

Receivership Quarterly Report – 1st Quarter
 July 1, 2015 to October 30, 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.

Dr. Charles R. Drew Science Magnet has devised a strategic plan to increase student achievement and reach benchmark targets. The plan was created by the Community Engagement Team (CET) including parents, community members and staff members of Dr. Charles R. Drew Science Magnet BPS 59. An important part of the plan was the collaboration with all stakeholders and aligning the goals of Receivership to our "Big Rocks" and recommendations of the Diagnostic Tool for School and District Effectiveness (DTSDE). Dr. Charles R. Drew Science Magnet BPS 59 had identified three Big Rocks, known as our instructional focus in the 14-15 School year that included Restorative Practices, Positive Behavior Intervention System (PBIS), Differentiated Instruction, and Common Core Aligned Instruction with Student Engagement. These three Big Rocks were infused into the initiatives of our Receivership plan to increase student achievement. Below are the initiatives that will be implemented to reach selected targets:

- Literacy focus in all content areas:
 - By analyzing the data from various sources including the 2015 NYS CCLS math and ELA Assessments, it was identified that students of Dr. Charles R. Drew Science Magnet are struggling with writing. The team has identified Literacy as a focus to improve students' performance. As a result, teachers in all content areas will be required to have students write extended responses in the classroom. A universal writing rubric will be used by students and teachers to assess and progress-monitor the quality of writing.
- Align instructional expectations with the Common Core Learning Standards and 2012 NYSUT Teacher's Practice rubric to improve teaching and learning.
 - Time will be designated at grade level meetings to reintroduce the standard, element and facilitate professional development. As the standards and elements of the NYSUT rubric are reintroduced to teachers, the administrative team will perform walkthroughs providing feedback for teachers. Professional development will be provided for teachers who are rated ineffective or developing in the element. In addition, each teacher will meet with a member of the administration team twice during the school year to review student data.
- Align science instruction to include a direct focus on literacy skills and to include targeted performance based assessment skills.
 - Students will take part in performance based assessments during each unit of study to increase student performance on the NYS ILST and ELST. In addition, students will be required to complete extended responses based on the unit of study.
- Students will be supported socially and emotionally to improve the safety of the school.
 - Dr. Charles R. Drew Science Magnet BPS 59 creates a safe environment for students to learn where they feel safe to take risks in the classroom.

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and cultivate a positive culture in the school.

The initiatives above were created with the Vision and Mission of the school in the forefront of the plan to ensure students think critically and are College and Career Ready. The initiatives above will also be monitored daily and implemented with fidelity.

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to Receivership@NYSED.gov and Turnaround@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).