



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

School Name	P.S. 328 Phyllis Wheatley (19K328)
School BEDS Code	331900010328
District	19
Superintendent *(Chancellor)	Carmen Fariña, Chancellor
School Principal	Barbra Gedacht
Additional District Personnel Responsible for Program Oversight and Report Validation	Joyce Stallings-Harte, Superintendent Aimee Horowitz, Executive Superintendent for Renewal Schools Sharon Rencher, Senior Advisor to the Chancellor
Grade Configuration	0K,01,02,03,04,05,SE
SIG/SIF/SCEP, and Cohort/Model	Cohort 5

- 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 in the area of Rigorous Instruction.

Framework Area: Rigorous Instruction

In the school's most recent Quality Review during the 2015-2016 school year, Indicator area 1.2, Pedagogy is Developing. A lack of strategic use of effective teaching practices results in missed opportunities for high-level work products and student discussions. While the school leaders and instructional coaches articulate a set of core beliefs around how students learn best that include a shift from teacher-focused to student-centered learning, small group instruction, groupwork and discussions, hands-on learning, and the integration of technology, implementation across classrooms continues to be inconsistent. In some classrooms, teachers have begun to organize students into small groups for instruction, discussion, and group work. However, lessons are still teacher directed. To support the school leader's beliefs on the use of technology, teachers have begun to integrate technology into their daily instruction although this, too, is inconsistent. SMARTboards are used to project lesson objectives, model tasks for guided practice, and share supplemental information from the Web. Some teachers use document cameras to display authentic student work, highlight the understandings, and clarify misconceptions, so students are guided via visual representations of strategic next steps in completing their work. While most teachers have integrated technology into their practice, it is infrequently used as an interactive tool for students in most of the classrooms. In some classrooms, students work in small groups, lead the discussions in each group and respond to classmates. However, this level of thinking and participation in these discussions are not present in most classrooms. The school will take the following steps to address this challenge:

Curriculum Development:

- Implement CCLS aligned literacy curriculum that fosters critical thinking skills through questioning and reflects the CCLS shifts:
- Curriculum Maps will be modified based on student achievement results and feedback from SY 15-16. Explicit scaffolds and best practices will be added.
- Fully develop content based curriculum maps in literacy/social studies and literacy/science that incorporate instructional shifts and provide access for all students through multiple points of entry. SIG funding will provide per session for 15 teachers to engage in this work before school 1 hour per week x 40 weeks.
- Continue to embed educational software programs into daily instruction to increase access for all students in all classrooms.

Professional Development

- SIG funded Literacy Support Systems consultants, F status staff developer and coaches will provide the following PD : Next steps in lesson planning and questioning that focuses on critical thinking and elevating student discussion and use of academic language, including Socratic Circles in Grades 4-5,

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 how supportive our school environment has become.

Framework Area: Supportive Environment

As a result of key social/emotional supports and focused attention, student attendance, particularly in grades 3-5 increased. Presently, the average daily attendance hovers at 90%. We are on target for meeting our Renewal School Benchmark target of 91%. Issues involving students in temporary housing and low attendance in PreK and Kindergarten are being addressed by a dedicated Attendance Teacher, a Family Assistant and the Parent Coordinator and personnel from the CBO. Under the leadership of a new principal, the school culture and climate has changed positively; OORS reports dropped in half from 35 OORS reports in 2013-2014 to 17 OORS reports for 2014-15. For the 2013-14 school year there was 6 Superintendent Suspensions; in 2014-15 there was 1. For the 2015-16 school year there were 3 Principal Suspensions and 0 Superintendent Suspensions.

The school was recently rated Proficient on the March 2016 QR for school climate and culture. The school culture has become a safe and nurturing environment where students feel valued and have personnel that they can go to that will address their needs and concerns. Students are engaged in appropriate educational instruction throughout the day. Protocols were set to diffuse situations and the Guidance Counselor, Academic/Behavioral Intervention Specialist, CBO staff, family worker and administrators are available to support students in a crisis. In September 2015, as part of the NYC Renewal School Initiative, Counseling in Schools was selected as the CBO partner in the Community School program. A bilingual Community School Director was selected to address the needs of the 38% of Hispanic students and their families. Presently there are three full time CBO providers and one Vista Core worker in the school to provide additional social and emotional support as well as engaging in parent involvement activities. The substantially lower number of classroom incidents at the school have allowed the Academic/Behavioral Intervention Specialist to refocus this position and provide RTI/AIS support specifically for students in grades 3-5, provide social/emotional support throughout the day for all students including SWD and ELL students and additional social/emotional student support during breakfast, lunch, dismissal and ELT. The school guidance counselor and family worker provide at risk behavior support and monitor attendance for students. A newly assigned Attendance Teacher and CBO personnel assist in parent outreach and student engagement. The Friday student club program is well attended and provides creative, physical and academic engagement for students. Based on parent surveys, the CBO provided, during the winter months, an arts/sports enrichment Saturday program was provided for students in grades 3-5 prior to beginning the Saturday Test Prep Academy. Students in grades 1 and 2 were also invited to attend a sports/arts Saturday enrichment program. A CASA grant provided by the NYC Councilperson provided an afterschool/Saturday arts program for selected students. Students and their families were also invited to attend monthly Saturday trips to cultural institutions including Broadway shows, museums, bowling and parks. The CBO, Counseling in Schools, has 4 full time staff members

including the Director who provides bilingual support for Hispanic students and families, a clinical social worker, an art therapist and an AmericaCorp Parent Engagement specialist.

PS 328 was designated as a School in Good Standing for the 2016-17 SY and 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. 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.