

Receivership

Quarterly Report *and* Continuation Plan (2016-17)

3rd Quarter - January 18, 2016 to April 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
07X162: J.H.S. 162 Lola Rodriguez De Tio	320700010162	NYC GEOG DIST # 7 – BRONX	Yellow	SIG Cohort 6
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	Deborah Sanabria	Aimee Horowitz, Executive Superintendent for Renewal Schools Elisa Alvarez, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	367

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. Last 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 JHS 162 Lola Rodriguez De Tio 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.

While the JHS 162 focus has partly been to create a stable, safe, and orderly environment, it is appreciated that a rigorous and differentiated instruction is also a contributor to a safe and orderly learning environment. The school-wide focus is anchored to all of the elements of the Framework for great Schools. Teachers follow schedules that allow for engagements in weekly department, grade-level, and faculty-wide planning sessions. The focus is Reciprocal Teaching and Accountable talk within all content-area classes as well as the analysis of formative data to drive instruction. The strategy will support all learners, including English Language Learners and Students with Disabilities. Teachers scaffold their lessons and consider multiple entry points and write lesson plans incorporating targeted grouping and best practices that address all learners.

The JHS 162 Instructional focus is: *If a teacher models effective discussion using "Accountable Talk" stems and "Reciprocal Teaching" structures rooted in complex text, then students will develop the skills of using evidence to support arguments in discussion and writing.*

The above instructional focus is the tool that lives throughout the school year. All of the decisions are made in regards to data inquiry, professional learning, systems and structures and academic interventions are done with the Instructional Focus as the anchor that drives the school wide initiatives.



JHS 162 developed a 2015-2016 School-Based Professional Learning calendar that is aligned to the school wide Instructional Focus, with components such as Quality Discussion; Professional Learning Activity; Evidence in the Classroom; and Impact on Student Learning.

Rigorous Instruction (Focus on Domain 3b-Questioning/Discussion-Reciprocal Teaching- Accountable Talk Stems-Talk Move Map-Depth of Knowledge-DOK Questioning & Discussion- Universal Design for Learning-UDL, Content Curriculum, Word Generation)

- I. PBIS Framework (Domain 2 Classroom Environment/Managing Student Behavior, SWIS/Referral data, Build Trust and School positive culture, and Implementation of the PBIS Framework)
- II. Effective Feedback: Focus on Descriptive Feedback for all learners including ELLs and students with disabilities
- III. Data (Looking at Student Work, Benchmark Assessments for all students including subgroups, Goal book, and Looking at Teacher Pedagogical Practices, Peer Inter-visitation with a focus on Domain 3b-Questioning & Discussion)

The Expanded Learning Time is a work in progress and it continues to develop into a strategic approach on providing academic intervention as well as enrichment to specific targeted groups of students such as the lowest third, students at the CUSP (high 1 to 2, high 2 to 3) This form of strategic grouping by academic levels will be informed by baseline performance series assessments and ongoing benchmark assessments informing teacher's practice and student's progress.

Assessment data has been utilized more in depth to give our Common Content Teacher Planning the consistent structure for norming and tracking student's progress while using common "data" and/or assessment benchmarks to examine student's work. Our next step is to begin giving students descriptive feedback in order to promote growth in their learning. Formative Assessments are fully aligned to the CCLS using New York State Rubric to assess students' learning and progress, MOSL (Measure of Student Learning) performance Series Assessments and NY Progress Benchmark Assessments. Teachers collaborate on using the state rubric across grade-levels and subject areas to keep consistent monitoring student's progress resulting in students becoming aware of their next learning step. There will be a focus on student self-monitoring their own progress as a result of using the State Rubric for ELA and Math with students being held to high standards (CCSS).

Teachers meet weekly in data analysis teams, utilizing formative data and looking at student work as well as for collaborative planning. These sessions occur within and across grades as well as with service provider and teacher specialist. The intended impact is for teachers to plan deliberately and strategically group students by utilizing the formative data.



Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators					
Please list the school’s Level 1 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.					
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
3-8 ELA Growth Percentile	Yellow	47.2	48.2	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <ul style="list-style-type: none"> • Students increased their Lexile reading level by over 20 points, on average. • Students read a total of 19,889 books, which averages 48 books read by each student. • JHS 162 was recognized for being one of the two top schools in NYC for reading 6,946 total hours, which averaged 18 hours of independent reading per student. 	N/A
3-8 Math Growth Percentile	Yellow	49.8	50.8	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the</p>	N/A



				<p>target. Data to evaluate this indicator will be available August 31, 2016.</p> <ul style="list-style-type: none"> Data for the first two periodic assessments in math show students struggling to be held to CCLS rigor but are showing progress in classroom engagement, as they adjust to the higher standards. <table border="1"> <thead> <tr> <th>MATH</th> <th>PA1</th> <th>PA2</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>GRADE 6</td> <td>1.79</td> <td>1.78</td> <td>-0.8%</td> </tr> <tr> <td>GRADE 7</td> <td>1.83</td> <td>1.83</td> <td>0.1%</td> </tr> <tr> <td>GRADE 8</td> <td>1.84</td> <td>1.80</td> <td>-2.3%</td> </tr> </tbody> </table>	MATH	PA1	PA2	Change	GRADE 6	1.79	1.78	-0.8%	GRADE 7	1.83	1.83	0.1%	GRADE 8	1.84	1.80	-2.3%	
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3-8 Math Percent Level 2 & Above	Yellow	35%	36%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <ul style="list-style-type: none"> Data for the first two periodic assessments in math show students struggling to be held to CCLS rigor but are showing progress in classroom engagement, as they adjust to the higher standards. 	N/A																



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Grade 4 and 8 Science Percent Level 3 & Above	Yellow	15%	16%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <ul style="list-style-type: none"> In analyzing the summative data that showed students with disabilities slipping from level 3 to 2 and from level 2 to 1, we paired teachers with strong content knowledge to foster small group instruction. This co-teaching approach was implemented in science classes, where the content teacher taught collaboratively with special education teachers hired for their strong background in science. This approach allowed our 12:1 classes to receive content instruction from both teachers and has greatly improved student engagement, as evidenced in <i>Advance</i>. 				N/A	



<p>Make Priority School Progress</p>	<p>Yellow</p>	<p>N/A</p>	<p>Meet progress criteria</p>	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available pending SED release of information.</p> <ul style="list-style-type: none"> • Formative assessment tools, Plickers and Kahoot, are used to gather data on student learning and inform differentiated groupings. • Software, such as ST Math, Think-Through-Math, MmOn, I-Ready and Achieve 3000 facilitate academic intervention services to all learners, including specific targeted population (SWDs and ELLs). Out of 300 schools in NYC using myOn reading, JHS 162 was recognized for being one of the two top schools with over 18 hours per student, average reading time. • As evidenced in <i>Advance</i>, teachers are providing more opportunities to allow students to engage in intellectual discussion, using tools such as Blogger, Google Classroom, Nearpod, and Kidblog. • Baseline assessments from Performance Series Assessment, together with data from the myON and I-Ready diagnostic assistive 	<p>N/A</p>
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				<p>programs, provide us with qualitative and quantitative data.</p> <ul style="list-style-type: none"> Administration of formative assessments from NY Ready and I-Ready Diagnostic provides actionable data that teacher teams are using to adjust curriculum and inform scaffolds and other interventions. 	
School Survey - Safety	Yellow	3.24	3.28	<p>Implementation of the crisis team, through partnership with New York Foundling, have helped us decrease the number of incidents in our OORS. The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> All staff have participated in PBIS training. All staff have initiated school wide expectations and incentive activities, using the PBIS reward and incentive program, as evidenced throughout the school environment. All CBOs and Title III afterschool and Saturday intervention programs are aligned to the school wide instructional focus and are an extension to what the students are learning 	N/A



				<p>during the school day. These programs are functioning and continue near maximum student participation levels.</p> <ul style="list-style-type: none"> There has been a continuous increase in student attendance so far this year. Review of the attendance data shows the following: September 90.3%; Oct 90.8%; Dec 91.0%; Jan 90.7%; Feb 90.9%; March 90.3%; April 93.4%. Total OORS incidents <table border="1"> <thead> <tr> <th>2014-15</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>352</td> <td>102*</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Level 4 or above Incidents <table border="1"> <thead> <tr> <th>2014-15</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>116</td> <td>42*</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Principal Suspensions <table border="1"> <thead> <tr> <th>2014-15</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>75</td> <td>12*</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Superintendent Suspensions <table border="1"> <thead> <tr> <th>2014-15</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>12*</td> </tr> </tbody> </table> <p>*As of May 9, 2016</p>	2014-15	2015-16	352	102*	2014-15	2015-16	116	42*	2014-15	2015-16	75	12*	2014-15	2015-16	23	12*	
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LEVEL 2 Indicators
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Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Plan
Framework: Rigorous Instruction	Yellow	3.32	3.36	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> • Teachers use Skedula to centralize grade and data reporting. • Pedagogical practices are aligned to the instructional focus and school goals, with the impact of teachers strategically differentiating instruction through station teaching, where one student group works on a targeted lesson with the teacher, one group works on targeted lessons utilizing technology, and one group works independently or collaboratively with peers. • Formative assessment tools, Plickers and Kahoot, are used to gather data on student learning and inform differentiated groupings. • Software, such as ST Math, Think-Through-Math, MmOn, I-Ready and Achieve 3000 facilitate academic intervention services to all learners, including specific targeted population (SWDs and ELLs). Out of 300 schools in NYC using myOn reading, JHS 162 	N/A



				<p>was recognized for being one of the two top schools with over 18 hours per student, average reading time.</p> <ul style="list-style-type: none"> • As evidenced in <i>Advance</i>, teachers are providing more opportunities to allow students to engage in intellectual discussion, using tools such as Blogger, Google Classroom, Nearpod, and Kidblog. • Baseline assessments from Performance Series Assessment, together with data from the myON and I-Ready diagnostic assistive programs, provide us with qualitative and quantitative data. • Administration of formative assessments from NY Ready and I-Ready Diagnostic provides actionable data that teacher teams are using to adjust curriculum and inform scaffolds and other interventions. • Data is warehoused in Google Drop Box and is available to all staff to use in instructional preparation and in team meetings. • Interim assessment data is analyzed to determine data trends and patterns that drive instructional planning, targeted interventions, and student grouping. • Classroom data is articulated on a data wall that promotes students’ progress, class academic next steps and student grouping. • Teachers are deliberately planning their lessons that incorporate data to meet the needs of all learners. 	
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<p>Framework: Supportive Environment</p>	<p>Yellow</p>	<p>3.00</p>	<p>3.04</p>	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> • All staff have participated in PBIS training. • All staff have initiated school wide expectations and incentive activities, using the PBIS reward and incentive program, as evidenced throughout the school environment. • All CBOs and Title III afterschool and Saturday intervention programs are aligned to the school wide instructional focus and are an extension to what the students are learning during the school day. These programs are functioning and continue near maximum student participation levels. • There has been an increase in student attendance so far this year. Review of the attendance data shows the following : September 90.3%; Oct 90.8%; Dec 91.0%; Jan 90.7%; Feb 90.9%; March 90.3%; April 93.4%. <p>Total OORS incidents</p> <table border="1" data-bbox="879 1333 1205 1414"> <tr> <td>2014-15</td> <td>2015-16</td> </tr> <tr> <td>352</td> <td>102*</td> </tr> </table>	2014-15	2015-16	352	102*	<p>N/A</p>
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Implement Community School Model	Yellow	N/A	Implement	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> • All JHS 162 staff have participated in PBIS training. • JHS 162 has initiated school wide expectations and incentive activities, using the PBIS reward and incentive program, as evidenced throughout the school environment. • All CBOs and Title III afterschool and Saturday intervention programs are 	N												



				<p>functioning and continue near maximum student participation levels.</p> <ul style="list-style-type: none"> School advisory groups (12:1 student/teacher groups) meet twice a month to discuss progress, utilizing the learning targets “I Can Statements” and allow for family engagement activities to occur while keeping parents abreast of their children’s academic performance. 	
Performance Index on State ELA Exam	Yellow	47	49	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <ul style="list-style-type: none"> Students increased their Lexile reading level by over 20 points, on average. Students read a total of 19,889 books, which averages 48 books read by each student. JHS 162 was recognized for being one of the two top schools in NYC for reading 6,946 total hours, which averaged 18 hours of independent reading per student. 	N/A
Provide 200 Hours of Extended Learning Time	Yellow	N/A	Implement	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The</p>	N/A



include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.

List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
<p>1. Rigorous Instruction</p> <p>Goals: By June 2016, a 20% decrease in students performing below standards (level 1) and or increasing by 5% the number of students meeting (level 2-3) on the CCLS in ELA and math State test, including SWDs and ELLs.</p> <p>Key Strategies: Provide training on the creation of CCLS-aligned curricula in all courses, using the Understanding by Design Model, and the use of pedagogical strategies with an emphasis on curricular and pedagogical scaffolds and supports. Mathematics teachers at Lola Rodriguez De Tio, JHS 162, will have on-site coaching, content planning and off-site course work, which will in turn, increase students performing at grade level in mathematics.</p>	<p>Yellow</p>	<p>During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • Teachers use Skedula to centralize grade and data reporting. • Pedagogical practices are aligned to the instructional focus and school goals, with the impact of teachers strategically differentiating instruction through station teaching, where one student group works on a targeted lesson with the teacher, one group works on targeted lessons utilizing technology, and one group works independently or collaboratively with peers. • Formative assessment tools, Plickers and Kahoot, are used to gather data on student learning and inform differentiated groupings. • Software, such as ST Math, Think-Through-Math, myOn, I-Ready and Achieve 3000, facilitate academic intervention services to all learners, including specific targeted population (SWDs and ELLs). Out of 300 schools in NYC using myOn reading, JHS 162 was recognized for being one of the two top 	<p>N/A</p>



<p>In order to achieve this over five years and to ensure sustainability, it has been determined through daily administrative observations, instructional walkthroughs and content specialist support, that teacher professional development is paramount.</p> <p>Ells, SWDs, and students not meeting standards.</p> <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Expanded Learning Time Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students RTI/AIS</p>		<p>schools with over 18 hours per student, average reading time.</p> <ul style="list-style-type: none"> • As evidenced in Advance, teachers are providing more opportunities to allow students to engage in intellectual discussion using tools such as Blogger, Google Classroom, Nearpod and Kidblog. • Baseline assessments from Performance Series Assessment, together with data from the myON and I-Ready diagnostic assistive programs, provide us with qualitative and quantitative data. • Administration of formative assessments from NY Ready and I-Ready Diagnostic provides actionable data teacher teams are using to adjust curriculum and inform scaffolds and other interventions. • Data is warehoused in Google Drop Box and is available to all staff to use in instructional preparation and in team meetings. • Interim assessment data is analyzed to determine data trends and patterns that drive instructional planning, targeted interventions, and student grouping. • Classroom data is articulated on a data wall that promotes students’ progress, class academic next steps, and student grouping. • Teachers are deliberately planning their lessons that incorporates data to meet the needs of all learners. 	
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<p>2.</p>	<p>Supportive Environment Goals: By May 2016, all staff members will be trained in the use of the Positive Behavioral Intervention and Support (PBIS) Framework through the implementation of the school wide Universal Behavioral Matrix (SPOTS) and students reward system, as evidenced by 20% decrease in classroom incidents reported within OORS.</p> <p>Key Strategies: Improve school climate and create a strong Culture for Learning by providing significant social-emotional and academic support for students and families and PBIS strategies for staff through partnership with our Community Based Organization, WestHab. Throughout the grant Lola Rodriguez De Tio, JHS 162 will provide character curricular modules, a renewed advisory program, specific support structures and teacher professional development with a lens on character building.</p>	<p>Yellow</p>	<p>During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> All staff have participated in PBIS training. All staff have initiated school wide expectations and incentive activities using the PBIS reward and incentive program, as evidenced throughout the school environment. All CBOs and Title III afterschool and Saturday intervention programs are aligned to the school wide instructional focus and are an extension to what the students are learning during the school day. These programs are functioning and continue near maximum student participation levels. There has been an increase in student attendance so far this year. Review of the attendance data shows the following : September 90.3%; Oct 90.8%; Dec 91.0%; Jan 90.7%; Feb 90.9%; March 90.3%; April 93.4%. <p>Total OORS incidents</p> <table border="1" data-bbox="856 1117 1182 1198"> <tr> <td>2014-15</td> <td>2015-16</td> </tr> <tr> <td>352</td> <td>102*</td> </tr> </table> <p>Level 4 or above Incidents</p> <table border="1" data-bbox="856 1279 1182 1360"> <tr> <td>2014-15</td> <td>2015-16</td> </tr> <tr> <td>116</td> <td>42*</td> </tr> </table> <p>Principal Suspensions</p>	2014-15	2015-16	352	102*	2014-15	2015-16	116	42*	<p>N/A</p>
2014-15	2015-16											
352	102*											
2014-15	2015-16											
116	42*											



			<table border="1"> <tr> <td>2014-15</td> <td>2015-16</td> </tr> <tr> <td>75</td> <td>12*</td> </tr> </table> <p>Superintendent Suspensions</p> <table border="1"> <tr> <td>2014-15</td> <td>2015-16</td> </tr> <tr> <td>23</td> <td>12*</td> </tr> </table> <p>*As of May 9, 2016</p>	2014-15	2015-16	75	12*	2014-15	2015-16	23	12*	
2014-15	2015-16											
75	12*											
2014-15	2015-16											
23	12*											
3.	<p>Collaborative Teachers</p> <p>Goals: By June 2016, 60% of teachers will increase one HEDI rating, based on previous rating in the Danielson component 1e (Designing Coherent Instruction), as evidenced by the <i>Advance</i> observation reports.</p> <p>Key Strategies:</p> <p>Renewal School Priority Areas: Inquiry</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • Teachers meet weekly for collaborative planning in data analysis teams, utilizing formative data and looking at student work. • Planning sessions occur within and across grades, as well as with service providers and teacher specialists. • The UFT Teacher Center instructional coach supports content-specific teachers through the lens of the school wide instructional focus, where they engage in structured collaborative team planning sessions, sharing strategies, assessing student work, and holding each other professionally accountable for ensuring that agenda items are discussed in-depth and expectations are set for upcoming planning sessions. • Through <i>Advance</i>, administration provides consistent, actionable feedback aligned to the school wide instructional focus and to the professional learning workshops. 	N/A								



			<ul style="list-style-type: none"> • One impact of our collaborative teacher groups is how they evaluated data through student work and changed our writing strategy from RAFFT to RATED, after recognizing a pattern of students, able to cite evidence but unable to provide reasoning or rationale for selecting a particular evidence-based text. • School leaders regularly offer professional development off-site and professional development partnerships on-site. • Teachers’ turnkey information during daily and weekly meetings of teacher teams, the instructional cabinet, and during faculty meetings. 	
4.	<p>Effective School Leadership</p> <p>Goals: By June 2016, all teachers will be provided with actionable and frequent feedback, by administration and teachers respectively, focusing on all aspects of Danielson Framework Domain 3 and their alignment to Common Core Learning Standards to improve teacher effectiveness, as measured by an increase of at least one HEDI in 3b, 3c and 3d by 60% of JHS 162 staff.</p> <p>Key Strategies:</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • Total OORS incidents have decreased by 71% from last year. • Total suspensions have decreased by 75% from last year. • Students read a total of 19,889 books, which averages 48 books read by each student. • JHS 162 was recognized for being one of the two top schools in NYC for reading 6,946 total hours, which averages 18 hours of independent reading/48 books per student. • Students increased their Lexile reading level by over 20 points, on average. • All JHS 162 staff have participated in two actionable feedback cycles aligned to the 	N/A



			<p>instructional focus and professional learning workshops.</p> <ul style="list-style-type: none">• The majority of JHS 162 students and parents have participated in feedback SLC meetings.• Through <i>Advance</i>, administration provides consistent, actionable feedback aligned to the school wide instructional focus and to the professional learning workshops.• School leaders and teachers engage in ongoing data talk discussions, via Data Talk Protocol, developed collaboratively by school and teachers, to evaluate the effectiveness of the learning target "I can Statements," action plans, and impact on teacher practice. These data-driven talks help stakeholders identify the stumbling blocks that stifle student growth and ascertain the impact of the instructional and organizational decisions made thus far, resulting in agreed-upon next steps for continual instructional improvement. The use of data wall as a tool to monitor student progress and determine instructional next steps for each class is the way we structure the instructional focus.• The principal uses distributive leadership by identifying lead teachers in each content area in order to achieve objectives and to further communication and trust among all constituent groups. This is reflected on the last school annual survey, where teacher-principal and teacher-teacher trust scored	
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			higher than comparable middle schools, city wide.		
5.	<p>Strong Family-Community Ties</p> <p>Goals:</p> <p>By June 2016, JHS 162 will increase parent participation by 20%, as evidenced by Pupil Path portal, student-led conferences, parent workshops, PTA meetings, and school wide events.</p> <p>Key Strategies:</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • Student-led conferences, as a school-wide initiative begun this year to empower students, develop leadership skills and involve families in their child’s academic progress. • There is an increase of parent participation, compared to the previous year, as evidenced by an increase of 45 parents participating in student-led conferences. • School advisory groups (12:1 student/teacher groups) meet twice a month to discuss progress, utilizing the learning target “I can Statements” and allow for family engagement activities to occur while keeping parents abreast of their children’s academic performance. 	N/A	
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 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. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<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: Additional resources used to execute best teaching practices. Increased resources for students with IEP's Increased availability of mental health services and emotional services for students Increase Parent Engagement Utilize data to strategically group students</p> <p>Goals/Outcome of CET meetings: CET reviews Quarterly Reports and with SLT reviews data and discusses strategies to address student academic and socio-emotional progress.</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</p>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conduct 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.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report 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's utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>



	<p>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. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school.</p>	
<p>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.</p>		
<p>Status (R/Y/G)</p>	<p>Analysis / Report Out</p>	<p>2016-17 School Year Plan</p>
<p>Green</p>	<p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.</p>	<p>The NYCDOE will continue to engage in regular consultation with the leadership of its collective bargaining units 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. 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.</p>

Receivership Quarterly Report – 3rd Quarter AND Continuation Plan (2016-17)

January 18, 2016 to April 15, 2016

(As required under Section 211-f(11) of NYS Ed. Law)



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	Red	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	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 IV – Title I Schoolwide Program (SWP) Plan Required Components (As applicable)

2016-17 School Year Plan			
<i>As applicable</i> , please provide additional information to describe 2016-17 school year plans and rationale for required components of a Title I Schoolwide Program plan. If a required component has already been addressed in one or more section above, please use the “2016-17 School Year Plan” column to indicate which sections contain this information. A brief rationale should be included for <i>each</i> required component.			
Ten Required Components of SWP		2016-17 School Year Plan	Rationale
1.	Comprehensive Needs Assessment	Diagnostic Tool School and District Effectiveness (DTSDE), both state-led and district-led satisfy this requirement.	N/A
2.	Schoolwide Reform Strategies	N/A	N/A
3.	Instruction by Highly Qualified Teachers	N/A	N/A
4.	High Quality and On-going Professional Development	N/A	N/A
5.	Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools	N/A	N/A
6.	Strategies to Increase Parental Involvement	N/A	N/A
7.	Transition Plans to Assist Pre-school Children from Early Childhood Programs to the Elementary School Program	N/A	N/A
8.	Measures to Include Teachers in Decisions Regarding the Use of Academic Assessment Data to Inform Instruction	N/A	N/A
9.	Activities to Ensure the Students Who Experience Difficulty Attaining Proficiency Receive Effective and Timely Additional Assistance	N/A	N/A
10.	Coordination and Integration of Federal, State and Local Services and Programs -	N/A	N/A



Part V – Best Practices (Optional)

<u>Best Practices</u>		
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.	The use of the myON Reading program during the skill periods and the ELT period.	Out of 300 schools in NYC using myOn reading, JHS 162 was recognized for being one of the two top schools. We read 6,946 total hours, which averaged 18 hours per student. Students read a total of 19,889 books, which averaged 48 books per student. Students increased their Lexile reading level over 20 points, on average.
2.	Co-teaching approach for 12:1 science and humanities classes	In analyzing the summative data that showed students with disabilities slipping from level 3 to 2 and from level 2 to 1, we paired teachers with strong content knowledge to foster small group instruction. This co-teaching approach was implemented in science and humanities classes, where the content teacher taught collaboratively with special education teachers hired for their strong background in science and social studies. This approach allowed our 12:1 classes to receive content instruction from both teachers and has greatly improved student engagement, as evidenced in <i>Advance</i> .
3.		



Part VI – Fiscal

Budget Analysis/Narrative and Budget Documents – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below. Please note, separate budget narratives and FS-10’s must be submitted for a SIG, SIF and/or Persistently Struggling Schools (PSS) grant.

Design Element	Status (R/Y/G)	Analysis of 2015-16 School Year
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.</u>		N/A

Additionally, under separate attachment, the LEA/school must provide a **Budget Narrative** and an **FS-10** for the upcoming 2016-17 implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the 2016-17 Continuation Plan and/or Persistently Struggling Schools (PSS) grant. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of its intervention plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need. Schools no longer receiving SIG or SIF funds need not submit budget narratives and FS-10’s.



Part VII – Attestation

RECEIVER:

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): _____

Signature of Receiver: _____

Date: _____

COMMUNITY ENGAGEMENT TEAM:

By signing below, I certify that the community engagement team (CET) was directly consulted in the preparation of this document.

Name and Position of CET Representative (Print): _____

Signature of Receiver: _____

Date: _____



The University of the State of New York - THE STATE EDUCATION DEPARTMENT - Albany, NY 12234

2016-17

School Improvement Grant 1003(g)
 School Innovation Fund Grant
 Persistently Struggling Schools Grant

Continuation Plan Cover Page

District Name	
School Name	
Contact Person	Telephone ()
E-Mail Address	
<p>I hereby certify that I am the applicant’s chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer
Typed Name:	Date:

DRAFT

