



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

School Name	The Hunts Point School (08X424)
School BEDS Code	320800010424
District	8
Superintendent *(Chancellor)	Carmen Fariña, Chancellor
School Principal	Steeve Traversiere
Additional District Personnel Responsible for Program Oversight and Report Validation	Karen Ames, 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 and a 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:

Rigorous Instruction

The school's priority need, at this time, is to ensure content standard knowledge, and rigorous coherent planning of instruction that is differentiated to support the needs of all scholars. Our overall leveraged need for Tenet 3 is to devise a plan to develop teachers knowledge of the standards-based content, in order to support rigorous, coherent instructional planning, grouping, and activities that meet the needs of all for greater scholar achievement. 3.3 – Teachers have been supported by Generation Ready in the creation of ELA, mathematics, and science CCLS aligned units of instruction. The teachers have also been exposed to the inquiry process (a protocol) which looks at a variety of standards-based data and assessment sources and surface needs. Teachers have also been given a “Bucketizing Tool” to look at scholar work. This tool allows an in-depth look at the root causes of scholar/class non-proficiency, and supports a change in instructional strategy, and improved practice. This supports improved scholar engagement, better enabling teachers to engage scholars in learning. At this time the need is to ensure that teachers have the content knowledge needed to plan and use the inquiry protocol cyclically (each unit), to aid in developing proficiency in identifying the scholars' deficits and strengths, and adapting strategies to address the instructional needs of scholars. 3.4 – The school has adopted and plans to change our schedule to reflect programming of 30 minute intervals in order to offer focused instruction, which also will include time for teachers to partner with one another across grades and subjects to develop, monitor, and modify interdisciplinary units targeting the arts, technology and other enrichment opportunities. The school has struggled with engaging scholars in the 90 minute block. The school has also partnered with DataCation to help store, score, and analyze standards-based assessments in order to inform teacher planning and scholar grouping and reflection. Innovative Design for Education (IDE) is another partner that supports the school with engaging teachers in planning for scholar-centered classrooms; thus providing opportunities for scholars to take ownership of their learning. The school noticed an increased need to ensure various data sources are used in monitoring scholar progress, as well as, to inform standards /skill based planning of instruction, grouping, and the differentiation of activities in an effort to meet the needs of all scholars.

- 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?**

Supportive Environment

The Leadership Group provides a curriculum that supports young people's social and emotional learning (SEL) that involves all adults in the school. Our school has Advisory, and the Advisory curriculum offers lessons to improve social and emotional skills, attitudes, behavior, college and career, and academic performance. Providing students with Advisory in an attempt to foster, and develop a foundation for increased social adjustment, and academic performance should result in more positive social behaviors, fewer conduct problems, less emotional distress, and improved test scores and grades.

The school uses PBIS, the Guidance Counselor, and social workers to articulate social-emotional expectations, as well as, our mission and vision to young people, staff, and parents. The school has partnered with Morningside Center to teach social emotional responsibility and is working hand in hand with teachers to help young people develop the values, personal qualities, and skills they need to thrive and contribute to their communities.

The principal and teachers have developed a clear vision to prevent and deescalate negative social behaviors through the implementation of a Climate Center, utilizing Restorative practices that will impact student behavior, their social and emotional competency, their academic performance, resulting in a better classroom climate for learning. Additionally, the SIT, Counseling Team, PBIS Team, cabinet and extended cabinet are representative of the entire school community, and meet on a weekly basis to set goals, monitor progress, discuss challenges, and plan next steps in improving our social-emotional progress. The school will continue to grow the Student Government. These students will meet regularly with the Principal/Assistant Principals and the Community School Director to support efforts to address social-emotional, developmental, and academic needs. The school uses RTI - Multi-Tier System to support and prioritize the needs of our young people as seen in anecdotes, teacher referrals, attendance records, and shared parent concerns. Professional development surrounding the restorative approach to discipline will be provided to all teachers, staff members, students and parents. The goal is to continue to articulate procedures, systems, and accountability for all stakeholders. Our overall leveraged need is to find solutions to reduce the amount of young people having re-occurring incidents.

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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