

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
27Q480: John Adams High School	342700011480	NYC GEOG DIST #27 - QUEENS	Green	SCEP
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Daniel Scanlon	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcoff, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	2358

Executive Summary

Please provide a *plain-language summary* of the current reporting quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

The new State Receivership law requires that “Persistently Struggling Schools” be given an initial one-year period to improve student performance, and “Struggling Schools” be given an initial two-year period to improve student performance. The State Education Department designated 62 New York City schools as Struggling or Persistently Struggling, which requires them to be placed in receivership under the Chancellor’s direction.

As part of this Administration’s commitment to ensure that all of our students receive a high-quality education, Mayor Bill de Blasio and Chancellor Carmen Fariña launched the Renewal School program, which included a \$150 million commitment to provide unprecedented resources to turnaround 94 of our most challenged schools. Fifty of the 62 state-designated Struggling and Persistently Struggling Schools are in the City’s Renewal Program. The remaining 12 are receiving similar resources and all 62 benefit from State-mandated supports.



Renewal Schools are implementing significant interventions to accelerate student performance and help close achievement gaps. Those interventions include an additional five hours of expanded learning time; working with partner community-based organizations to provide rich after-school programming; and, increased professional development for school leaders, teachers and other school-based staff through coaches and partnerships with institutions such as Teachers College at Columbia University. Additionally, each Renewal School is now a Community School, offering wraparound services to our students and their families.

The education reforms in the Renewal School Program have a strong record of driving improvement. First, strong, effective leadership is critical in initiating and sustaining turnaround efforts in struggling schools. Since the launch of the Renewal School Program, we have dispatched teams of experienced principals and assistant principals to strengthen leadership and to provide expertise these schools need to help change direction. Where it is needed, we have and will continue to replace school leadership to help transform a school and boost student achievement.

Second, increased high-quality professional development provides teachers and principals targeted support to develop their craft and improve classroom instruction practices. We are investing in deepening teachers' skills through professional development at every grade.

Third, expanded learning time extends the school day by one hour each day and enables struggling schools to create more time for core subject instruction, tailored academic support for students' unique needs, and enrichment activities provided in collaboration with community partners. Schools now have a more seamless school day that reinforces core subject material while providing students with helpful strategies and services that support active learning.

Finally, the Community School model, which incorporates academic and social services into the school environment, provides services to students and communities beyond the classroom needs, with the goal of helping students focus and stay on task during the school day.

To oversee these efforts we established the Office of Community Schools and the Office of Renewal Schools. We also hired a team of district-based Directors of School Renewal (DSR) to support Renewal schools. DSRs participate in monthly professional development sessions. These professional development sessions focus on building capacity and facility in the areas of continuous school improvement processes, instructional and leadership coaching, data driven progress monitoring, and establishing systems and structures for sharing best practices within and across their schools.

All Community Schools in the City have been matched with a lead community-based organization and have hired a community school director - a new leader in the school whose primary responsibility is to coordinate partnerships and interventions.

Through these partnerships, we are able to provide more time for learning, academic support, enrichment activities, health services and more. For example, some schools might have a food pantry so that hunger does not distract from learning. Others schools might have a physician's office on site to keep kids healthy so they do not miss school. Still others might offer English classes for families so parents can help kids with their homework. We are confident that these interventions and new programs will make this school year and those to come successful experiences, which will drive student



achievement in our struggling schools.

We are closely tracking indicators that schools are moving in the right direction. Across Districts 1-32, attendance has increased from 91.5 percent in the 2013-14 school year to 92.1 percent in the 2014-15 school year and is at an all-time high. Citywide, we also saw a modest test score improvement over the past year, and while we are proud of this, we have much more work to do to ensure every child is reading on grade level and every student is graduating as a productive member of society.

Ensuring families are actively engaged in this work is critical. 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 John Adams High School are committed to the continued improvement and the success of our students academically, socially and emotionally. Collectively, students, staff and families contribute to a school community that is safe and conducive to learning. We have aligned our resources to build systems that are informed by input and feedback from the School Leadership Team (SLT) and Community Engagement Team (CET), and implemented by school staff and leadership, which meet regularly to evaluate progress based on qualitative and quantitative data.

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

Curricula: New York City Office of School Renewal has been working collaboratively with the Assistant Principals and teachers to continue implementing and adapting Engage New York in ELA and Math curricula in order to meet specific needs and practices of the school community. In addition, the social studies and science departments are implementing New Vision curriculum. The curricula work will be designed to align lesson plans and units of work with



Common Core, and with evidence of modifications on the results of Writing is Thinking (WIT) Tasks.

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

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

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

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
4-Year Graduation Rate	G	52%	53%	The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each	N/A



				<p>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 September 30, 2016.</p> <p>Priority school progress is apparent with the school’s 4-year graduation rate in 2014-15, as the school was de-listed from Priority status on February 26, 2016. Currently, 239 seniors remain “on-track” and 210 are “almost on-track” for June 2016 graduation as reported in the New Visions Data Tracker. This is a possible 64% graduation rate, which is a 2.3 percentage points higher than our June 2015 graduation rate.</p>	
College Readiness Index	G	14.1%	15.1%	<p>The school engages in a process of evaluating their 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 September 30, 2016.</p> <p>31.4% of students who took the Regents Exam in English Language Arts (Common Core) on January 16, 2016 demonstrated college readiness with scores exceeding 75. Additionally, several</p>	N/A



				<p>appealed exam results are still pending. It should be noted that JAHS was fortunate to meet this college readiness indicator early with a tentative rate of 20.2% and a chance to increase this percentile during the June Regents Examination period.</p>	
<p>Make Priority School Progress</p>	G	N/A	<p>Meet progress criteria</p>	<p>The school engages in a process of evaluating their 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 taking steps in order to make every effort to meet our target. Data to evaluate this indicator will be available pending SED release of information.</p> <p>As of February 26, 2016, the school has been de-identified as a Priority School. All criteria for removal have been met. This is due mainly to results on the ELA and Math Regents exams as well as improvements with our Graduation Rate.</p>	N/A
<p>Progress Toward Graduation-Years 2 and 3</p>	Y	47.4%	48.4%	<p>The school engages in a process of evaluating their 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</p>	N/A



				<p>seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>This quarter, Cohort S juniors who have earned 5 or more credits by the midyear point reached 39%. Underperforming Juniors will now be offered Apex Learning blended courses for credit recovery, remediation, intervention, and exam preparation. On the other hand, 57% of Cohort T sophomores have earned 5 or more credits. The school maintained an average credit accumulation of 48%, which puts the school on a path toward meeting this target.</p>	
School Survey - Safety	Y	1.72	1.76	<p>The school engages in a process of evaluating their 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> <p>While level 3 or higher infractions have increased by 2% from last year, superintendent suspensions during this quarter have decreased 14.3%. School climate remains positive as restorative justice interventions continue to be further implemented. Restorative circles have allowed students to talk out their issues with the assistance of the Community School Director,</p>	N/A

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)



				deans, and guidance staff. As a result, the school's year-to-date average attendance rate stands at 84.5%, which is 1.83% greater than SY 14-15 end of year attendance rate.	
--	--	--	--	--	--



LEVEL 2 Indicators

Please list the school’s Level 2 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 Plan
College and Career Preparatory Course Index	G	19.9%	20.9%	<p>The school engages in a process of evaluating their 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 September 30, 2016.</p> <p>Currently, 183 students for ELA and 145 students for math have met the CUNY Benchmarks to be College and Career Ready school-wide. The emergent pattern is that many of these are the very same students. To further elevate the CCPCI, many individual students will be targeted for Regents review and retake Regents exams in June for a higher scores.</p>	N/A
Framework: Rigorous Instruction	Y	2.60	2.64	The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement	N/A



			<p>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">• WITSI has been incorporated into the Engage/Common Core aligned curricula for all of the first semester and the first units of the second semester.• The number of teachers moving from developing to effective in Danielson 3b, 3c, and 3d between Sept. 2015 and Feb. 2016 is greater than the number of teachers moving from developing to effective in the same components from Sept. 2014-Feb. 2015.• The school's effort to elevate instructional rigor is apparent from the most recent Quality Review held on April 5th 2016. The school moved from a preliminary rating of proficient to well developed in the area of "Curriculum." <p>During the 3rd quarter, the school's instructional focus centered on meaningful engagement with complex text and key Danielson components. Indicators of progress towards full implementation of the goal of rigorous instruction include an increase of 20 points in the Common Core aligned Algebra Regents from 11% in January 2015 to 31% in January 2016 (the passing rate on the Common Core ELA was</p>	
--	--	--	--	--



				58%).	
Implement Community School Model		N/A	Implement	<p>The school engages in a process of evaluating their 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> <p>During the 3rd quarter, John Adams has made significant progress towards the implementation of the Community School model. For example, a partnership has been established with North Shore-LIJ Health System to provide free health care through a new school-based health center funded and staffed by Cohen Children’s Medical Center. The school also has established partnerships with Home Depot and JetBlue, and hosted a health fair sponsored by Walgreens. As a result of a partnership with Warby Parker, students were provided with free prescription glasses. Optical screening was also provided to all students. This community effort has also led to attendance increases. The school’s year-to-date average attendance rate is 84.5%, which is 2.14% greater than SY 14-15 end of year attendance rate.</p>	N/A
Provide 200 Hours of Extended Learning		N/A	Implement	The school engages in a process of evaluating their formative and summative data sources	N/A



Time				<p>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> <p>Extended Learning Time is embedded as an additional period during the regular school day. Prior to the start of the 3rd quarter, student data was analyzed to determine student programming in specific ELT programs and classes based on student need, so that, for example, students off-track with Regents exams received an additional class to prepare for that test. Other placements took the form of AP or College Now classes for on-track students, a double period of Social Studies for tenth grade students preparing for the Global History Regents, and enrollment in the Reading Horizons program for students needing literacy supports.</p>	
Regents Completion Rate	Y	39.2%	40.2%	<p>The school engages in a process of evaluating their 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



				target. Data to evaluate this indicator will be available September 30, 2016. During the 2015-2016 school year, the school achieved a 42.3% Regents Completion Rate is currently is on track to surpass its target. The January Geometry Regents Exam is indicative of the positive trend in completion rates on Regents exams, moving from 35% in 2015 to 48% in 2016.	
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 II – Key Strategies

Key Strategies				
<i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. 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. 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. 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	
1. Rigorous Instruction Goals: By June 2016, all ELA 9-11 grade teachers, grade 9 Math and Science teachers, and grade 10 Social	Y	In the framework area of Rigorous instruction, the school has focused on the following work throughout SY 15-16. During the February progress monitoring period,	N/A	



<p>Studies teachers will be using WiTSI supports in the EngageNY or Common Core aligned curriculum, as indicated by an increase in the number of teachers moving from developing to effective in Danielson 3b, 3c, and 3d from Sept. 2015-June 2016, as compared with the number moving from developing to effective in the same components from Sept. 2014-June 2015.</p> <p>Key Strategies: Use WiTSI to support Common Core aligned curriculum and Danielson framework implementation.</p> <p>Renewal School Priority Areas: Comprehensive Academic Assessment Plan Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</p>	<p>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"> • WiTSI has been incorporated into the Engage/Common Core aligned curricula for all of the first semester and the first units of the second semester. • The number of teachers moving from developing to effective in Danielson 3b, 3c, and 3d between Sept. 2015 and Feb. 2016 is greater than the number of teachers moving from developing to effective in the same components from Sept. 2014-Feb. 2015. <p>Implementation of Engage New York for the third year is increasing the rigor in the classroom and showing signs of impact in increased passing rates in ELA Common Core Regents and Math Common Core (ELA CC pass rate is 58.6% and Math went from 11% last year to 30.91% this January). Teachers attended EngageNY ELA and Math training on 2/1The Math coach has visited the school weekly during the 3rd quarter, and has supported the new AP of Math on a needs assessment and a PD plan for the math teachers. The ELA instructional coach is supporting the English AP with coaching support in implementing the WIT tasks with the English Teachers.</p>	
--	--	--



<p>2.</p>	<p>Supportive Environment</p> <p>Goals: By June 2016 the total number of superintendent and principal suspensions will be lower than it was during SY 14-15.</p> <p>Key Strategies: Use CBO-led after-school programs, PBIS, and mental health services to decrease principal suspensions.</p> <p>Attendance Systems & Structures</p>	<p>G</p>	<p>In the framework area of supportive environment, the school has focused on the following work throughout SY 15-16.</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"> The school’s year-to-date average attendance rate is 84.5%, which is 2.14% greater than SY 14-15 end of year attendance rate. <p>During the 3 quarter, the school has continued its implementation of a set of positively worded behavioral expectations reinforced via a formal reward system known as the Rack-EM Up system. The Rack-EM Up system involves staff members giving a ticket to a student when they display behavior consistent with the language of the behavioral expectations matrix, thereby providing instant gratification and recognition. These tickets can be redeemed for prizes once a month in the cafeteria. The school is finding the number of Rack-EM Up’s is increasing which is a positive indicator for teacher implementation and student buy-in. Currently we have 900 Rack-Em Ups compared to 320 referrals.</p>	<p>N/A</p>
-----------	--	----------	--	------------



<p>3.</p>	<p>Collaborative Teachers</p> <p>Goals: Professional development and common planning time will allow regular opportunities for collaborative lesson plan development, which will result in a minimum Regents completion rate of 40.4% by June 2016.</p> <p>Key Strategies: Professional development in ELA and math instructional shifts will result in an improved Regents completion rate.</p> <p>Renewal School Priority Areas: Inquiry Job-embedded Instructional Coaching</p>	<p>G</p>	<p>In the framework area of Collaborative Teachers, the school has focused on the following work throughout SY 15-16.</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"> • The Regents passing rate is equal to at least ½ of the total required passing rate to be earned during school year 2016-2017. • Teacher Teams have helped to ensure that the school is on track to meet the June 2017 Regents completion rate benchmark. • On the April 5th Quality Review, John Adams received a preliminary rating of proficient in the category of “Collaborative Teachers.” <p>During the 3rd quarter, teachers made use of strategic inquiry time, 2 times each week by grade level; and teachers met in vertical teams by content area common planning 1 time a week. Teachers conducted item analysis of monthly benchmark exams to determine high frequency errors and analyze tasks for validity and reliability. Additionally, teachers participated in inter-visitations on Fridays and developed model</p>	<p>N/A</p>
-----------	--	----------	---	------------



			<p>WITSI strategies and best practices.</p> <p>Scholarship data from the 2nd marking period to the 3rd marking period is trending up. In ELA, it went from 76.28% to 79.22%; and in math, it went from 80.08 to 80.50%.</p>	
4.	<p>Effective School Leadership Goals: The provision of differentiated supports and actionable feedback to teachers will improve norming and result in increased instructional coherence schoolwide. This will be indicated by an increase in the number of teachers in SY 15-16 moving from developing to effective in Danielson 1c, 1e, 3b, 3c, and 3d compared with the number of teachers moving from developing to effective in SY 14-15.</p> <p>School leaders will support teachers and provide actionable feedback regarding the planning and implementation of rigor and Danielson 3b, 3c and 3d, which by June 2016 will lead to a progress towards graduation rate of 52.4%.</p>	G	<p>In the Framework area of Effective School Leadership, the school has focused on the following work throughout SY 15-16.</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"> • The number of teachers receiving effective ratings in Danielson 1c, 1e, 3b, 3c, and 3d between Sept. 2015 and Feb. 2016 has improved. • Improved teacher ratings have led to improved student scores on State exams. <p>Cabinet Inquiry has been used exclusively during the 3rd quarter during Instructional Cabinet meetings to norm on discrete teacher skills, 1c in Danielson for example. This has been particularly beneficial to the three new Assistant Principals who have started this year in math and social studies and English (ELA). With three new Assistant Principals onboard, school leaders are collaborating to assist one another on teacher</p>	N/A



	<p>Key Strategies: Job-Embedded Instructional Coaching and Leadership Coaching from the Office of School Renewal.</p>		<p>feedback and building our professional practice.</p>	
<p>5.</p>	<p>Strong Family-Community Ties Goals: The Parent Coordinator, PA, and CBO will be utilized to develop parental knowledge regarding graduation requirements, the importance of attendance, and the school and community based social/emotional supports available to them. This will result in an increase in the yearly attendance rate, from 82.4% in SY 14-15 to 83.4% in SY 15-16. By June 2016 Parent workshops and PA meetings will be centered around parent interest and necessities, as indicated by an increase in parent attendance in school functions and activities (i.e., Open School, PA meetings, parent workshops).</p> <p>Key Strategies:</p>		<p>In the framework area of Strong Family-Community Ties, the school has focused on the following work throughout SY 15-16.</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"> • There has been an increase in parent attendance and participation in Saturday Parent Workshops. • There has been an increase in visits to the school website. • A greater number of parents have attended Open School night and celebratory events, such as student showcases, community fairs, and attendance awards, all of which are calendared and planned. • All teachers have been trained in the use of Skedula, which is mandatory for teacher use as of February 2016. • The parent coordinator has implemented new ways of communicating to parents 	<p>N/A</p>



	Use of a survey to align Parent workshops and PA meetings around parent interests and needs.		<p>how to access student data on Skedula.</p> <ul style="list-style-type: none"> All entering parents and visitors have made use of the Welcome Center where parents have space to discuss concerns and issues with the Parent Coordinator. Presently, the Global Kids CBO is focused on supporting students during the day and afterschool with mentorships and academic tutoring. 		
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:</p> <ul style="list-style-type: none"> • Increase coordination between the administration, CBO, and parent coordinator in order to strengthen parental and community engagement and communication. • Increase expectations for college readiness through continued implementation of WiTSI. • Engage incorporation of the New Visions Tracker, coach led inquiry work, and addition of a Common Core-aligned research component to each of the four core content areas. • Encourage teacher collaboration by including targeted teacher inter-visitations as a part of PD and common planning time. <p>Goals/Outcome of CET meetings:</p> <ul style="list-style-type: none"> • The school has initiated partnerships with JetBlue, Home Depot and Walgreens. These partnerships will support developing skills for the parent community. 	<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</p>



	<ul style="list-style-type: none"> • Administration, CBO, and the Parent Coordinator regularly meet for planning, update and feedback purposes and currently are planning for our upcoming community engagement night. • WiTSI based professional development is provided through regularly scheduled workshops offered through the UFT Teacher Center. WiTSI also continues to remain the focus of twice weekly inquiry. Eight model classrooms have been designated as WiTSI learning labs. The New Visions Tracker has been made available to all staff on the John Adams Staff Hub. The leadership team at John Adams have recorded progress monitoring data into the Sorter. The New Visions Heat Map has also been integral in monitoring and acting upon ongoing individual student attendance trends. All four content area A.P's are now working with OSR coaches. • A formal school-wide inter-visitation plan is in place and teachers provide feedback using our internally created inter-visitation Google Tool where teachers receive feedback through the use of google forms. <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. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school.</p>	<p>mornings</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.			
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan	
Green	<p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver:</p> <p>As an out of time school, John Adams is in the process of re-interviewing all UFT staff.</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>	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part IV – Title I Schoolwide Program (SWP) Plan Required Components (As applicable)

2016-17 School Year Plan

As applicable, 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 *each* 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)

Best Practices

The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.

List the best practice currently being implemented in the school.	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	<p>Attendance Inquiry</p> <p>Our attendance and chronic absenteeism rates have improved through the use of systematic inquiry and targeting specific students with a history of low attendance. Each SLC team (Director, Dean, Counselor) has identified 40 of approximately 280 students who had an attendance rate between 52-83% (280-300 students school-wide). Each small learning community is responsible for communicating to all stakeholders attendance trends, current interventions, up to date attendance trends and statistics concerning the selected students. The small learning communities work closely with the PBIS team to enroll tier 2 students (students who have not shown improvement or are cutting classes) in a Check in Check out program). Students who do not show improvement are monitored on a period by period basis and parents are notified of efforts for improvement. SLC directors have also selected 20-30 students to enroll in the Check in Check out program that works in conjunction with trained behavioral specialists.</p> <p>The small learning community team also uses the weekly attendance data to drive the decision making behind the types of interventions performed. Starting in the 2015-16 school year, each SLC leadership team was equipped with the New Visions Heat Map. The Heat Map enables each team to dig deep into attendance trends. Daily, weekly, monthly and year to date attendance is tracked. The data is then used to drive discussion with the stakeholders involved with the targeted student. Our community based organization, Global Kids, has partnered up with the directors of each small learning community to</p>



		provide mentoring services. The school attendance teachers communicate with the SLC to target students who are long term absences so that they can make a home visit. The Guidance counselors and attendance teachers are in communication with ACS and or outside agencies for students who have a long term history of chronic absenteeism. These attendance efforts have yielded a 1.4% increase in school-wide attendance in the 2014-15 school year. The attendance rate of the 2012-13 school year was 79.1% compared to the year to date attendance of 84.6%. The current school year is showing another 1% increase compared to last year. On May 5 th , 2016, 5 schools (Richmond Hill, Long Island City, August Martin, Flushing, Cypress Hills Collegiate Preparatory School) visited John Adams to understand the process of using an inquiry method to improve attendance.
2.		
3.		

Part VI – Fiscal

<p>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. <u>Please note</u>, separate budget narratives and FS-10’s must be submitted for a SIG, SIF and/or Persistently Struggling Schools (PSS) grant.</p>		
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	N/A
<p>Additionally, <u>under separate attachment</u>, 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</p>		



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): Daniel Scanlon, Principal _____

Signature of CET Representative: _____

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:

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)

