



Office of Innovation and School Reform (OISR) Receivership End of Year/4th Quarter Report 2016

School Name	FDNY High School for Fire and Life Safety (19K502)
School BEDS Code	331900011502
District	19
Superintendent *(Chancellor)	Carmen Fariña, Chancellor
School Principal	James Anderson
Additional District Personnel Responsible for Program Oversight and Report Validation	Donald Conyers, Superintendent Sharon Rencher, Senior Advisor to the Chancellor
Grade Configuration	09,10,11,12,SE
SIG/SIF/SCEP, and Cohort/Model	SCEP

- 1. Please describe the greatest challenge yet to be addressed? What steps are being taken to address this challenge? What support from the Office of Innovation and School Reform would be helpful in addressing this challenge?**

The NYCDOE uses the Framework for Great Schools to monitor the school's progress. The Framework for Great Schools encourages all members of the school community to work collaboratively to improve student achievement. The school's progress is evaluated through the lens of an analytical approach, examining data, adjusting the plan, and shared responsibility in assessing effectiveness.

The school has a School Comprehensive Educational Plan (SCEP), which is used as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community.

The challenges that are to be addressed are reflected in the needs assessment data of the School Comprehensive Educational Plan (SCEP) across the framework areas. A challenge to be addressed is:

Framework Area

Rigorous Instruction

Based on the data, we are not meeting the NYS expectations for ELA and Math scores. Students are scoring high enough to graduate but not high enough to move up the college readiness levels. While the school has strong career outcomes for students there is a need to better prepare students to be college ready. We had been designated as a Struggling School due to the students' scores on the ELA and Math Regents Exams. Students are scoring high enough to graduate but not high enough to graduate with academic increase from the eighth grade or meeting the college benchmark expectations. An FDNY priority is to inform parents of their child's progress and the benefits of meeting the College Ready Benchmarks. The school has several systems in place to properly communicate with parents regarding the student performance. Within the system, we use monthly newsletters written by the principal that are mailed home. We follow up with our communication by sending out automated phone messages with all important information outlined in the newsletter. In addition to the automated phone calls, personal phone calls are made to targeted parents because of their child's specific needs including at risk of not meeting college ready benchmarks. The vision of the school has been established with our thematic goal and work with our partner, The FDNY. Despite the attempt to use this exciting partnership and sequence of course study, the school's attendance rate stays at 80.2%, which affects students' preparedness for rigorous coursework and inhibits college and career readiness.

The school will take the following steps to address these challenges:

- We will establish teacher teams, create a professional development committee, and design a professional development plan. This plan will be designed to address the common areas of weakness to focus on targeted improvement in regards to professional practice. The professional development sessions will be held every Monday afternoon. Competencies 3b, 3c, and 3d will be the primary areas of focus for the staff and administration.
- Teachers will be provided professional development within the Danielson competencies to provide multiple entry points to include ELL's and SWD's into the learning process. We will focus on the ICT setting and roles of cooperating teachers in this collaborative setting. This focal point will take place to address the academic progress of our ELL and SWD populations.
- The strategies we design and implement will be communicated through written newsletters, automated phone calls, individual phone calls, and meetings. Through the PTA and SLT, workshops will be planned for parents to learn best practices in these areas at an incremental level.

The school receives support from the NYCDOE Office of Federal/State Education Policy and Grants as well as its Superintendent and Borough Field Support Center. The Office of Innovation and School Reform should continue to provide support and resources for the needs identified by the school and the NYCDOE.

2. What is the greatest accomplishment from the past year you would like the community to know about your school that not many people know?

Framework Area: Supportive Environment

An accomplishment from the past year that the community should know about is: inproviding a strong school environment. School leaders consistently communicate high expectations to the entire staff. Staff members establish a culture for learning that consistently communicates high expectations and offer guidance and advisement supports that prepare students for the next level. Structures that support the school’s high expectations ensure coherence and accountability amongst staff and students, which prepare students for the next level. The school leaders communicate high expectations via the staff handbook that outlines among many topics including teacher instructional “look fors” for each element of the Danielson Framework. For instance, in the handbook under student engagement 3c it states that, “teachers must make sure students are engaged... This will be evident when students are...”Administration has a schedule to ensure frequent classroom observations are conducted and a one-to-one dialogue serves as the platform for communicating high expectations to each staff member. For instance, through the observation process, school leaders provide verbal/written feedback and teachers are provided a post-observation guiding questions template that highlights expectations for the lesson but also holds teachers accountable for their instructional practices by having them reflect of the observed lesson and answer key questions during the one-to-one discussion.Each grade team establishes a culture for learning by having a targeted group of students similar to advisory group that they support in order to prepare students for the next level.

Guidance counselors move up to the next grade with students to ensure that students are and remain on track. This practice ensures that guidance and advisement supports are ongoing. We have been in the process of improving our overall school environment and climate for the past few years. We have created a learning environment where each child is known by name by the staff members. Students in need have been identified, classified within target groups, and provided additional support through the school year from our guidance counselors. In addition, support includes mentoring from the teachers before and after classes. Lastly, constant communication between teachers, guidance counselors, and administrators are held to discuss student social/emotional issues that negatively affect their academic progress on a consistent basis.

The school is in Good Standing and no longer in Receivership for the 2016-2017 school year.

3. What is one practice that OISR should continue in working to support Receivership schools?

OISR should continue to provide opportunities for schools to document their growth through the progress monitoring process.

4. What is one practice that OISR should discontinue in working to support Receivership schools?

The progress monitoring template should be simplified to not solicit repetitive information from schools and districts. OISR should discontinue unannounced visits which are disruptive to the school community.

5. What is one practice that OISR should consider adopting in their work to support Receivership schools?

OISR should consider facilitating site visits across districts to schools that have made improvements in order to support Receivership schools in improving their practices. Success stories of Receivership schools could be shared to facilitate information and best practice sharing for example through webinars with opportunities for questions and answers among participants.

6. Did the superintendent receiver use his/her superintendent receivership authority? If so, what is the most impactful way that superintendent receiver authority was used in the last year? Please explain.

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.

7. How has the school decision making process changed during the first year of Receivership? How has this contributed to improved outcomes?

A public hearing was held to discuss receivership and its requirements. We were pleased to hear directly from parents, students, and community members about what the school needs 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. The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. This additional input and engagement has led to increased focus on improving student outcomes in the school.

8. Would you send a district team to a “What Works in Receivership - Best Practices” Conference?

Yes, we would send a district team to a “What Works in Receivership – Best Practices” Conference.

9. Would your district be willing to present a best practice at that conference?

Yes, we would be willing to present a best practice at the conference.

10. If so, what best practice would you present?

We would determine our best practice to present in consultation with our Community Engagement Team (CET).

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