



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
27Q480: John Adams High School	342700011480	NYC GEOG DIST #27 - QUEENS	Y	SCEP
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	Daniel Scanlon, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcott, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	9, 10, 11, 12	2358



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 John Adams High School 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.

John Adams High School is a large, diverse NYS priority/out of time school with a student population of 2,400. In alignment with the mission statement, over the past three years, a significant number of structural and instructional changes have been made. These include the establishment of Small Learning Communities (SLCs), centered on specific interests and themes; the administration of monthly assessments designed to measure student progress in core subject areas classes; the implementation of the inquiry cycle, in which the monthly assessments play a key role; and a school wide focus on meaningful engagement.

Curricula –New York City Office of School Renewal has been working collaboratively with Assistant Principals and teachers to continue implementing and adapting Engage New York in ELA and Math curricula in order to meet specific needs and practices of the school community. In addition, the social studies and science departments are implementing New Vision curriculum. The curricula work will be designed to align lesson plans and units of work with Common Core, and with evidence of modifications on the results of Writing is Thinking (WIT) Tasks.

Expanded Learning Time- Students are being provided with additional courses in core content areas, preparation for Regents and in collaboration with the CBO. In-class residencies will be provided that target counseling for at-risk students and for tutoring.

Pedagogical practices/Teacher teams

The WITsi program (Writing is Thinking and Strategic Inquiry) incorporates the inquiry cycle into the writing research of Judith Hochman, and provides a scaffold approach for developing both student writing and critical thinking skills, as well as inquiry based learning among staff members. Over the past two years, WITsi has been introduced into the ninth and tenth grade ELA and ELL classes, and this year is being spread into all classes and grade levels of the four core content areas.



Supportive Environment

The Positive Behavior Interventions and Support (PBIS) program operates from the understanding that behavioral and academic concerns oftentimes are interrelated, and thus uses a two-pronged approach that addresses the needs of the whole students. At John Adams, a specific communication system was created, centered on transparency, accountability and data collection, as well as systems for offering opportunities for the promotion of positive, pro-social behavior. PBIS serves as a framework through which the school is building a positive, supportive community and like the SAM participants, the PBIS team plays a key role in facilitating data inquiry, which in the case of PBIS relates to topics such as attendance and family engagement. As one of the very small numbers of large comprehensive high schools to be implementing PBIS, John Adams has been named a PBIS model site by the Department of Education.

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.

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
4-Year Graduation Rate	Y	52%	53%	<p>John Adams High School (JAHS) has been making steady progress toward meeting this indicator. The evidence can be found in the credit accumulation rate of the four-year cohort. Currently 239 seniors are “on-track” and 210 are “almost on-track” for June 2016 graduation as reported in the New Visions Data Tracker. This is a possible 64% graduation rate, which is a 2.3 percentage points higher than our June 2015 graduation rate. Early interventions such as, Regent review, strategic individualized programming, mental health counseling, attendance inquiry, a Common Core-aligned curriculum, and dedicated coaches from our DSR’s team have all contributed to this improvement. Last year, John Adams High School (JAHS) reached 61.7% for its 4-year graduation rate.</p> <p>JAHS is now actively targeting English Language Learners who need to complete the Living Environment and United States History Regents to ensure that the aforementioned goal will be met. To boost the success rate of this subgroup, Saturday school tutoring with Global Kids as well as tutoring from the 21st Century Community grant, has been largely successful in providing enrichment programs to keep students engaged in the learning process. These programs have already garnered success on the January English Regents (Common Core) pass rate, which was 58.6% with 30% of ELL students passing (18 out of 60 ELLs who</p>



				<p>took the exam). The January Geometry Regents Exam also is indicative of a positive trend in passing rates on Regents exams, moving from 35% in 2015 to 48% in 2016.</p>
College Readiness Index	Y	14.1%	15.1%	<p>JAHs was fortunate to meet this indicator early for 2014-15 with a result of 20.2%. At present, the total number of students enrolled in Advanced Placement (AP) and College Now classes continues to increase on a year-over-year basis. 301 students are enrolled in College Now courses. These courses, taught through a partnership with CUNY/York College, include:</p> <ul style="list-style-type: none"> § Theater and the Arts § Introduction to Business § College Writing § Spanish § Modern World History § Psychology § Sociology § Calculus § Pre-calculus § Health § Biology <p>Of the 301 students enrolled, on average, 95% complete the course requirements and earn college credit. It should be noted that students do not have to pay for these courses.</p> <p>The number of students enrolled in AP courses has also grown substantially over the past year. 473 students are enrolled in a variety of Advanced Placement (AP) courses for potential college</p>



				<p>credit. These courses include:</p> <ul style="list-style-type: none"> § AP Language and Composition § AP Literature and Composition § AP Spanish Language § AP Government § AP Biology § AP Chemistry § AP Physics § AP Environmental Science § AP Music Theory. <p>These rigorous courses continue to engage students, and will be offered to even more students in fall 2016, because of the LEA's initiative known as AP for ALL. This initiative will increase AP options for all students by 75%.</p> <p>Currently 183 students for ELA and 145 students for Math have met the CUNY Benchmarks to be College and Career Ready (many are the same students) schoolwide. Individual students will be targeted for Regents review to retake the test for a higher score. Many of them will be programmed for the last administration of the Integrated Algebra Regents because they didn't take the Common Core aligned Algebra course</p>
Make Priority School Progress	Y	N/A	Meet progress criteria	Priority school progress is apparent from student growth that is indicated by in-course passing rates and current Regents trends, especially in core subject areas over the second and third marking periods. These marking periods encompass a time span that runs from October 24, 2015 to January 25, 2016. For instance, in ELA,



				<p>JAHs benefitted from a 2.78% increase in course passing rates from marking period two to marking period three. Moreover, the school experienced a 10.9% increase on the ELA Regents on the more rigorous Common Core Regents Exam.</p> <p>In math, course-passing rates were maintained at 80.5% over the second and third marking periods. This strong stability led to a movement from 11.1% passing of the Common Core Algebra Regents in January 2015 to 30.9%, a 19.8% increase.</p> <p>In order to ensure Adequate Yearly Progress (AYP) for identified subgroups, particularly students with disabilities (SWD), JAHs tracked progress and their findings include positive trends in both ELA and math among SWD. In ELA, 35 students took the ELA Common Core Regents Exam. Nine students scored 65 or higher, which comprises 25.7%. Sixteen out of 35, or 46% SWD passed the exam and earned credit towards a local diploma. 46%.</p> <p>In the Common Core Algebra Exam, 110 SWDs were tested, and while only 14 passed with 65 or higher (13%), 51 passed with a 55 or higher (46%).</p> <p>Additional measures that show the likelihood of meeting priority school progress are tied JAHs's improved attendance schoolwide. For example, November's average attendance rate climbed from 83.8% to 85.3%. During December, JAHs's average attendance, even with inclement weather conditions, improved from 82.5% to 83.8%. JAHs believes in the undeniable correlation between attendance and academic achievement. With newfound</p>
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<p>Progress Toward Graduation- Years 2 and 3</p>	<p>Y</p>	<p>47.4%</p>	<p>48.4%</p>	<p>attendance accolades to speak of, student growth is guaranteed.</p> <p>JAHs keeps students on track to graduate with a comprehensive set of strategies that includes attention to climate, curriculum, and credit accumulation. JAHs is organized so that school leaders can flag students who are having difficulty early on. Since struggling 10th and 11th graders typically send their signals in the first or second marking period, inquiry teams decide on strategies for dealing with those who are having trouble. These strategies include Extended Learning Time (ELT) supports such as credit recovery, College Now, or Advanced Placement.</p> <p>This year, Cohort S juniors who have earned 5 or more credits by the midyear point reached 39%. Underperforming Juniors will now be offered Apex Learning blended courses for credit recovery, remediation, intervention, and exam preparation. On the other hand, 57% of Cohort T sophomores have earned 5 or more credits.</p> <p>In addition to Apex Learning, Global Kids will provide a student-success mentoring program whereby they provide one-to-one support as well as go into classrooms to address skills needed to pass the Regents. Global Kids is also active in Saturday school tutoring.</p> <p>Overall, these supports have led to an average credit accumulation of 48%, which puts the school on a path toward meeting this target.</p>
<p>School Survey - Safety</p>	<p>Y</p>	<p>1.72</p>	<p>1.76</p>	<p>The school year began on a positive note with a 50% decrease in suspensions, moving from 8 in September 2014 to 4 in September 2015. In October 2015, a 33% decrease in suspensions took place, moving from 12 to 8 in a year-over-year comparative analysis.</p>



However, this trend did not continue over the next few months. While student suspensions continue to increase moderately, the school is setting a proper tone to ensure that safety is paramount in order to reduce the number of suspensions and promote a positive school tone. Positive Behavior Intervention Services (PBIS) is a key structure that allows a reward system to curtail much of this negative behavior. Tiered supports for students with behavioral problems are being supported by the school's Community Based Organization Global Kids. This support, which has been recognized at a NYSED Attendance Summit in Albany. The number of positive feedback referrals called Rack-EM Ups that students can turn in for rewards has increased. Presently there are 6 positive Rack-EM Ups to each behavior referral. This effort ensures that incidents and infractions will be properly curtailed in the months ahead.

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 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
College and Career Preparatory Course Index	G	19.9%	20.9%	<p>JAHS was fortunate to meet this indicator early for 2014-15 with a result of 20.2%. At present, the total number of students enrolled in Advanced Placement (AP) and College Now classes continues to increase on a year-over-year basis. 301 students are enrolled in College Now courses. These courses, taught through a partnership with CUNY/York College, include:</p> <ul style="list-style-type: none"> § Theater and the Arts § Introduction to Business § College Writing § Spanish § Modern World History § Psychology § Sociology § Calculus § Pre-calculus § Health § Biology <p>Of the 301 students enrolled, on average, 95% complete the course requirements and earn college credit. It should be noted that students do not have to pay for these courses.</p>



				<p>The number of students enrolled in AP courses has also grown substantially over the past year. 473 students are enrolled in a variety of AP courses. These courses include:</p> <ul style="list-style-type: none">§ AP Language and Composition§ AP Literature and Composition§ AP Spanish Language§ AP Government§ AP Biology§ AP Chemistry§ AP Physics§ AP Environmental Science§ AP Music Theory. <p>These rigorous courses continue to engage students, and will be offered to even more students in fall 2016 as a result of the LEA's initiative known as AP for ALL. This initiative will increase AP options for all students by 75%.</p> <p>Currently 183 students for ELA and 145 students for Math have met the CUNY Benchmarks to be College and Career Ready (many are the same students) schoolwide. Individual students will be targeted for Regents review to retake the test for a higher</p>
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				<p>score. Many of them will be programmed for the last administration of the Integrated Algebra Regents because they didn't take the Common Core aligned Algebra course.</p> <p>College Now in conjunction with York College will offer additional AP courses for JAHS students in the 12 grade.</p>
Framework: Rigorous Instruction	Y	2.60	2.64	<p>The school is using the Engage NY curricula in all ELA and Math classes (including Collaborative Team Teaching -CTT, self-contained, and ELL) and in those science and social studies units for which it is available. When not available New Visions prepared curricula, aligned to the Common Core, are being implemented. All of this curricula are scaffold with WITSI, a research based writing program. In order to support this all teachers are involved in twice weekly inquiry meetings, during which student work both classwork and monthly assessments) is analyzed, skill and content gaps identified, and collaborative instructional planning occurs. Approximately 30 teachers have received intensive inquiry training, largely through the SAM (Scaffold Apprenticeship Model) program offered through Baruch College.</p>



				<p>The school’s instructional focus centers on meaningful engagement with complex text and there is a schoolwide emphasis on Danielson components 1c, 3b, 3c, and 3d.</p> <p>Indicators of progress towards full implementation of the goal of rigorous instruction include an increase of 20 points in the Common Core aligned Algebra Regents from 11% in January 2015 to 31% in January 2016 (the passing rate on the Common Core ELA was 58%).</p>
Implement Community School Model	G	N/A	Implement	<p>John Adams has made significant progress towards the implementation of the Community School model. For example, a partnership has been established with North Shore-LIJ Health System to provide free health care through a new school-based health center funded and staffed by Cohen Children’s Medical Center. The school also has established partnerships with Home Depot and JetBlue, and hosted a health fair sponsored by Walgreens. Parent workshops are being held each Saturday and feature topics such as tax preparation and retirement. Global Kids, the CBO, provides</p>



				<p>academic, attendance, and social supports both to targeted students and the school community as a whole. Parameters for targeted students include an attendance rate of lower than 80% while academic supports include push in services provided to students with identified skill and/or content gaps. Global Kids also funded a Saturday Regents review program and supported the planning of an academic awards dinner to students achieving an average of 90 or higher the previous semester. Implementation of some of these programs began in SY 14-15, and their expansion this year has contributed to an increase in attendance, from 81% in SY 13-14 to 82.5% in SY 14-15 and a current YTD rate of 84%, exceeding our target of 82.7%.</p>
Provide 200 Hours of Extended Learning Time	G	N/A	Implement	<p>Extended learning time is embedded as an additional period in the regular school day. Prior to the start of the school year student data was analyzed to determine student programming in specific ELT programs and classes based on student need, so that, for example, students off track with Regents exams received an additional class to prepare for that test. Other placements took the form of AP or College Now classes for on track students, a double period of Social Studies for tenth grade students preparing</p>



				for the Global History Regents, and enrollment in the Reading Horizons program for students needing literacy supports.
Regents Completion Rate	G	39.2%	40.2%	During the 2014-2015, the school achieved a 42.6% Regents Completion Rate, exceeding its 2014-2015 target of 40.4% and its 2015-2016 target of 42.3%. It currently is on track for meeting its 2016-2017 target of 45.5%.

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Part II – Key Strategies

<u>Key Strategies</u> 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)
<p>1. Rigorous Instruction Goals: By June 2016, all ELA 9-11 grade teachers, grade 9 Math and Science teachers, and grade 10 Social Studies teachers will be using WITSI supports in the Engage or Common Core aligned curriculum, as indicated by an increase in the number of teachers moving from developing to effective in Danielson 3b, 3c, and 3d from Sept. 2015-June 2016 as compared with the number moving from developing to effective in the same components from Sept. 2014-June 2015.</p> <p>Key Strategies: -Use WITSI to support Common Core aligned curriculum and Danielson framework implementation. -Content based coaching in ELA, Math to implement ENGAGE NY curriculum and in Social Studies and</p>	<p>Y</p> <p>Rigorous Instruction Implementation of Engage New York for the third year is increasing the rigor in the classroom and showing signs of impact in increased passing rates in ELA CC Regents and Math CC(ELA CC pass rate 58.6% and Math went from 11% last year to 30.91% this January.) Teachers attended Engage NY ELA and Math training on 11/3 and 2/1. Over the past two years Writing is Thinking through Strategic (WITsi) has been introduced into our ninth and tenth grade ELA and ELL classes, and this year we have all classes and grade levels of the four core content areas implementing the writing is thinking strategies. Assistant Principals and Lead teachers go to offsite training with Office of School Renewal twice a month (Strategic Inquiry Lead Training 10/9, 10/ 23, 11/6, 11/20, 12/4, 12/18, 1/15 WIT sentence strategy skill training for teachers 11/ 17th, 18th, 12/14th, 16th . The teachers return to the school and turnkey the writing skills trainings in the new teacher center, in content department meetings and in school wide trainings. As a result, we have seen an increase in the use of writing is thinking strategies imbedded into daily lessons resulting in improved student writing in their content classes. A recent walkthrough with the instructional cabinet and Director of School</p>



	<p>Science begin implementation using New Visions curriculum.</p> <p>Renewal School Priority Areas: Comprehensive Academic Assessment Plan Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</p>		<p>Renewal indicated that teachers needed additional support with learning the WIT sentence strategies. We are increasing the writing strategies trainings on-site to once a week during teacher team meetings where leads and administrators will be providing direct support and feedback to the teachers writing WIT tasks to use in daily lessons. This will improve teacher lessons and practices and allow us to meet our goal to continue to integrate the WIT tasks in the curriculum. The Office of School Renewal coaches are providing the science and social studies departments with support in unpacking the New Visions curriculum and with classroom based participatory coaching. The APs of science and social studies work side by side with the coach during department meetings and during classroom walkthroughs. The Math coach started in December and has supported the new AP of Math with support on a needs assessment and a PD plan for the math teachers. The ELA instructional coach is supporting the English AP with coaching support in implementing the WIT tasks with the English Teachers.</p>
2.	<p>Supportive Environment</p> <p>Goals: By June 2016, the total number of superintendent and principal suspensions will be lower than it was during SY 14-15.</p> <p>Key Strategies: Use CBO-led after-school programs, PBIS, and mental health services to decrease principal suspensions.</p> <p>Attendance Systems & Structures</p>	G	<p>John Adams is completing its third year of PBIS implementation. Systems have been created and protocols have been put in place that allow for behavioral and academic supports. As PBIS implementation continues, it is forming the framework from within which all schoolwide systems and operations can work together toward the singular purpose of providing a supportive environment for students and staff. This PBIS structure supports the CBO to work within established communication systems and structures. Our CBO, Global Kids, runs a series of after school programs; many of their workshops are designed to support at risk students with social/emotional needs and/or attendance issues. In addition to these workshops, however, they also offer enrichment activities, such as computer and dance activities. The Urban Arts program</p>



		<p>provides additional enrichment activities as well as academic supports. In another form of support of student social and emotional learning Global Kids works closely with our Parent Coordinator to provide outreach to parents and provide workshops based on parent interests.</p> <p>PBIS Tier 2 and 3 interventions, part time social worker hired by the CBO. The Meditation course is taught in a new state of the art Meditation Room. Overall, we have a reduced suspension rate and reduced Tier 1 referral rate.</p> <p>The school has developed a set of positively worded behavioral expectations that are building wide and universal. These expectations are visible throughout the building on prominently posted signage. These expectations are also taught in classroom settings in regular intervals and reinforced via a formal reward system known as the Rack-EM Up system. The Rack-EM Up system involves staff members giving a ticket to a student when they display behavior consistent with the language of the behavioral expectations matrix, thereby providing instant gratification and recognition. These tickets can be redeemed for prizes once a month in the cafeteria. A referral system is also in place that allows for informed decision making about student supports including counseling. This referral system is online and visible to all concerned parties so that real time conversations can take place and decisive action be taken within effective and appropriate times. The school is finding the number of Rack-EM Up's in increasing which is a positive indicator for teacher implementation and student buy-in. Our goal is to achieve a 5:1 ration between Rack Em ups and referrals. Currently we have 9,000 Rack Em ups compared to 3200 referrals.</p>
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			# of Staff Referrals	PBIS Action	Data
			0-4 Behavioral/Academic Referrals	Tier 1 Students: These students receive Tier 1 behavioral supports like parental outreach, parent meetings, mediation, peer mentoring, Check in Check out, guidance intervention	87.90% (National Average: 80%)
			5-9 Behavioral/Academic Referrals	Students who have greater than 5 referrals but less than 10 fall into Tier 2. Depending on the infraction or concern, these students will receive additional supports like a Behavioral Plan, Youth Court, Restorative service agreement and staff mentoring.	9.53% (National Average 15%)
			10-20+ Behavioral Academic Referrals	Student who have accumulated more	2.57% (National Average: 5%)



			<p>than 10 referrals and have not shown improvement are candidates for Tier 3 interventions. These interventions include the involvement of the Pupil personnel team. Decisions are made by the PPT, school psychologist, PBIS Coordinator, A.P. Guidance to provide services. These services include referral to our mental health clinic through North Shore LIJ, SAPIS Counselor, and possible evaluation by our ISS team and Behavioral intervention Plan.</p>		
			<p>With Google as the platform for communication and data tracking, PBIS assigns students to one of three tiers, each one having more intensive supports available. At the same time, the system tracks all behavioral</p>		



			<p>referral forms submitted for behavioral infractions. The correlation between supports being offered and behavioral performance allows informed decisions to be made about the effectiveness of individual supports as they apply to each student on a case-by-case basis.</p> <p>ELT was built into the regular school day. If a student was on track they were given college now class and if a student needed to make up credit, they were offered an Apex class.</p>
3.	<p>Collaborative Teachers Goals: Professional development and common planning time will allow regular opportunities for collaborative lesson plan development, which will result in a minimum Regents completion rate of 40.4% by June 2016.</p> <p>Key Strategies: Professional development in ELA, math instructional shifts will result in an improved Regents completion rate.</p> <p>Renewal School Priority Areas: Inquiry Job-embedded Instructional Coaching</p>	G	<p>Teachers have strategic inquiry time 2 times each week by grade level; and teachers meet in vertical teams by content area common planning 1 time a week. Our common planning periods provide support and opportunities for content based and interdisciplinary collaboration, at both vertical and horizontal levels, and provide teachers with the opportunity to collaboratively plan lessons, aligned with coaching and PD, which address identified student skill and content gaps.</p> <p>To ensure teacher’s plan for individual student needs, a system of pre-post monthly interim assessments will be in place for the four core subject areas. Teachers will conduct item analysis of monthly benchmark exams to determine high frequency errors and analyze tasks for validity and reliability. During common planning time, teachers will create maps, plans, and sample lessons that incorporate the use of a range of formative and summative assessments aligned to the Common Core. This work will be accompanied by the review of student work during common planning time as well as by inter-visitations. Currently teachers have inter-visitations on Fridays and are being encouraged to view self-selected learning goals WIT tasks of their content teacher peers. The school is starting WITsi learning labs that will model WITsi strategies and best practices and will reflect the PD that happened that week. The Social</p>



			<p>Studies department states that this close monitoring of the Regent’s skill gaps has led to a 2% increase in the Regents performance in January and they anticipate a higher increase in June.</p> <p>Scholarship data from 2nd marking period to 3rd marking period is trending up. In ELA, it went from 76.28% to 79.22% and in Math; it went from 80.08 to 80.50%.</p> <p>The ELA and Math classes implementing Engage New York with WITsi tasks do appear to be having an impact on students writing and test performance.</p>
4.	<p>Effective School Leadership Goals: The provision of differentiated supports and actionable feedback to teachers will improve norming and result in increased instructional coherence schoolwide. This will be indicated by an increase in the number of teachers in Danielson 1c, 1e, 3b , 3c, and 3d compared with the number of teachers moving from developing to effective in SY 14-15</p> <p>School leaders will support teachers and provide actionable feedback regarding the planning and implementation of rigor and Danielson 3b, 3c and 3d, which by June 2016 will lead to a progress towards graduation rate of 52.4%.</p> <p>Key Strategies:</p>	Y	<p>This year we are using Cabinet Inquiry, which is a new process the Instructional Cabinet is using to norm on discrete teacher skills, 1c in Danielson for example, to inform teacher feedback and teacher professional development.</p> <p>In addition, professional development for APs will continue to incorporate scaffold activities to provide teachers with actionable feedback and next steps. The District Talent coach is providing PD and data support via email. The Scaffolded Apprenticeship Model developed by Baruch College will serve as the framework; with effective feedback, being aligned with the DOE developed Characteristics of Effective Feedback.</p> <p>Three new Assistant Principals have started this year in math and social studies and English (ELA) but the ELA Assistant Principal has prior experience. With three new Assistant Principals onboarding, the school is behind in their observations. There is a plan in place to make the next completion deadline.</p>



	<p>Job-Embedded Instructional Coaching and Leadership Coaching from the Office of School Renewal.</p>		<p>The Advance data shows that the half of the teachers still struggle with 3b Using Questions and discussion techniques, 43% scored developing and 7% are ineffective.</p>
<p>5.</p>	<p>Strong Family-Community Ties Goals: The Parent Coordinator, PA, and CBO will be utilized to develop parental knowledge regarding graduation requirements, the importance of attendance, and the school and community based social/emotional supports available to them. This will result in an increase in the yearly attendance rate, from 82.4% in SY 14-15 to 83.4% in SY 15-16.</p> <p>By June 2016, Parent workshops and PA meetings will be centered on parent interest and necessities, as indicated by an increase in parent attendance in school functions and activities (i.e., Open School, PA meetings, parent workshops, etc.)</p> <p>Key Strategies: Use of a survey to align Parent workshops and PA meetings around parent interests and needs.</p>	<p>Y</p>	<p>The school received State recommendations from the Integrated Intervention Team and has initiated partnerships with JetBlue, Home Depot and Walgreens. These partnerships will support developing skills for the parent community. Jet Blue recently provided resume writing and Interview skills. Home Depot will be conducting workshops and hosting a job fair. Walgreens will be supporting the school with a health fair in the spring.</p> <p>This year, a new system was created to welcome parents. All entering parents and visitors are sent to the Welcome Center where parents have space to discuss concerns and issues with the Parent Coordinator. The parent coordinator helps resolve these issues along with providing any additional resource necessary and translators are available on an as needed basis. In addition to the PA and parent workshops, parents also are represented on the SLT, School Safety Committee, and Renewal School Committee. If the parent is visiting to meet with someone else (i.e. admissions office, attendance office or Guidance Counselor) they are typically escorted to that office by the Parent Coordinator. This has created a more welcoming environment.</p>



			<p>In order to provide increased family access to student data we currently are training all teachers in the use of Skedula, which will be mandatory for teacher use in Feb. 2016. The PA and Parent Coordinator have requested that assistance principals speak with parents at PA meetings regarding graduation requirements in their specific subject areas, while guidance counselors address overall graduation requirements. In order to increase teacher accountability teachers and counselors provide documentation regarding family outreach conducted on a weekly basis. A parents' newsletter is sent home three times per year, and the school website contains links regarding graduation requirements, parent resources, and contacting school staff members. Presently 85 % of teachers are keeping their grades on Skedula.</p> <p>The parent coordinator will be implementing new ways of communicating to parents how to access student data. We will work on promoting Skedula access for parents at Parent Teacher Conferences by creating student ambassadors at family events to help parents download the mobile-phone APP.</p> <p>Use the existing PBIS framework to offer parent workshops on how the school uses various types of data to identify and respond to student need, in order for parents to better understand graduation requirements and their child's progress towards graduation.</p> <p>Presently the Global Kids CBO is focused on supporting students during the day and afterschool with mentorships and academic tutoring.</p>
<p>Green</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 <i>with impact</i>.</p>	<p>Yellow</p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>
			<p>Red</p>
			<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



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"> § Increase coordination between the administration, CBO, and parent coordinator in order to strengthen parental and community engagement and communication. § Increase expectations for college readiness through continued implementation of WITSI and § Engage, incorporation of the New Visions tracker, coach led inquiry work, and addition of a Common Core-aligned research component to each of the four core content. Encourage teacher collaboration by including targeted teacher inter-visitations as a part of PD and common planning time. <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>

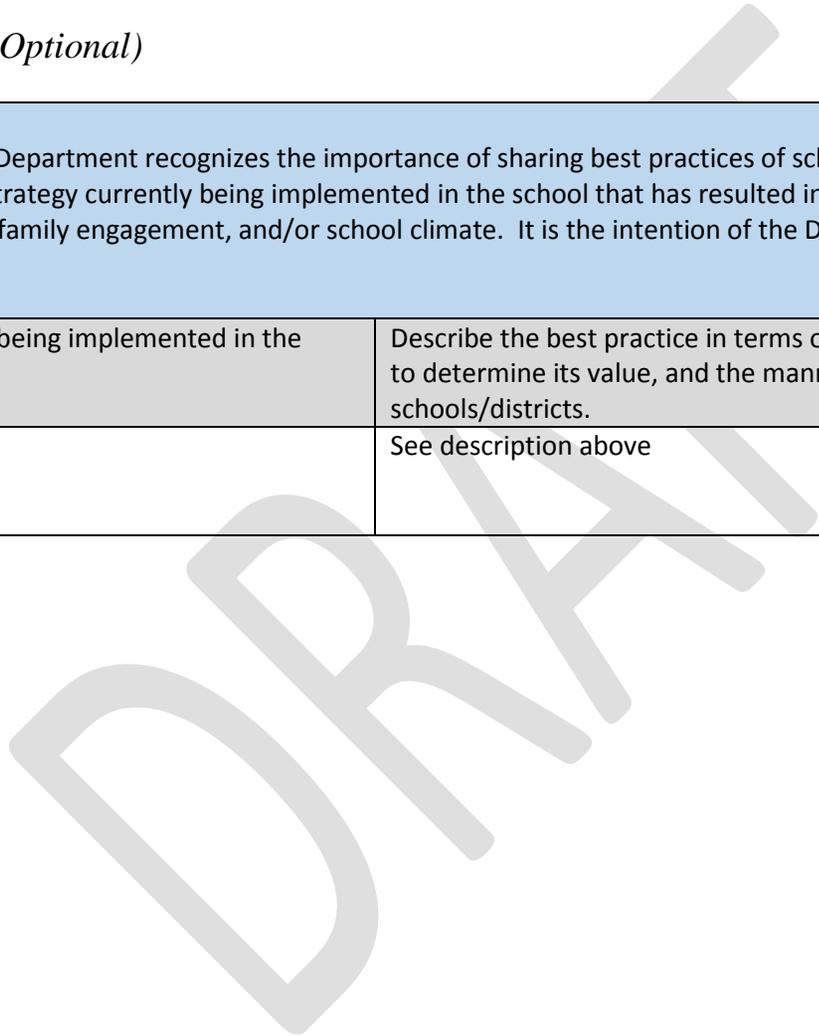


	<p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. 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>Green</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 <i>with impact</i>.</p>	<p>Yellow</p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p>	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



Part IV – Best Practices (Optional)

<i>Best Practices</i>	
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. PBIS Systems	See description above





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, Michael Alcott

Signature of Receiver: _____

Date: _____ February 2016 _____

DRAFT