



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
32K291: J.H.S. 291 Roland Hayes	333200010291	NYC GEOG DIST #32 - BROOKLYN	Y	SIG Cohort 4
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	Janice Bruce, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Lillian Druck, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	6, 7, 8	347

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 Roland Hayes 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.

Since November 16, 2015, Roland Hayes Junior High School 291 has a new principal and a community based organization with staff members that ensure the continuation of the successful implementation of the School Renewal Program strategy.

Key strategies are being implemented in alignment with the school's approved SIG plan, and its updated Renewal School Comprehensive Education Plan (RSCEP). Roland Hayes' instructional focus intends to encourage teachers to create learning experiences containing multiple entry-points that will allow a diverse group of learners with various strengths and needs to access the core content and skills and subsequently, through questioning, generate ideas and discuss them in the classroom.

The Office of the Community Superintendent provides support to Roland Hayes JHS 291 through various means. The Field Support Liaison (FSL) will act as the direct liaison between the Borough Field Support Center (BFSC) and the school. Supports and services provided by the BFSC such as professional development, student support services, curriculum and instruction, operations, academic policy and systems, performance and assessment, finance and human resources would be monitored by the FSL. The Director of School Renewal (DSR) will support the school directly in meeting the goals articulated in the RSCEP. The DSR's work is articulated by the development of a School Support Plan that is framed by goals outlined on the RSCEP. These goals are the long-range goals, framing all the work that takes place at the school over the course of the school year. When reached, improvement will be demonstrated in each element of the Framework for Great Schools; school leadership, family and community ties, student outcomes, overall school culture



and environment, collaboration among teachers, and rigorous instruction. Specific and measurable improvements in these areas will ultimately lead to improvement in overall student achievement. Short-range goals are written by the DSR and are used to monitor progress towards the long-range goals and ensure movement towards the meeting of these goals by the end of the school year. Short-range goals represent what is expected to be accomplished towards meeting the long-range goals within 10 week cycles. At the end of this support cycle ELA and Math teachers will have engaged students in two (2) “Cycles of Intervention” that will demonstrate progress towards meeting specific skills as identified, student attendance will have increased by at least 2% since the last reporting period, teachers will have aligned rigorous units with multiple entry points for all students in English Language Arts, teachers will be showing growth on the Danielson scale in component 3b (Questioning and Discussion Techniques), and the school will have made progress toward increasing parental engagement.

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	50.3	51.3	Roland Hayes JHS 291 uses several assessment measures in English Language Arts such as Measures of Student Learning (MOSL), NYC Schoolnet Benchmark Assessment, “Cycle of Intervention” common pre-/checkpoint/post-assessments, and common pre- and post-unit assessments. Teachers administer Expeditionary Learning pre- and post-unit assessments. At this time of the year, there have been positive trends in student performance based on pre- and post-unit assessments. There was an overall average 2.5% increase in student performance based on post-unit assessments. The new leader will continue to work with teachers in order to identify higher leverage skills so that it increases the level of student achievement.
3-8 Math Growth Percentile	Y	42.7	43.7	Mathematics teachers use several assessment measures such as MOSL, NYC Schoolnet Baseline and Benchmark Assessments, “Cycle of Intervention” pre-/checkpoint/post-assessments, and common pre- and post-unit assessments. Benchmark assessment data show an overall increase of 2.6% in student performance. The new leader will continue to work with mathematics teachers on identifying higher leverage skills in order to further increase the level of student achievement.
3-8 Math Percent Level 2 &	Y	34%	35%	The data as a result of the “Cycle of Intervention”



Above				<p>shows that there is an average increase of 35% from pre- to post-assessments. Students begin cycles based on areas of weakness and receive instruction either in the classroom and/or during Extended Learning Time (ELT). The new leader will ensure that the cycle is implemented with fidelity and that it truly addresses the weaknesses of individual students.</p>
Grade 4 and 8 Science Percent Level 3 & Above	Y	18%	19%	<p>New science teachers work collaboratively with ELA and Mathematics teachers in order to cohesively plan units of study that address the needs of students. Curriculum maps in science are aligned to Common Core and address the areas of focus as identified by teachers during team meetings. In addition, Roland Hayes JHS 291 has partnered with Urban Advantage (UA) in order to provide a richer experience in science. Urban Advantage (UA) is a standards-based collaboration between urban public school systems and science-rich cultural institutions including zoos, botanical gardens, museums, and science centers to improve students' knowledge of science and engineering practices.</p> <p>The New York City UA program provides professional development for middle school science teachers and opportunities for both students and teachers to engage in authentic science-conducting investigations in which they pose scientifically oriented questions, prioritize evidence and develop logical explanations, which are essential for understanding science. UA aligns science standards and assessments in school including the NYC Department of Education's Performance Standards. The school leaders will ensure that new science teachers receive the support needed to strengthen their content and pedagogical knowledge.</p>



Make Priority School Progress	Y	N/A	Meet progress criteria	As reported previously Roland Hayes JHS 291 is making progress toward meeting ELA and Mathematics benchmarks. Although it is on track to making Priority School Progress the new leader will continue to receive support from the community superintendent and Borough Field Support Center in order to ensure success.
School Survey - Safety	G	3.20	3.24	The school cultivates an environment in which all students feel safe and supported. Throughout the year, working closely with their students teachers get to know their students' academic needs, but may also identify social-emotional needs. If necessary, students are referred to counselors or mental health professionals – either the school Guidance Counselor, Social Worker, Clinical Social Worker provided by Interborough, Art Therapist provided by Counseling in Schools, or counselor provided by Wediko (CBO). Referring students to be seen by the counselors is a coordinated effort, matching the student with the best support aimed at his/her needs. The School Safety Committee meets monthly and consists of all stakeholders in the entire school campus. All three (3) schools have a voice and all safety procedures and protocols are transparent. All safety related concerns are addressed and support is provided to all schools in the campus. Under the Community School model mental health services is available to all schools in the campus.

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
--------------------	----------------	-----------	--------	-----------------------



Average ELA Proficiency Rating	Y	2.11	2.12	As reported in Level 1 indicator for 3-8 ELA Growth Percentile, Roland Hayes JHS 291 is experiencing an upward trend as evidenced by common post-unit assessments. This data suggests that students are on track to meeting the benchmark for Average ELA Proficiency Rating.
Average Math Proficiency Rating	Y	2.05	2.06	As reported in Level 1 Indicators for both 3-8 Math Growth Percentiles and 3-8 Math Percent Level 2 and above students are showing an increase in performance as evidenced by benchmark assessment data and “Cycle of Intervention” data. This suggests that students are on track to meeting the benchmark for Average Math Proficiency Rating.
Implement Community School Model	G	N/A	Implement	Roland Hayes JHS 291 is implementing the Community School model. The school has strategically partnered with Wediko, a community based organization (CBO) to integrate social services and Extended Learning Time into the fabric of the school to help them better serve the needs of students. This school is now a center of opportunity where families can get the supports they need to make sure students come to school ready and able to learn.
Performance Index on State ELA Exam	Y	52	54	As reported in Level 1 indicator for 3-8 ELA Growth Percentile and Average ELA Proficiency Rating, Roland Hayes JHS 291 is expected to meet the Performance Index target on the State ELA Exam.
Provide 200 Hours of Extended Learning Time	G	N/A	Implement	Extended Learning Time is currently structured to provide students with the opportunities to focus on areas that need improvement both academically and social-emotionally. Teachers use a blended learning approach to target areas of weakness and areas where students can expand their knowledge. Together, the school staff and CBO provide a balance in education with hands-on learning, a pathway into college and career readiness,



				enrichment activities, as well as enhanced social and emotional development of each student.
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.

DRAFT



Part II – Key Strategies

Key Strategies As applicable, identify any key strategies being implemented during the current reporting period that are <u>not described above</u> , 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.
1. Rigorous Instruction Goals: By June 2016, the bottom third of each identified teacher’s class across all grades will demonstrate a 20% gain in ELA and/or Math as evidenced by in-house formative assessments. Key Strategies: <ul style="list-style-type: none"> Goldmansour & Rutherford (G&R) will focus on providing staff members with support creating and implementing scaffolds for SWD’s, identifying and providing multiple entry points for ELL’s and SWD’s while still maintaining expectations and rigor demanded by the curriculum. The Danielson Group will focus on lesson planning. Lesson planning will focus on developing multiple entry points, opportunities for student-to-student discussion and engaging activities. Renewal School Priority Areas: Classroom Implementation of Curricula/Writing	Y	ELA and Math teachers are engaged in a “Cycle of Intervention” that identifies common weaknesses of students by grade using an items skills analysis. During the cycle teachers administer common pre- and post-assessments, and common weekly assessments serve as checkpoints in order to track the progress made by students. Mathematics and ELA teachers have both completed two (2) “Cycles of Intervention”. For example, in Math 7 th grade teachers noticed that only 34% of students had fluency in solving multi-step problems involving fractions and mixed numbers. After the 2 nd “Cycle of Intervention” the data showed that 78% of students achieved mastery in that particular standard. Teachers will continue to identify areas of weakness, engage students in targeted interventions, and continuously assess their progress. Similarly, 7 th grade ELA teachers found that only 25% of students were able to cite text-based evidence. After the 1 st “cycle of Intervention” there was a 12% increase in mastery. In order to improve the implementation of instructional strategies that address these areas of weakness, Goldmansour & Rutherford (G&R) and The Danielson Group provide professional learning opportunities for teachers, paraprofessionals, and administrators. Goldmansour & Rutherford (G&R) provide professional development to the school that specifically supports them in building an inclusive environment. G&R is also committed to helping teachers support students with significant



	<p>Strategies Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</p>		<p>disabilities in general education and inclusive settings on all grade levels. G&R coaches have specific expertise in profound and severe disabilities including spectrum disorders and behavioral challenges. Professional development revolves around implementing Tier I and Tier II strategies, how to develop adaptive materials that is used in the classroom and supports in differentiating curriculum and instruction at different levels for a variety of students. G& R supports paraprofessionals with specific ways they could better support students in the classroom. In addition, G&R supports the speech teacher with shoulder-to-shoulder coaching and initiates case studies with specific students.</p> <p>As evidenced by the 2015 Quality Review, the area of focus was indicator 1.2 <i>Developing teacher pedagogy</i>. Therefore The Danielson Group has continued the work they started in 14-15 SY with a focus on teacher pedagogy. The Danielson Group continues to provide teachers with school-wide professional development as well as shoulder-to-shoulder coaching and support for novice and all teachers in general with instruction. Advance data has demonstrated that the teachers require extra support in Engaging all students, Discussion and Questioning Techniques, as well as Assessment.</p> <p>School leadership and teachers will continue to strengthen these areas.</p>
2.	<p>Supportive Environment Goals: By June 2016, there will be a 2% student attendance increase.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Wediko (Lead CBO) and the Attendance Team will support the school with attendance initiatives. • Wediko (Lead CBO) will provide social-emotional and academic support during ELT. 	G	<p>The current operational structure in support of the Community School model is contributing largely to the success seen in student attendance, school climate, and school wide social-emotional support. Wediko (Lead CBO) works collaboratively with the entire school community to provide services in support of the needs of our students. Wediko is currently directly engaged in working with the Attendance Team, Extended Learning Time (ELT), and providing social-emotional support to students.</p> <p>The Attendance Team is currently using the Attendance Heat Map as a tool to track daily attendance and the different interventions used by the attendance team. The data currently shows that average student attendance to date is 92.4%. This is currently exceeding the benchmark</p>



	<p>Renewal School Priority Area:</p> <ul style="list-style-type: none"> Attendance Systems & Structures 		<p>of 90.8% for the 15-16 SY and an improvement of 3% since the 14-15 SY.</p> <p>Wediko offers direct social-emotional lessons around building community in the classroom. Lessons are centered on topics such as bullying, recognizing the positives in their classmates, perspective taking around particular scenarios of conflict, and sharing about themselves respectfully with one another, among others. Wediko is currently planning on a combination of facilitating Community Building Restorative Circles that directly supports academic classes, as well as providing targeted individual and small group academic and socio-emotional interventions during ELT. They have sub-contracted with Creative Connections that offers two <i>Success Coaches</i> to offer College and Career Connections programming to help students set goals and identify how their work in middle school fits into their future aspirations. Creative Connections will also offer their Teen Entrepreneurship Program to support math instruction with school based small business planning/implementation and financial literacy training, as well as their Spoken Word programming to support literacy through writing, analyzing and performing Spoken Word poetry. The Beacon program collaborates with Wediko in providing one staff member to do literacy based therapeutic art programming for three (3) classes. The instructor, a licensed art therapist, uses the arts to help students express themselves, manage their own emotions, and learn about one another.</p>
3.	<p>Collaborative Teachers</p> <p>Goals: By June 2016, through structured grade team meetings teachers will refine the curriculum map and at least (4) CCLS aligned rigorous units with multiple entry points for all students in English Language Arts.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> The Danielson Group and Datacation will support the school in creating a data-driven environment where teachers use data, have 	Y	<p>The school's culture is one that fosters professional collaboration, promotes shared leadership, and strengthens teacher practice. Strategic programming supports content grade level common planning as well as interdisciplinary common planning across all grades and content areas every week.</p> <p>Teachers across the school participate in inquiry-based collaborative teams that use effective protocols to examine classroom practice, analyze assessment data, and assess student work to identify its impact on student learning and outcomes. The school uses Datacation (DDC) to create, scan, and examine assessments. Teachers engage in inquiry-</p>



<p>teacher team meetings, and create next steps for student achievement.</p> <p>Renewal School Priority Areas: Inquiry</p>	<p>based meetings to examine data reports from Datacation (DDC) to improve teacher practice and inform next steps. Curriculum maps reflect the use of assessments that measure student progress. Teachers administer pre- and post-assessments for all units in mathematics, English Language Arts, social studies and science in order to measure student progress. School leaders and teachers use Datacation (DDC) to monitor the successful implementation of the assessment cycle. Teachers use assessments to identify gaps that may exist in English Language Arts and mathematics. After data analysis, teachers modify curriculum maps and add scaffolds for ELL, SWD, and the highest achieving students to ensure all students are able to enter and exit lessons cohesively and at the level of their ability. In addition, at team meetings teachers share best practices and modify lessons and/or curriculum based on student data.</p> <p>The school also uses in-class assessments to improve student learning:</p> <ul style="list-style-type: none"> • Timely and accurate checks for understanding before, during, and after the implementation of a unit • Teachers are able to administer pre- and mid- unit assessments in order to make adjustments to lesson and/or unit plans • Teachers administer post unit assessments to measure students’ mastery of key skills, concepts and standards at the conclusion of each unit. They use this information to plan for additional supports in the next unit. <p>Teachers use this data to provide targeted instruction during small group work within the classroom, during ELT and Academic Intervention Services (AIS).</p> <p>Teacher teams use Google Docs as a platform for archiving meeting agendas, minutes, curriculum maps, and current student data for the “Cycle of Intervention”, and current unit assessment data in ELA and Math. The Instructional and Administrative Cabinet monitor progress,</p>
--	---



			<p>as the work is evolving allowing for immediate adjustments to teacher practice.</p>
<p>4.</p>	<p>Effective School Leadership Goals: By June 2016, 25% of the teachers will grow by one level on the Danielson scale in component 3b (Questioning and Discussion Techniques).</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> • Make use of common assessments and assessment schedules which will allow for gains in all grades and core subject areas. <p>Renewal School Priority Areas: Leadership Coaching</p>	<p>Y</p>	<p>The plan to monitor progress towards meeting benchmarks involves the entire administrative team. The new school leader and her team will work together in order to ensure the systems are indeed improving student progress.</p> <p>Administrators review teacher team agendas and minutes in order to ensure that teams stay focused on the priorities set by the Instructional Cabinet. A culture has been established that requires deep communication and collaboration. This functional cycle is part of that culture and is an integral part of our teaching. The Data-Driven Inquiry instructional cycle is a process that helps teachers identify strategies on how to maximize student learning and involves assessment analysis and action planning.</p> <p>Teacher teams systemically analyze key elements in teacher practice as well as assessment data in Mathematics and ELA, and student work including portfolios, assessments, group work interactions, etc. which results in shared improvements in teacher practice (e.g. rigorous tasks, well-sequenced units, effective instructional techniques) and mastery of goals for groups of students; Mathematics/ELA Peer Collaborative Teachers and their teams exchange student data to create richer portraits of student learning needs and achievements.</p> <p>In the beginning of the school year all students will be given a Common Core Aligned baseline assessment. Once the baseline assessment is given, teachers score their individual class assessments and identify common trends and deficiencies to be shared with other teachers in the same grade level, during their teacher team meeting.</p> <p>The baseline assessment will give teachers valuable information on areas that need to be targeted to maximize student learning and targeting individual student needs. These targeted areas of instruction will be addressed during small group instruction, ELT, and Academic Intervention</p>



Services (AIS). The administrative team and Instructional Cabinet will regularly review assessment data. This information will also be used to identify the students who will populate the various learning opportunities during the school day, ELT, and Saturday Academy programs for extended learning (enrichment and remedial classes). A benchmark assessment is administered in all grade levels and results will be used during teacher team meetings to further adjust the content curriculum and continue to target individual student learning goals. Assessment data will be submitted to administrators as well as placed in Google Docs for all to have access to.

Instruction will be monitored by the administrative team and various types of data (student work, teacher team outcomes, assessment results, teacher observations, etc.) will be collected to determine if progress towards established goals is being made. If there is little or no progress being made, the plan of action will be revisited and revised as necessary.

Work with each external partner will begin with a collaborative examination of relevant data, with the goals of setting mutually agreed-upon benchmarks that are both measurable and time-bound. Both parties will use the benchmarks (various types of data; student work, teacher team outcomes, assessment results, teacher observation, etc.) to determine their respective responsibilities, create deadlines for the completion of responsibilities, and specify the individuals who will complete the necessary actions. Benchmarks and responsibilities, along with related details such as deadlines and the resources necessary, will be added to an action plan. Action plans and progress toward benchmarks will be revisited on a bi-monthly basis. If services are not yielding expected outcomes, both parties will determine where the accountability lies, create a plan of action to ensure future benchmarks are met, and act accordingly. If there is little or no progress being made, the plan of action will be revisited and revised as necessary, should there be no progress after adjustments are made barring extenuating circumstance that would impede progress towards the objective, the partnership would ultimately be dissolved.



			<p>The administrative team will continue to conduct cycles of observations. A schedule of observations will be adhered to and actionable feedback will be given which will lead to improved pedagogy.</p> <p>To strengthen teaching practice the Principal continues to implement Charlotte Danielson’s “A Framework for Teaching” which is used to hold teachers to a common standard and provide teachers with timely and actionable feedback through which they can improve their pedagogy. Trends are noted as areas for improvement from observations of teachers and then used to inform cycles of professional learning opportunities for teachers. Administrators provide teachers with actionable feedback for all observations; informal as well as formal. Administrator’s work with teachers to create teacher goals and identify areas of growth in their pedagogy aligned with <i>Danielson</i>. The developed system has undergone several adjustments in order to maximize efficiency and ensure quality of the observation cycles and feedback to teachers. Practices supporting this initiative include:</p> <ul style="list-style-type: none"> • Supervisors engage in cycles of observation • Observations conducted through a specific lens using a specific focus • Charting Observations and identifying trends • The school leader and staff are engaged in a process that will improve teaching practice in order to effectively implement rigorous curricula aligned to Common Core.
5.	<p>Strong Family-Community Ties Goals: By June 2016, administrators, the Parent Coordinator and teachers from all grades will increase parental engagement, through multiple communication tools,</p>	Y	<p>Parents will always feel welcomed in the school community by always having someone who can communicate with them in their native language. Parents can meet the parent coordinator in the parent coordinator’s office where they can use computers to check students’ data, receive information regarding academics, and receive information</p>



<p>such as PupilPath, letters, telephone conferences, and email to express high expectations and accountability on student progress and achievement. The school will continue to provide parent workshops on Common Core Standards, technology, anti-bully, etc. In addition, attendance at workshops will demonstrate an upward trend as measured by last year’s attendance as well as the amount of parents logging into Pupil Path.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> • Link parents to programs and resources within the community that provide support services to families. 	<p>regarding social service supports.</p> <p>To continue the work that has been initiated, Roland Hayes JHS 291 will have specific actions and strategies in place to increase family and community involvement. These strategies are indicated below:</p> <ul style="list-style-type: none"> • Teachers will continue to use the time allotted on Tuesdays to meet with parents either in person or by telephone to inform parents of their child’s progress. Teachers will also give students actionable feedback on ways they can improve their work not only on the current task but also for the future tasks. • The school will have a parent workshop calendar that will provide parents with a plethora of workshops to support them with their middle school child. Workshops range from <i>Helping Your Child Succeed in School</i> to <i>Technology Workshops for parents</i>. • The school has provided an accessible parent/family information and resource center to support parents and families with training, resources, and other services with resources for English Language Learners (ELL) and Students with Disabilities (SWD) and will continue to do so. • The school has instituted a parental involvement policy that supports and respects all families, recognizing cultural and religious diversity. • The school has facilitated communication between school and home and provided parents easy access to their children’s progress through pupil path. • The school has linked parents to programs and resources within the community that provide support services to families. • The school has shared reports on school performance with
---	--



			<p>parents and solicited input for future goals.</p> <ul style="list-style-type: none"> • The school has provided information on how parents can foster learning at home, give appropriate assistance, monitor homework and give feedback to teachers. • Expand parents’ decision-making capacity regarding their child’s educational options and needs by providing professional development workshops for parents of all students including parents of ELLs, bilingual students and SWDs. • Enabled parents to internalize the significance of student periodic common assessment results, report cards and skills analysis of their children’s performance on State standardized assessments. • Communicate with parents continually through teacher contact, administrative and support staff contact, student progress reports, letters published in English and in languages spoken in the homes. • Gauge parent and community satisfaction through the administration of a school specific parent survey and by administering the School Survey. Data from the formal and informal parent surveys will inform goal setting and planning that addresses parent and community needs. • Family Worker provides attendance outreach, home visits, and translations, coordinate monthly attendance meetings, follow up on 407’s, work with Long Term Absences, attend PPT meetings to support students and families who are at risk. <p>Formal and informal strategies will engage parent/family involvement and communication. The goal is to continuously build parent capacity and awareness so that parents and the school can work collaboratively to increase student achievement. Specific actions and strategies to increase</p>
--	--	--	--



family and community involvement are indicated below:

- Provide parents with translated information regarding curriculum, student placement, school activities, student services, this SIG grant and other relevant programs.
- Provide an accessible parent/family information and resource center to support parents and families with training, resources, and other services with resources for English Language Learners (ELLs) and Students with Disabilities (SWDs)
- Conduct Parent-Teacher conferences with parents at least twice a year, with follow-up as needed. Conference times will be varied to accommodate parent schedules and language barriers.
- Coordinate ESL classes for parents.
- Provide staff development, for all school staff, regarding effective communication techniques and the importance of regular communication between the school and the family.
- Continue to institute a parental involvement policy that supports and respects all families, recognizing cultural and religious diversity.
- Establish a way for immediate and regular contact between parents and teachers when concerns arise.
- Link parents to programs and resources within the community that provide support services to families.
- Share reports on school performance with parents and solicit input for future goals.
- Provide information on how parents can foster learning at home, give appropriate assistance, monitor homework and give



feedback to teachers.

- Expand parents' decision-making capacity regarding their child's educational options and needs by providing professional development workshops for parents of all students including parents of ELLs, bilingual students and SWDs.
- Enable parents to internalize the significance of student common assessment results, report cards and skills analysis of their children's performance on State standardized assessments.
- Communicate with parents continually through teacher contact, administrative and support staff contact, student progress reports, letters published in English and in languages spoken in the homes.
- Gauge parent and community satisfaction through the administration of a school specific parent survey and by administering the School Survey. Data from the formal and informal parent surveys will inform goal setting and planning that addresses parent and community needs.
- Utilize the parent portal, *Pupilpath*, within the DataCation system to facilitate communication between school and home and providing parents easy access to their children's progress.
- Family Worker will be hired to provide attendance outreach, home visits, translations, coordinate monthly attendance meetings, follow up on 407's, work with Long Term Absences, attend PPT meetings to support students and families who are at risk.

I.S. 291 will continue to maintain a policy of transparent consultation and collaboration with key educational stakeholders such as administrators, teachers, parents and community based organizations. Communication about the school's Priority status was backpacked home and was addressed at meetings such as the School Leadership Team, PTA, Faculty Conference and a meeting with CBOs. These constituencies were also informed of the SIG grant and were consulted regarding the



			<p>implementation of the SIG plan. Elements to collaborate with key education stakeholders have been included throughout this plan. The incorporation of Pupilpath in DataCation in conjunction with the PC will ensure collaboration with the parents, PTA. Key stakeholders who serve on various school committees will meet regularly to assess, plan, evaluate and suggest improvement strategies regarding the implementation of SIG programs, the Parent Involvement Policy and the Comprehensive Educational Plan in order to ensure the instructional programs meet students’ needs and that parents are able to play an active role in helping the school to meet annual schoolwide goals.</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: Increase parental engagement and involvement.</p> <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>The Community Engagement Team meets regularly to oversee progress of the Community Engagement Plan. All stakeholders, including parents, are involved with discussions around steps being made toward meeting goals. The implementation of the Community School model was the priority this quarter, as it was a new endeavor for the school community. The challenge was finding ways to engage the</p>



other schools in the campus. Wediko, the lead CBO, working in collaboration with the whole campus, Roland Hayes JHS 291, Bushwick Community High School, and MESA Charter School, provides support and resources to all schools in the campus to enhance the Community School model. The major components of the support model include:

Increase Parental Engagement through Partnerships.

- **Component 1:** Peer Mediation programming through our partnership with Wediko (this involves a clear structure, including curriculum, integration of restorative practices, extensive training for peer mediators, Wediko facilitators of mediation, collaboration and training with the Dean and other school staff). This will be an expansion of the universal social-emotional learning/positive behavior supports/restorative practices that Wediko is implementing school-wide as part of the community schools implementation model.
- **Component 2:** Increase Expanded Learning Time – in conjunction with CBO programming. All students have the opportunity to participate in ELT activities. They include:
 - LeAp - Arts-based violence prevention programming; music, visual, dance, drama.
 - Global Kids - interactive programming focused on examining global issues and making local connections, getting kids participate effectively in the democratic process, learn about human rights, and social action.
- **Component 3:** Community Safety - Community Safety Team - made up of Wediko staff, parent volunteers, and community members.

The collaboration of all stakeholders on improving the Community School model will continue to remain a focus of the Community Engagement Team.

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
G	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:



Implementation of the School Renewal Program Strategy: (the components are listed below)

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three-year period of renewal.

The organizing Theory of Action that guides the strategy

- By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

- In order to attain high levels of achievement for all students in Renewal Schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, as previously mentioned in Level 2 Indicator Implement a Community School Model, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and Extended Learning Time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of



opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of Framework for Great Schools.

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.
--------------	--	---------------	---	------------	---

DRAFT



Part IV – Best Practices (Optional)

<p>Best Practices</p> <p>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.</p>	
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.
<p>1. Using the cohesive collaboration of external partners to strategically target and improve teacher practice in order to impact the level of student learning:</p> <p>Goldmansour & Rutherford (G&R) focuses on providing staff members with support creating and implementing scaffolds for SWD's, identifying and providing multiple entry points for ELL's and SWD's while still maintaining expectations and rigor demanded by the curriculum.</p> <p>The Danielson Group will focus on lesson planning. Lesson planning will focus on developing multiple entry points, opportunities for student-to-student discussion and engaging activities.</p>	<p>In order to improve the implementation of instructional strategies that address these areas of weakness, Goldmansour & Rutherford (G&R) and The Danielson Group provide professional learning opportunities for teachers, paraprofessionals, and administrators. Goldmansour & Rutherford (G&R) provide professional development to the school that specifically supports them in building an inclusive environment. G&R is also committed to helping teachers support students with significant disabilities in general education and inclusive settings on all grade levels. G&R coaches have specific expertise in profound and severe disabilities including spectrum disorders and behavioral challenges. Professional development revolves around implementing Tier I and Tier II strategies, how to develop adaptive materials that is used in the classroom and supports in differentiating curriculum and instruction at different levels for a variety of students. G& R supports paraprofessionals with specific ways they could better support students in the classroom. In addition, G&R supports the speech teacher with shoulder-to-shoulder coaching and initiates case studies with specific students.</p> <p>Impact is evidenced by classroom observations that show an increase in the use of adaptive materials by students, differentiated tasks as also noted in curriculum maps and lesson plans, an array of resources and scaffolds available in the "Student Resource Center" made available in every classroom, and the overall level of student discussion observed.</p> <p>As evidenced by the 2015 Quality Review, the area of focus was indicator 1.2 <i>Developing teacher pedagogy</i>. Therefore The Danielson Group has continued the work they started in 14-15 SY with a focus on teacher pedagogy. The Danielson Group continues to provide teachers with school-wide professional development as well as shoulder-to-shoulder</p>



		coaching and support for novice and all teachers in general with instruction. Advance data has demonstrated that the teachers require extra support in Engaging all students, Discussion and Questioning Techniques, as well as Assessment.
--	--	---

DRAFT



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, Lillian Druck

Signature of Receiver: _____

Date: _____ February 2016 _____

DRAFT