



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

School Name	East Flatbush Community Research School (18K581)
School BEDS Code	331800010581
District	18
Superintendent *(Chancellor)	Carmen Fariña, Chancellor
School Principal	Daveida Daniel
Additional District Personnel Responsible for Program Oversight and Report Validation	Beverly Wilkins, 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	Cohort 4

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 Improvement 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

Teachers are in need of utilizing protocols to enhance questioning and discussion techniques in alignment with the expectations of the Danielson Framework. Teachers must also strengthen their means of providing daily instructional activities that meet the learning styles and address the needs of our various sub populations, most notably our students with disabilities and English language learners. Thus, it is necessary to increase cultural awareness among staff members that creates barriers to instruction. Continued training on curriculum planning with an emphasis on project based learning will help to make this happen. In this manner teachers can embed student choice in daily lessons and vertical alignment for interdisciplinary planning.

The school receives support from the Office of Federal/State Education Policy and Grants, Office of Renewal as well as 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

Our teachers teams have developed six units of study aligned to the Common Core Learning Standards and our school-wide curriculum maps. During their weekly department team and Professional Learning Community meetings, teachers met to review student work to identify gaps in instruction and learn about research based instructional practices proven to impact student achievement. Our staff analyzed data on a six week cycle and created action plans for the standards that were not mastered and incorporate those skills in our end of unit performance tasks. We also used the Data Driven Classroom program in Skedula to track student performance on the CCLS from performance tasks and interim assessments. As a result of this work our teachers were able to: implement research based instructional practices proven to impact student achievement; identify gaps in their instructional practices based on student data; create lessons and standards based action plans to target standards not being met by students. Teacher Teams meet weekly as departments, grades, and Professional Learning Communities to implement research-based instructional strategies, discuss effective teaching practices, analyze student work and identify next steps for instruction, and use data to plan.

We have seen improvements on our State ELA and math scores; additionally, our school is no longer on the Receivership list. We are now a school in Good Standing.

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.

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