

Receivership Quarterly Report – 1st Quarter
July 1, 2015 to October 19, 2015
(As required under Section 211-f(11) of NYS Ed. Law)



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, and made available to the public by the school's district office and posted on its web-site. Avoid terms and acronyms that are unfamiliar to the public, and limit the summary to no more than 500 words.

Herman Badillo Bilingual Academy, BPS 76 has begun to implement all aspects of our Receivership requirements and our improvement plan. Currently our school is rating itself green overall as most areas of the plan are on track. A green rating indicates that our expected results for this phase of reporting are fully met and there are no barriers to implementation. Preliminary impact of these strategies has been effective.

The Community Engagement Team has been working on the completion of recommendations and reviewing the implementation status of key strategies in our improvement plan. The team has met weekly through September and will continue to meet on a monthly basis to monitor and adjust our strategies as needed. The plan has been shared with the whole school community and opportunities for feedback were given. Our school fulfilled all Receivership requirements around public notice, public meetings, and translations.

As a struggling school under Receivership, we were assigned seven level 1 indicators by the New York State Education Department. We then reviewed our data (at the community engagement team meetings) to select five level 2 indicators on which to focus. Level 1 indicators mostly measure all students' proficiency levels on the New York State Math, ELA and Science assessments. Level 2 indicators use the same assessments and narrow the focus to specific subgroups. Additional indicators include providing 200 hours of extended learning time, reducing the percent of students suspended, reducing the number of violent incidents, and curriculum development and support.

For this reporting period, specific growth data for level 1 and 2 indicators used to determine if we are on track was not available at this time as we are in the early stages of implementation. Only baseline data is available. The second quarterly report will have sufficient data for growth comparison to determine if the strategies are having the desired effect.

Herman Badillo Bilingual Academy has begun implementing 7 key strategies specifically designed to impact the level 1 and 2 indicators chosen for Receivership. These strategies are: a school wide writing initiative, 200 additional hours of extended learning time, increased instructional focus, student support systems, building the capacity of teachers to meet the needs of all students, integrating technology into instructional practices, teacher collaboration and planning to build a deeper understanding of the curriculum. Embedded within these strategies are several things that our teachers have decided are necessary to keep the work moving forward and which go beyond their contractual requirements. They are to use one preparation period per cycle as a common planning time with their whole team, to use a common lesson plan template for intervention activities, and to attend 6 hours of building based professional development aimed at building their capacity to meet the needs of all students.

Our school community is focused on improving the outcomes of our students and has selected, after careful data analysis and research of best practices, the strategies that can be most impactful for our students and help us to achieve our targets.