-8 Math Growth Percentile	Y	50.8	51.8	Rigor of student work tasks, improvements in teachers’ instructional practices, and student learning products indicate progress towards realizing demonstrable improvement.
3-8 Math Percent Level 2 & Above	Y	22%	23%	School is on track towards meeting both state and Renewal benchmarks on Level 1 indicators.
5-Year Graduation Rate	Y	59%	60%	School is on track to meeting its level 1 indicator, through increased ELT and program initiatives.
College Readiness Index	Y	6.6%	7.6%	School is on track to meeting its level 1 indicator, through increased ELT and program initiatives.



English Regents Percent Pass By Year 3	Y	36%	37%	School is on track towards meeting both state and Renewal benchmarks on Level 1 and 2 indicators, through increased AIS and ELT in ELA.
Grade 4 and 8 Science Percent Level 3 & Above	Y	13%	14%	Rigor of student work tasks, improvements in teachers' instructional practices, and student learning products indicate progress towards realizing demonstrable improvement.
Make Priority School Progress	Y	N/A	Meet progress criteria	School is on track towards meeting both state and Renewal benchmarks on Level 1 and 2 indicators, through robust partnerships yielding quality curriculum and increased effective pedagogy.
Math Regents Percent Pass By Year 2	Y	37%	38%	School is on track towards meeting both state and Renewal benchmarks on Level 1 and 2 indicators, through increased AIS and ELT in Math.
School Survey - Safety	Y	2.00	2.04	School is on track towards meeting both state and Renewal benchmarks on Level 1 and 2 indicators, through increased social emotional supports to our students, in conjunction with our partnerships.



<u>LEVEL 2 Indicators</u>				
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	2.80	2.84	Teachers have committed to the improvement of tracking data for student success. To date, all departments have inputted and analyzed data for two Quarterly Interim Assessments.
Framework: Rigorous Instruction	Y	2.44	2.48	As a mid-year check point, the school has identified demonstrable improvement based on the second cycle of quarterly interim assessments.
Implement Community School Model	Y	N/A	Implement	Partnership with Community Based Organization (CBO) Henry Street Settlement is in place and all staff has been hired for the 2015-2016 school year.
Performance Index on State ELA Exam	Y	24	26	Rigor of student work tasks, improvements in teachers' instructional practices, and student learning products indicate progress towards realizing demonstrable improvement.
Performance Index on State Math Exam	Y	27	29	Rigor of student work tasks, improvements in teachers' instructional practices, and student learning products indicate progress towards realizing demonstrable improvement.
Provide 200 Hours of Extended Learning Time	Y	N/A	Implement	School's schedule has the required Expanded Learning Time hours embedded within their school's schedule. All students have been scheduled to meet the mandates.
Regents Completion Rate	Y	24.9%	25.9%	School is on track towards meeting both state and Renewal benchmarks on Level 1 and 2 indicators.
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 <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.
1. Rigorous Instruction Goals: By June 2016, 40% of students (33) in grades 7 and 8 will achieve a higher proficiency rating (student performance) on the NYS ELA resulting in a higher median proficiency rating as reflected on the NYC School Quality Guide By June 2016, 15% of high school ENL students will achieve an increase of 1 level based on the HSS Common Core Rubric on the long written response Social Studies Interim Assessment Key Strategies: <ul style="list-style-type: none"> Independent Reading Program, "Train the Trainer" workshops to build facilitation skills team-building in classrooms, Provide resource to ensure that technology is embedded in classroom instruction Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies	Y	A Cambridge Education Coach has been supporting the ELA teacher team to utilize protocols and other professional tools when planning and implementing effective instructional strategies, such as engagement strategies, questioning techniques, and the use of assessment data. An ASCD consultant has been providing coaching and on-site professional development with the ESL Coordinator and support for administration and teacher teams. The school has continued and will continue to operate a Special Education program as a 100% inclusive model through the ICT model, allowing students to learn in the least restrictive environment possible. The SPED population is 34% CBO staff, including a social worker and interns has been providing 1:1 and small group counseling and support for the at-risk population We will be partnering with The Henry Street Settlement CBO, and we will be working very closely together as part of the Mayor's Renewal initiative to support our school families, socially and academically, through such structures as Family Night / Workshops, in which families are invited out to gain a greater understanding of what their students were learning. Evidence of impact has been identified through the second round of



			quarterly interim assessment.
2.	<p>Supportive Environment Goals: By June 2016 , the overall school average for Supportive Environment will increase from 77% to the citywide average of 83% as measured by the 2015-16 Learning Environment Survey.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • We will provide Extended Learning Time programs and activities to support students academically, socio-emotionally, and in being college and career ready, • Partnership with Children to support students' social and emotional needs • Attendance Systems & Structures 	G	<p>Guidance Counselors have continued to facilitate the grade level meetings and work with teachers to develop action plans and strategies to improve student attendance, increase academic outcomes, and address students' social/emotional needs based on a range of data. The 7th and 8th grade Advisory Program will continue and Advisors will loop with their Advisees, ensuring for a stronger relationship and connection.</p> <p>HSS conducted a needs-assessment of our school in order to understand the school's most urgent needs, short term interventions, and long term solutions.</p> <p>The focus on attendance and outreach will continue. The school utilizes Henry Street Settlement Mental Health Clinic as a means to provide extensive social and emotional supports. HSS social workers will provide a range of direct support services to students (and their families) ranging from individual counseling, crisis intervention, attendance outreach, activities to support students' social and emotional development, family engagement opportunities, and support and training for staff.</p> <p>HSS has been working with the school to strengthen family and community ties, by working with the CBO (Henry Street Settlement - HSS). Coordinating services and structures of support across the two organizations will be critical and will be a significant area of focus in terms of planning and evaluation next year.</p> <p>Evidence of impact has been measured by a Core Value school environment survey to assess the supportive environment. Grade teams will analyze the data to create grade team action plans for the final 5 months of the academic year</p>
3.	<p>Collaborative Teachers Goals: By June 2016, in order to hold our school accountable</p>	Y	<p>All teachers will have dedicated time for teacher/department teams to work together during Common Planning Time (CPT). During this time, they engage in collaborative planning based on assessment data (teacher</p>



	<p>and foster collaboration, teachers will commit to the improvement of tracking data for student success by having 100% of assessment data for each department inputted and analyzed four times a year based on our Quarterly Interim Assessments. Evidence will be noted by the Interim Assessment data and teacher team Corrective Instructional Shift Action Plans.</p> <p>Key Strategies: SIG partners will provide instructional support, coaching, and professional development to teachers and school leaders in the areas of designing coherent instruction, UBD, providing regular feedback to students, and providing feedback to teachers, SIG partners will work with teachers to ensure they align all curriculum to the CCSS literacy and math standards and related assessments</p> <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry</p>		<p>assessments and state assessments), which allows them to plan according to the identified needs of the students they teach. Teachers will also meet as grade teams with a specific focus on tracking cohort data, devising action plans for support that includes student conferencing, after-school tutoring, and parent outreach/meetings.</p> <p>All teachers have been receiving continuous PD, support and coaching on:</p> <ul style="list-style-type: none"> • Data Driven Instruction • Planning coherent instruction, probing questions, and providing effective feedback • Positive approaches to behavior management. <p>Evidence of impact has been identified through an increase in student performance/growth from the first quarterly interim assessment (baseline) to the second quarterly interim assessment.</p>
4.	<p>Effective School Leadership</p> <p>Goals: By June 2016, there will be a 35% increase in the number of teachers who will share in distributive leadership roles to improve teacher practice evidenced by facilitation of department, grade teams and Professional Development. Evidence will be collected via team and PD meeting agendas, minutes and action plans</p>	G	<p>The school has developed strategic leadership groups to have oversight of the strategic development of the schools, including for example:</p> <ul style="list-style-type: none"> • School Cabinet, with inclusive membership including CBO • School Community Team, with representation from all key stakeholders and key partners. <p>The Instructional Leadership team includes the site-based CBO Director who analyzes and disseminates student academic achievement, based on</p>



	<p>Key Strategies: SIG Partners will provide a range of instructional and leadership coaches, and workshops for leaders which will enhance the quality of teaching and learning and support the monitoring, evaluation review, and revision of the implementation plan</p>		<p>the interim assessments and social achievement, through the reduced level of infractions and level of daily attendance.</p> <p>Evidence of impact can be identified in the percentage of faculty taking part in the professional development plan.</p>		
5.	<p>Strong Family-Community Ties Goals: From September 2015 to June 2016, the school will increase its percentage of parents attending school events, i.e., SLT, PTA, Parent Teacher Conference, Parent Workshops from 2% of our total parent/guardian population to 5% as measured by the parent logs and sign in sheets.</p> <p>Key Strategies:</p>	Y	<p>CBO has conducted needs-assessment for the school in order to understand the most urgent needs, short term interventions, and long term solutions. Henry Street Settlement is working closely with the school's attendance officer on parental outreach, home visits and an incentive scheme for the year.</p> <p>Teachers and Guidance Counselors continue to use the Parent Outreach Time on Tuesdays from 2:45- 4:00 pm to communicate with the families of the students.</p> <p>The school continues to participate in recruitment fairs, and hosts Open-houses for our prospective Middle and High School students to engage new parents and introduce them to the Henry Street School.</p> <p>Evidence of impact can be identified by the increase in parent attendance during school-based functions which has been measured by the parent logs and sign in sheets.</p>		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part 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
G	<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: Utilize the expertise of instructional coaches for each subject-area. Increase the frequency of observations and direct feedback from school leaders. All teachers have been receiving continued Professional Development across content areas and grade levels. Our school has been providing support and coaching on multiple high leverage areas including: data driven instruction, planning coherent instruction, probing questions, and providing effective feedback, and positive approaches to behavior management. Formative Observations are taking place on a weekly basis, as evidenced in Advance.</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 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>



<p><u>Powers of the Receiver</u> 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.</p>	
<p>Status (R/Y/G)</p>	<p>Analysis / Report Out</p>
<p>G</p>	<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> <p>Implementation of the School Renewal Program Strategy:</p> <p>The core values held as essential for the success of the School Renewal Program:</p> <ol style="list-style-type: none"> 1. A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners. 2. A “theory of action” must guide the work to ensure clarity and coherence. 3. Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal 4. Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members. 5. Strong professional development/learning is a fundamental part of our work. 6. The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three-year period of renewal. <p>The organizing Theory of Action that guides the <u>School Renewal Program</u> strategy: <i>By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and</i></p>



leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal Schools, we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students' skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, as previously mentioned in Level 2 Indicator, implement a Community School Model, in which each Renewal school will become a Community School and strategically partner with community based organizations to integrate social services and Extended Learning Time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming, provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.



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 IV – Best Practices (Optional)

<u>Best Practices</u>	
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. Partnership with Cambridge Education	Cambridge Education Coaches will support teacher teams throughout the school year to utilize protocols and other professional tools when planning and implementing effective instructional strategies, such as engagement strategies, questioning techniques, and the use of assessment data. Cambridge Education fully recognizes that simply providing training to teachers will not result in the adoption of strategies and movement of teacher practices on its own. Consequently, Cambridge Education closely follows up training with targeted, job-embedded support for teachers and groups of teachers to ensure adoption of effective strategies.
2. Partnership with Ramapo for Children	Ramapo for Children will continue to support teachers in building respectful relationships with students, and strengthen the Advisory Model. Teachers receive professional development in response to challenging behaviors and situations in the classroom. Evidence of impact can be seen in the reduction of referrals in the ODR data.
3. Partnership with ASCD	ASCD has worked hard to build relationships with teachers and faculty. The school has expanded on the services and level of support to leverage coaching and on-site professional development



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, Daniella Phillips

Signature of Receiver: _____

Date: _____

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