



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

<b>School Name</b>	Aspirations Diploma Plus High School (23K646)
<b>School BEDS Code</b>	332300011646
<b>District</b>	23
<b>Superintendent *(Chancellor)</b>	Carmen Fariña, Chancellor
<b>School Principal</b>	Sherma Fleming
<b>Additional District Personnel Responsible for Program Oversight and Report Validation</b>	Paul Rotondo, Superintendent Sharon Rencher, Senior Advisor to the Chancellor
<b>Grade Configuration</b>	09,10,11,12,SE
<b>SIG/SIF/SCEP, and Cohort/Model</b>	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 School Improvement Grant (SIG), 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 described below:

### **Framework Area: Rigorous Instruction**

The school's most recent quality review as well as observational reports indicate that there needs for improvement in QR Indicator 1.2, Pedagogy:

Teaching strategies do not consistently include targeted instructional supports to engage all learners in rigorous tasks and high-level discussions. Although classroom activities provide multiple entry points, the instructional focus that promotes student thinking and discussion is developing. In addition, students are not consistently engaged in appropriately challenging tasks that promote increase in student achievement. Although these practices are emerging across classrooms, they are not consistently observed in classroom visits. While some classrooms yield high levels of student thinking and discussion, evidence of student discussion is limited across the school community, thereby limiting opportunities for students to articulate their thinking. While teachers utilize the workshop model across classrooms, lesson summarizations are not consistently present towards the end of the period. Additionally, the arrow of recitation is teacher to student and lessons are frequently teacher centered. Writing is frequently in the form of short responses to questions or prompts which limits student ability to engage in authentic, rigorous writing tasks.

Teachers have designed rigorous instruction on paper with Understanding by Design unit maps that are aligned to Common Core LS and NYS Standards however the implementation of these units are a developing area, particularly the pieces on on-going formative and summative assessments. Assessment and creating a comprehensive system for using formative and summative assessments is a further area for growth. While some teachers are engaging in this process, it is not a consistent cohesive practice.

In order to address these challenges, the school will engage in the following activities:

- Teachers and administrators will meet to develop focused professional development plan based on student needs.
- Teachers will engage in Common Planning Time 3x weekly in order to develop and refine curriculum. Teachers will engage in Understanding By Design Unit planning using EngageNY modules
- Teachers will be trained in how to develop cognitively engaging lessons that employ higher level questions and how to plan for student-led discussions.
- Teachers will be trained in data analysis protocols as reflected in Datawise. Teachers will engage in data analysis in order to determine curricular needs for ENLs, Students with Disabilities, and students in the lowest third.
- Teachers will adjust/modify curriculum maps and lesson plans in order to address student needs determined through data analysis
- Teachers will use Collaborative time to share best planning practices specific to our population of Ells, students with disabilities, overage/under credited and other subgroup
- Use of Lesson studies as a vehicle for collaborative inter-disciplinary planning will be explored
- Inter-visitations using protocols
- Professional Development on creating and evaluating formative and summative assessment
- Review of the Danielson Framework for domain 3 on engaging and assessing students Specific professional development in Danielson Framework addressing Domain 3 (3b and 3c)

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?**

An accomplishment from the past year that the community should know about is our improved school environment.

**Framework Area: Supportive Environment**

As per our 2015 Quality Review, this is an area of celebration. The school leader communicates high expectations for teachers, students, and families through frequent observations and the modeling of effective practices. In addition, the school leaders provide targeted support to students, and conduct frequent family outreach. The school leader's expectations, along with the supports provided to reach these expectations are helping to improve student outcomes and prepare students for college and career. Teachers receive instructional support from Teaching Matters and school leaders that is captured in ongoing written feedback. Moreover, the assistant principals model lessons to share best practices with teachers and model expected instructional strategies. The school college adviser works with students and families to support them with the college process. Students are afforded the opportunity to go on college trips so that they are able to make transitional plans for the future. The school conducts these trips and offers other incentives to reengage students, as well as additional academic supports through the after school and Saturday programs. These supports are helping students to get back on track to prepare for them for college. The school currently offers a college and career after school program in collaboration with the learning to work coordinator. Additionally, they utilize the Road Trip Nation as part of the advisory curriculum. The school's emphasis in writing, note taking, and exposing students to high level text such as Shakespeare is helping to better prepare students for college. The school consistently communicates with parents to provide academic updates and involve them with the students' academic progress and school related activities. The Parent Coordinator sends home monthly newsletters informing parents of upcoming events, workshops, and student achievements. Additionally, the school utilizes Jupiter Grades so that parents and students can access academic data daily and keep track of students' academic progress. The school will continue to utilize CBO resources and partnerships to bridge the time during and after school in order to better address student needs. We will continue to review and refine our structures for monitoring and sharing student social-emotional data as well as evaluate effectiveness of supports and programs.

The school's accountability status is now in Good Standing. The school is no longer in Receivership.

**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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