



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
09X022: J.H.S. 022 Jordan L. Mott	320900010022	NYC GEOG DIST # 9 - BRONX	Y	SIG Cohort 2
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	Edgar Lin, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Leticia Rodriguez-Rosario, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	431

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 Jordan L. Mott 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.

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
3-8 ELA Growth Percentile	Y	48.5	49.5	Through identification of essential standards and implementation of an assessment cycle that includes diagnostic testing, re-teaching and proficiency assessments, cycle 1 and 2 data show that on average, over 50% of students demonstrate mastery on standards RL6.2, RL7.2, RL8.2, RI6.2, RL7.3, RL8.3 indicating that the growth target will be met and/or exceeded.
3-8 ELA Percent Level 2 & Above	Y	36%	37%	Data indicates that more than 50% of students are currently achieving mastery in key standards. MS 22X is continuing to improve core instruction and provide interventions for identified students to ensure continued growth.
3-8 Math Growth Percentile	Y	37.4	38.4	Based on identification of essential standards and implementation of an assessment cycle that includes diagnostic testing, re-teaching and proficiency assessments, cycle 1 and 2 data show that on average,



				over 50% of students demonstrate mastery on key standards indicating that the growth target will be met and/or exceeded.
3-8 Math Percent Level 2 & Above	Y	24%	25%	Data indicates that more than 50% of students are currently achieving mastery in key standards. MS 22X is continuing to improve core instruction and provide interventions for identified students to ensure continued growth.
Grade 8 Science Percent Level 3 & Above	Y	19%	20%	For school year 14-15, 09X022 made AYP for Grade 8 Science. Data analysis and unit planning targeting needed skills and content, as well as use of Common Formative Assessments indicate that students are moving towards standards mastery.
Make Priority School Progress	Y	N/A	Meet progress criteria	While progress continues, the benchmark for a school identified as persistently struggling is an aspirational goal for this year. However, MS 22X will make substantial progress toward meeting Priority School progress criteria.
School Survey - Safety	G	2.44	2.48	YTD data indicates continued drops in suspensions and student incidences. Attendance YTD is over benchmark target - 92.4%. MS 22X continues to implement a robust PBIS program and provides counseling and mental health services to students and families. This includes Tier 1 Social/Emotional Health instruction for all students.



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 current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
Framework: Collaborative Teachers	Y	3.12	3.16	Teachers are organized in “pods” and meet in collaborative content and grade level teams. They are also continuing their development as strong professional learning communities.
Implement Community School Model	G	N/A	Implement	MS 22X has developed a strong partnership with the main CBO, Sheltering Arms, which provides both social-emotional, attendance and academic supports and works with the school to coordinate programs and services with other community based organizations.
Performance Index on State ELA Exam	Y	43	45	Based on improvements in formative assessment data, including student assessments and teacher observations, MS 22X is on track to meet their ELA performance target.
Performance Index on State Math Exam	Y	25	27	Similarly, the formative assessment data improvements in Math indicate that MS 22X is on track to meet its Math target.
Provide 200 Hours of Extended Learning Time	G	N/A	Implement	ELT is being fully implemented for all students.

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Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part II – Key Strategies

Key Strategies

As applicable, identify any key strategies being implemented during the current reporting period that are *not described above*, but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.

List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.
<p>1. Rigorous Instruction</p> <p>Goals:</p> <p>By June 2016, across all content areas faculty will collaboratively refine CCLS-aligned curricula and common formative assessments aligned to each instructional unit. Resulting in 80% of students with 80% attendance or better passing all core courses and meeting of student achievement progress benchmarks for ELA and Mathematics (ELA PI = 50; Math PI = 38, average math proficiency = 2.02).</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Provide literacy and math coaches to support the implementation of instructional focus; the development of curriculum aligned to the 	<p>G</p>	<p>Both school-based and external ELA and math coaches support teacher growth and development. They model instructional strategies and provide feedback to teachers that allow teachers to improve their practices. The school also engages the services of Teaching Matters and Teachers’ College to provide additional support in reading, writing and math instruction. Model and Peer Collaborative Teachers have been identified and recruited to provide support to their peers through establishing a lab site (model teacher) and providing coaching and feedback (PCTs). Additionally, the instructional coaches work with the teacher teams to refine the standards-based curricula, identifying the key or power standards, and developing rigorous units of study and instructional tasks designed to ensure that all students are able to access the curricula and are engaged at high cognitive levels. MS 22X is currently adjusting and refining its AIS program to be even more diagnostic/prescriptive and to add remedial instruction in the most basic elements of reading (decoding skills and fluency) that some students need in order to be successful.</p>



	<p>common core;</p> <ul style="list-style-type: none"> ● Implement modeling of instructional strategies aligned with instructional shifts ● The development of learning tasks representing cognitively challenging activities and assessment aligned with instruction <p>Renewal School Priority Areas:</p> <p>Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</p> <p>Professional Development: Academics</p> <p>RTI/AIS</p>		
2.	<p>Supportive Environment</p> <p>Goals:</p> <p>By June, 2016 all faculty will engage in monthly inquiry cycles focusing on strategies and skills to support student socio-emotional developmental health, resulting improvements in faculty and student responses for all four indicators of the 2015-2016 NYCDoe Learning Environment Survey and 91% or better attendance.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> ● Continued use and refinement of PBIS and 	Y	<p>School wide use of the Positive Behavioral Intervention Supports (PBIS) systems and structures has been in place and are monitored for faithful implementation. Further, to ensure that new staff and all teachers remain current and reinvigorated in their knowledge and use of Positive Behavioral Intervention Systems (PBIS) strategies, the school and CBO, Sheltering Arms, provide on-going training in PBIS and Restorative Justice protocols. Additionally, teacher teams meet regularly to discuss student discipline data and strategies designed to meet individual students' needs and school-wide supportive structures for all students.</p>



	Restorative Justice structures and strategies to develop and sustain a safe and orderly school climate		
3.	<p>Collaborative Teachers</p> <p>Goals:</p> <p>By June 2016, reading strategies supporting each student’s meaning-making of text and academic vocabulary development will be integrated into CCLS-aligned curriculum in all content areas. Resulting in 80% of students with 80% attendance or better passing all core courses and meeting of student achievement progress benchmarks for ELA and Mathematics (ELA PI = 50; Math PI = 38, average math proficiency = 2.02).</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Monthly cycle of DDI will be scheduled during professional development and common planning time to analyze student data and determine necessary RTI interventions for meeting student learning needs. <p>Renewal School Priority Areas:</p> <p>Danielson Framework Implementation - Observation</p>	Y	MS 22’s must-have’s (22’s 22) are being implemented in all classrooms and ensure that teachers include reading strategies and vocabulary development in every lesson. Further, MS 22X provides professional development for teachers in vocabulary strategies from Kimberly Tyson and engages Teaching Matters and Solution Tree consultants to support the teacher teams in analyzing data to adjust classroom instructional decisions as to flexible grouping, multiple entry points, supports and scaffolds needed and to contribute to such school level decisions as the recent decision to modify and expand the RTI program to include remedial instruction in the basic reading skills for appropriate students.



	Cycle Inquiry		
4.	<p>Effective School Leadership</p> <p>Goals:</p> <p>By June 2016, using the observation process based on the Danielson Framework, 80% all faculty will demonstrate improved delivery of rigorous CCLS-aligned instruction in all content areas that meets the needs of all learners as indicated in observation data of Danielson 3C. Resulting in 80% of students with 80% attendance or better passing all core courses and meeting of student achievement progress benchmarks for ELA and Mathematics (ELA PI = 50; Math PI = 38, average math proficiency = 2.02).</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • School structure will be maximized so that each grade is assigned a teacher grade leader, and Guidance Counselor supervised by an assistant principal to ensure that groups of faculty were responsible for the knowledge of a small group of students. • Weekly content and grade team meetings designed for DDI amongst grade teams and 	Y	MS 22X has organized its grades and classes into Pods, providing a structure in which teachers are responsible for a small group of students and support them and each other in instruction and behavioral issues. Teachers visit each other’s classes to learn from and provide feedback to other teachers in student engagement practices. The Principal and Assistant Principals engage in regular learning walks and conduct cycles of observations which result in high quality, actionable feedback to teachers for improvement. Teacher teams meet weekly to conduct inquiry around student work and assessment results that results in adjustments to the curriculum, to units of study and to instructional practices, which then are observed in the next cycle of observations.



	<p>content team constituents ensure timely and effective student academic, social-emotional, and student support.</p>		
<p>5.</p>	<p>Strong Family-Community Ties</p> <p>Goals:</p> <p>By June 2016, all faculty will engage in meaningful collaboration with families to promote shared responsibility for student academic progress and social-emotional growth and well-being resulting in 60% of all parent respondents reporting “very satisfied” on all four indicators of the 2016 NYCDoe Learning Environment Survey</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> ● School will continue to use school’s advisory system; advisors will continue to be responsible for communicating with and encouraging parent/family involvement. ● Advisor-Caregiver Conferences provided formal opportunities that allowed for personal interactions between advisors and families 	<p>G</p>	<p>Family engagement is a priority at MS 22X. The school has implemented family nights, curriculum nights, caregiver conferences and other celebrations which have been attended by more than 75% of parents. In addition, students, families and the community have been engaged in such other events as the neighborhood beautification project and the Community Schools kick-off event which included representatives from the City Council and local organizations such as the Bronx Museum of the Arts. MS 22X also maintains a Family Engagement Center through which adult education classes are delivered to families and community members.</p> <p>Faculty reaches out to parents and caregivers regularly. Advising and supporting cadres of students, each teacher is provided with time during the week and during regularly scheduled conferences to communicate with and engage caregivers.</p>



6.					
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Part III – Community Engagement Team and Receivership Powers

<u>Community Engagement Team (CET)</u>	
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> <p>Increase teacher leadership roles and responsibilities.</p> <p>Provide budgetary resources to support teacher-leader decision-making.</p> <ul style="list-style-type: none"> • Parent Events has increased parent outreach. The school is working with the students, parents, and families. <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</p>



	<p>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>
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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
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G	<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>Promoting greater engagement of parents and local communities by providing resources for MS 22X to become a Community School; providing clarification regarding demonstrable improvement by issuing SED agreed upon benchmarks and conducting meetings and conference calls to further explain them; holding a Receivership hearing to keep the public informed of the school’s status, progress and plan and soliciting input and feedback from the community; and completing required Quarterly Reports.</p>
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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.	



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, Leticia Rodriguez-Rosario

Signature of Receiver: _____