



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

School Name	School of Performing Arts (12X217)
School BEDS Code	321200010217
District	12
Superintendent *(Chancellor)	Carmen Fariña, Chancellor
School Principal	Dionne Williams
Additional District Personnel Responsible for Program Oversight and Report Validation	Rafaela Espinal Pacheco, Superintendent Aimee Horowitz, Executive Superintendent for Renewal Schools Sharon Rencher, Senior Advisor to the Chancellor
Grade Configuration	06,07,08,SE
SIG/SIF/SCEP, and Cohort/Model	SIF 3

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) and a School Innovation Fund grant, which are used as tools 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

Our school continues to look for ways to accelerate comprehensive curriculum planing efforts across all grades and subject areas. An analysis of the ELA and Math State Exam item analysis and exam scores revealed that some of the most heavily emphasized standards were not adequately addressed in the school's enacted curriculum. Based on these findings one of the priority needs for the school is to develop and implement a CCLS aligned curricula in all content areas, across all subjects that reflect the instructional shifts, appropriate level of rigor and multiple entry points to meet the needs of all students.

The school receives support from the Office of Federal/State Education Policy and Grants, Office of Renewal, and our Superintendent and districts. 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?

An accomplishment from the past year that the community should know about is:

Collaborative Teachers

The progress that our school community has made lies particularly in the area of collaborative teachers. All stakeholders routinely work together to refine a common understanding of the role that each member plays in creating a safe school community that is conducive to learning. The school has implemented numerous policies and initiatives designed to support students social and emotional growth. These include Advisory, Conflict Resolution courses, mentoring, and an RTI team. School leaders and staff have worked with Engaging Schools to align the School-Wide Guided Discipline Plan, Expectations and Rules to the school's vision and mission. In addition, the entire school community has worked to develop core values which will serve as a foundation for all work in supporting students social and emotional learning. Moreover, we continue to make strides with the larger community as we fully implement all aspects of a community oriented framework including but not limited to: after-school expanded learning programs; social and emotional services from our Partner Consortium; access to health, dental, optical, and mental health programs; and summer enrichment programs.

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. OISR should also support schools in using DataWise to drive and monitor change.

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). The school is willing to present a practice on teacher and cabinet team inquiry.

DRAFT