



DRAFT

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
28Q008: J.H.S. 008 Richard S. Grossley	342800010008	NYC GEOG DIST #28 - QUEENS	Yellow	RSCEP
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	Angela Green, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Mabel Sarduy, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	6, 7, 8	374



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



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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



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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 J.H.S. 008 Richard S. Grossley are committed to the continued improvement and the success of our students academically, socially and



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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.

One of the school's key initiatives is in the area of community engagement. Several steps have been taken to engage community stakeholders in the operation of the school and the improvement of student outcomes.

Southern Queens Park Association in conjunction with the school-based BEACON program has developed a partnership with the school for many years. The extended day collaborative program provides instructional services to students and families that go beyond the school day. Students have an opportunity to attend the program during the week and on Saturdays. The Success Academy includes a component targeted specifically for the English as a new language (ENL) students, providing them with small-group instruction to enhance learning. The proposed expanded learning time program has increased the amount and quality of learning time, through the after-school, Saturday and summer programs, by providing an enriched and accelerated curriculum.

The Extended Learning Time (ELT) program, in collaboration with the Beacon Program includes a shared vision to provide students with activities to support the Common Core standards and the social-emotional aspects of adolescents. The ELT program focuses on increasing student academic achievement through instructional enrichment, as well as sports and arts activities. The program's academic content is aligned with Common Core and the Chancellor's City-wide Expectations. Instruction will be delivered by qualified staff that can facilitate high-quality academic content.

Also, the Southern Queens Park Association, The Child Center of NY and the New Preparatory Middle School 8 have collaborated on the implementation of mental health services under the Community School Initiative within the School Based Mental Health program in the Office of School Health and the NYCDOE.



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*

<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	Yellow	47.9	48.9	As a priority school, JHS 008 was provided a free subscription to the myON virtual library and assessment system. The LEA covered the expense since myON was perceived as an effective, research-based means by which to measure ELA growth across grades six through eight. JHS 008 has shown substantial, longitudinal improvement in ELA reflected



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				<p>in data from myOn online assessments, which tracks student reading progress online. To ensure that school level staff was adequately reviewing and analyzing data, the LEA provided workshops through the Office of School Renewal titled, “Digging into Data.” These workshops allowed school level staff and the Director of School Renewal to gain a deeper understanding of how myON balances both informational and literary texts through a digital format. School leaders have been successful at using the program to identify students with specific needs that may require either acceleration or remediation. Additionally, students take ownership of their reading progress through self-paced applications. Results from embedded assessments, end of book quizzes, and benchmark quizzes show reading gains of approximately 10%.</p>
3-8 Math Growth Percentile	Yellow	46.2	47.2	<p>Math improvement comes as a result of teachers working daily with small groups, in addition to their regular instructional periods, to address math instructional shifts from the Common Core standards. Part time math coaches have helped to furnish the</p>



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				<p>school with professional development in math through the LEA’s Office of School Renewal. Extended learning time also serves to address any student deficiencies in math as they arise.</p> <p>There is significant evidence of year-over-year improvement in math classes. Student scholarship reports detail a 13.1% increase in passing rates in grade 6, moving from 63.1% in 2014-15 to 72.3% in 2015-16. Across grades six through eight, math scholarship reports from the first marking period show an increase of 7% in students passing (From 73% to 80%) on average.</p>
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	31%	32%	<p>JHS 008 accelerates efforts to ensure that this indicator will be met through ongoing professional development in science and more focused feedback to teachers during observations. Moreover, LEA funded myON provides “Smart Science,” which includes online experiential science lessons with experiments and hand-on measurements to enhance JHS 008’s instructional program. Once fully implemented in the</p>



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				<p>spring semester, the Smart Science program, will provide ongoing support via the following methods:</p> <ul style="list-style-type: none"> ▪ Webinars ▪ Monthly Professional Development ▪ Small Group Training ▪ Individual School Support (visits, conference calls, etc.) ▪ Interschool Visitations ▪ Demo Lessons <p>Overall, there was a minor increase in Total Percent of Students passing in the first marking period of this year as opposed to the end of last year, from 90.1% to 90.3% respectively (as per Scholarship Reports). The yellow ranking comes on account of a 1.4% decrease in course passing rates in 8th grade science. Nevertheless, the passing rate for science in the sixth grade was unchanged from the previous year, but a gain of 7% is apparent across the 7th grade.</p>
Make Priority School Progress	Yellow	N/A	Meet progress criteria	The school meets the 95% participation requirement and will continue to do so. Increases in ELA course



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				<p>passing rates over the past year are indicative that the school is making progress with student growth and performance. As per Student Transcript and Academic Recording System(STARS), the most current data from the first marking period relative to year-over-year course in ELA is as follows:</p> <ul style="list-style-type: none">▪ 6th grade: 1.2% increase▪ 7th grade: 9.8% increase▪ 8th grade: 7.2% decrease <p>7th grade students are very strong in ELA and reflect the future academic progress of the school. 8th grade students are being targeted to counterbalance deficiencies among the 20% subgroup of special education students.</p> <p>In math, the school also continues to experience year-over-year growth comparatively as follows:</p> <ul style="list-style-type: none">▪ 6th grade: 6.8% increase▪ 7th grade: 15.9% decrease▪ 8th grade: 13.2% increase
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				<p>The trend is such that 7th grade students outperform all others in ELA, while 8th grade students outshine other grade levels in math. The school will continue to monitor course passing rates on a longitudinal level to determine if supports from LEA coaches directed through the Office of School Renewal are providing lasting impact.</p>
School Survey - Safety	Yellow	1.72	1.76	<p>School safety supports have strengthened as the school recently revised its school safety plan to ensure that critical perimeters of the building are more actively monitored. The newly edited staff policy manual and student/parent handbook reinforce aspects of school safety by noting that teachers are at their doorways greeting students as they enter the classroom and that students are expected to immediately begin the Do Now assignment. The school continues to build upon its anti-bullying campaign that creates safe zones in the school, known as, “Blue Light.”</p> <p>These structures have led to a considerable decrease</p>



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				<p>in infractions for Levels 3, 4 and 5. Level three has decreased by 50% and Level 4 by 20% (from the same time period during the previous year). There have only been three Level 5 infractions during the entire school year. Lastly, the most recent School Survey cites a 20% increase in the amount of students who: “Feel safe in the hallways, bathrooms, locker rooms, and cafeteria of this school.” This statistic is augmented by the fact that 83% of parents surveyed feel that: “At this school my child is safe.”</p>
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<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
3-8 Math Level 2 & Above - Hispanic Students Subgroup	Yellow	34%	35%	Hispanic students who have an average percentage of Level 2 and above on math scores in the 2014-2015 school year was 29% (based on NYSED data).



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				<p>The school is addressing this deficiency with extended learning time and parent workshops in Spanish to train parents to monitor their students using Skedula. Moreover, JHS 008 uses the New York City approved Connected Math Project 3, by Prentice Hall (CMP3). They also supplement using Learn Zillion’s Common Core navigator for math.</p>
<p>Framework: Effective School Leadership</p>	<p>Yellow</p>	<p>2.52</p>	<p>2.56</p>	<p>Leadership makes organizational decisions and uses key resources to support instructional goals and foster student progress. This includes:</p> <ul style="list-style-type: none"> ▪ Identifying school priorities via ongoing needs assessments to make informed decisions. ▪ Establishing a partnership with the Queens Department of Probation and the Young Men’s Initiative (YMI) to promote positive personal behaviors to address social-emotional and academic progress of male students most at-risk of not meeting standards. ▪ Making use of formal computer-based technology programs, such as Achieve 3000 and myON to provide supplementary learning via



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				<p>focused interventions that yield student data relative to performance and progress.</p> <p>Student State data results have informed decisions to purchase supplementary materials and schedule teacher teams to meet more frequently (bi-weekly) to examine student work and accelerate the teaching and learning process.</p>
<p>Framework: Rigorous Instruction</p>	<p>Yellow</p>	<p>2.80</p>	<p>2.84</p>	<p>The Superintendent ranked instruction as “Developing,” on the school’s Quality Review, which took place last January, and the level of rigor in the classroom is being addressed through a concerted effort at norming and calibrating among administrators to raise the bar on the instructional expectations. The increase in the student expectations with regard to math and ELA has resulted in higher student achievement as indicated across the school in scholarship reports..</p> <p>Based on Principal Practice Observations (as per 3012c) feedback, the principal has embarked on an initiative to establish a coherent vision to systemize a balanced</p>



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				literacy approach and make instruction more rigorous by implementing the workshop model.
Implement Community School Model	Green	N/A	Implement	<p>CBO Partnerships</p> <p>For the past five (5) years, the BEACON program under the umbrella of the Southern Queens Park Association (SQPA) collaborated with Middle School 8, engaging in a cohesive partnership. The BEACON program works with the principal, school administrators and the school community and the team was entitled, “<i>The Afterschool Collaborative.</i>” This traditional collaboration continues as administrators and support staff from each organization meets monthly to plan activities for the benefit of all students in the community.</p> <p>Extended Learning Time (ELT)</p> <p>The Extended Learning Time (ELT) program, in collaboration with the Beacon Program includes a shared vision to provide students with activities to support the Common Core and the social-emotional aspects of</p>



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				<p>adolescents. The ELT program focuses on increasing student academic achievement through instructional enrichment, as well as sports and arts activities. The program’s academic content is aligned with Common Core and the Chancellor’s City-wide Expectations. Instruction will be delivered by qualified staff that can facilitate high-quality academic content.</p> <p>The Success Academy Program. SQPA in conjunction with the school based BEACON program has developed a partnership with the school for many years. The extended day collaborative program provides instructional services to students and families that go beyond the school day. Students have an opportunity to attend the program during the week and on Saturdays. The Success Academy includes a component targeted specifically for the ENL students, providing them with small-group instruction to enhance learning. The proposed ELT program will increase the amount and quality of learning time, through the after-school, Saturday and summer programs, by providing an enriched and accelerated curriculum.</p>
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				<p>Also, the Southern Queens Park Association, The Child Center of NY and the New Preparatory Middle School 8 have collaborated on the implementation of mental health services under the Community School Initiative within the School Based Mental Health program in the Office of School Health and the NYCDOE.</p>
Performance Index on State ELA Exam	Yellow	60	62	<p>Student performance in ELA is a priority as JHS 008. New supports are in place which include:</p> <ul style="list-style-type: none"> ▪ Houghton Mifflin Harcourt’s Codex Common Core Curriculum (grades 6-8) ▪ Learn Zillion ▪ Achieve 3000 ▪ myON ▪ Word Generation <p>Over the past three months, there has been a school-wide instructional focus on the Common Core shift that calls for a close reading of text and writing from sources. Stop and jots in all English classes require that students reflect on their learning using text-based answers. Learn</p>



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				<p>Zillion’s ELA navigator targets writing through the engaging “Write Along Interactive,” where editing and revision lessons are provided for grades 6-8. Each lesson includes a video and a student practice sheet with formative assessment. This is compounded with supports from Writing is Thinking through Strategic Inquiry (WITsi), which allows students to hone in on key words, such as coordinating and subordinating conjunctions. This has allowed students across all classrooms to craft more sophisticated and complex responses to varying prompts.</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 II – Key Strategies

<p><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.</p>			
<p>List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).</p>		<p>Status of each strategy (R/Y/G)</p>	<p>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.</p>
1.	<p>Rigorous Instruction Goals: By June 2016, our school will meet the NYS ELA progress target of 62 and the NYS Math target of 53 as indicated on the Renewal Benchmark Menu, by focusing on improved comprehension skills, critical thinking skills and problem solving skills aligned to the Common Core Learning Standards in all subject areas.</p>	<p>Yellow</p>	<p>Mid-year Benchmark Assessments have been administered to determine if scholars are making progress.</p> <p>Curricula and Academic Programs at Middle School 8 sets high expectations using cognitive engaged lessons supported by Common Core aligned curricula such as, CMP3 Math, Scholastic- Code X in Literacy, the social studies Framework and Glencoe supported by the New Generation Science Standards. Explicit teaching methodologies such as teaching through explanation and demonstration that appeal to diverse learners and cultures embedded so that all students will be able to make meaning in multiple ways. Collaboration between teachers ensures that</p>



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	<p>Key Strategy:</p> <ul style="list-style-type: none"> Inquiry teams will develop rigorous math curricula and writing strategies <p>Renewal School Priority Areas: Professional Development: Academics Professional Development: Educating All Students</p>		<p>all subjects connect to the CCLS instructional shifts in literacy and mathematics creating multi-disciplinary curricula.</p>
<p>2.</p>	<p>Supportive Environment</p> <p>Goals: By June 2016, there will be a 5% decrease in the number of incidents, as reported on the Online Occurrence Reporting System (OORS).</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> CBO-driven expanded learning time course offerings will increase student engagement and decrease principal’s suspensions. 	<p>Yellow</p>	<p>As part of the LEA’s initiatives on School Climate Reform developed in partnership with the NYPD and the Mayor’s Office of Criminal Justice, the LEA has offered workshops for staff and assemblies for students to introduce the philosophy of Restorative Justice. The following processes have been implemented over the past three months:</p> <ul style="list-style-type: none"> Periodic professional learning sessions to address bullying, disruptive behaviors and conflicts Rewards for students that include a PAWS ticket using the criteria listed in the PAWS rubric Parent and pupil engagement team meet every Friday to identify students at risk and possible strategies to improve school climate Student Buddy System: Incoming English language learners are matched with a student buddy that speaks their native language to help support the social emotional experience of student life



			<p>during the middle school experience.</p> <p>This initiative has reduced the need for suspensions and arrests and has created a fairer, safer, and more supportive school as evidenced by drastic reductions in Level 3 or higher office disciplinary referrals.</p>
3.	<p>Collaborative Teachers</p> <p>Goals: By June 2016, all teachers will collaborate to develop and implement standardized protocols for detailed feedback in student goals folders. 100% of written feedback will be from teacher developed rubrics along with “next steps” to improve scholarship, as measured by a 5% increase in student final grade point averages in all core subject areas.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> ● School leaders will structure common planning sessions to develop a system for providing detailed feedback in student folders. 	Yellow	<p>All teachers participate in professional teams to analyze student work and data to adjust Curricula and inform instructional decisions. Teacher teams have developed the following over the last three months:</p> <ul style="list-style-type: none"> ▪ Protocols to examine student work and engage in making adjustments to lessons or tasks to ensure that teams understand the needs of all students ▪ Systematized rubrics to determine levels of student rigor ▪ Advance organizers to assist ENLs and SWDs with in-class supports and scaffolds to appropriately chunk learning ▪ Implementation of structures provided by the Teacher Development and Evaluation Coach that allow teachers to self-assess their growth along the Danielson continuum ▪ Frequent use of Dr. Norman Webb’s Depth of Knowledge scale to gauge levels of rigor with questioning techniques <p>The impact of this work is that it has led to greater connection to goals</p>



	<p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle</p>		<p>from the school’s presently approved intervention plan. Teachers commented that the work this year is more transparent and more focused and will inevitably result in improved teacher practice.</p>
<p>4.</p>	<p>Effective School Leadership Goals: By June 2016, the school leader and supervisory staff will provide timely feedback aligned to the professional development goals to build teacher capacity so that 95% of the teachers will move one level on the HEDI scale for at least 1 element within Domain 3 (Instruction) of the Danielson Framework as measured by Advance Data. DTSDE alignment-2.3, 2.4, 2.5, 4.3</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> ● Danielson framework implementation and use of observation cycles will result in improved HEDI ratings for teachers 	<p>Yellow</p>	<p>School leaders support teacher growth via an observation process that encourages professional development opportunities and increases teacher capacity. Levels of leadership support consist of:</p> <ul style="list-style-type: none"> ▪ Recurring emphasis on the Danielson Framework as measured by Advance Data ▪ Use of the Teacher Development and Evaluation Coach (TDEC) to conduct professional development that deepens teacher understanding of Educational Law 3012c ▪ Teacher Improvement Plans aligned to the Danielson Framework ▪ “Lunch and learns” led by TDEC that allow teachers to share best practices school-wide <p>The impact of this work has led to deeper understandings of Danielson framework competency 3b, questioning and discussion techniques and competency 3d, using assessment in instruction.</p>



5.	<p>Strong Family-Community Ties</p> <p>Goals: By June 2016, there will be an increase of 5% of in parent engagement in school activities as measured by sign in sheets and logs.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Weekly parent engagement sessions on myriad topics will strengthen the home-school connection and increase the level of communication between parents and school staff. 	Yellow	<p>School leaders ensure that throughout the school year families are directly involved in school matters by way of meetings and parent workshops hosted by the parent coordinator. Furthermore, the school’s monthly newsletter, Up to Date, allows parents to obtain updates of school initiatives and progress toward achieving goals. This is particularly beneficial for parents who are not computer savvy as the newsletter is provided both electronically and as a hard copy. More importantly, the newsletter is translated into Spanish to accommodate the 26% of Hispanic students.</p> <p>Since September, JHS 008 has seen a 2% increase in the number of parents logging on to the PupilPath system to access student achievement data, as measured by the SKEDULA usage report.</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 <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 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
Yellow	<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: No recommendations were provided or incorporated from the public hearing. The Community Engagement Team has met four times this year. It was established by the committee that they would meet twice a month in order to expedite the planning process. The team will be focusing on engaging the rest of the school community in the committee and focus on addressing the need to improve the tone and learning environment in the school. Ultimately, the team’s primary focus is to have a functional team to develop an action plan for the next academic school year. The team will disseminate a committee report through the SLT and a parent and staff newsletter.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on</p>



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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.

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.

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.



Powers of the Receiver Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.	
Status (R/Y/G)	Analysis / Report Out
Green	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.
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 IV – Best Practices (Optional)

Best Practices

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.		
2.		
3.		



Receivership Quarterly Report – 2nd Quarter
November 1, 2015 to January 15, 2016
(As required under Section 211-f(11) of NYS Ed. Law)

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, Mabel Sarduy

Signature of Receiver: _____

Date: _____ February 2016 _____

DRAFT