



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

<b>School Name</b>	Flushing High School (25Q460)
<b>School BEDS Code</b>	342500011460
<b>District</b>	25
<b>Superintendent *(Chancellor)</b>	Carmen Fariña, Chancellor
<b>School Principal</b>	Tyee Chin
<b>Additional District Personnel Responsible for Program Oversight and Report Validation</b>	Michael Alcott, Superintendent Aimee Horowitz, Executive Superintendent for Renewal Schools Sharon Rencher, Senior Advisor to the Chancellor
<b>Grade Configuration</b>	09,10,11,12,SE
<b>SIG/SIF/SCEP, and Cohort/Model</b>	SIG 6

- 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 rigorous Instruction.

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

While teaching practices are beginning to reflect an articulated set of beliefs about student learning, across classrooms, teachers are not consistently asking high level questions that result in cognitive engagement of students, nor requiring sustained student-to-student interaction during lessons. The pattern of discussion across classrooms exists primarily between the students and teachers. Students' verbal and written responses to tasks do not consistently demonstrate deep thinking and conceptual understanding of learning tasks and objectives across content areas and grades. The school leaders share the belief that students learn best when lessons are student centered and students are actively engaged in the learning process through participation in pairs and small groups, "turn and talks," and reading for meaning by annotating and highlighting texts. Instruction in some classrooms illustrated these practices. However, the majority of observations reflect that most lessons tend to be student centered and offer little opportunities for student to student engagement. Though teachers use Webb's "Depth of Knowledge" constructs to inform the design of strong and effective questions and tasks, across classes, questioning is generally low level and often results in student responses characterized by one word answers directed back to the teacher. Additionally in many classes, lessons do not offer multiple entry points to support all learners. The school needs to develop more opportunities for teachers to incorporate effective strategies and plan collaboratively vertically, horizontally and across different content.

In order to address these continuing challenges, the principal and school leaders have developed targeted instructional rounds within each SLC that allows for a systematic plan to provide teachers access to robust pedagogical support such as inter-visitation, cross-grade conversations, exemplar curriculum models, access to expert curriculum writers, and professional conferences. The school also supplies teachers with professional materials and Engage NY training aligned to Common Core Learning Standards (CCLS) and instructional shifts for individual and subgroups of students. Professional development is provided by trained curriculum specialists that demonstrate best practices in developing student centered rigorous reading and writing tasks. School leader and assistant principals will implement and monitor the targeted curricular planning and implementation expectations referred in the school's instructional focus and connect with the school vision. Office of School Renewal coaches at the school will provide additional structure and protocols for analysis and planning that is used to track progress over time on explicitly identified student targets. We are determined to provide an academically rigorous program for all our students, inclusive of our large English as a New Language (ENL) and students with disability (SWD) populations. The school is also working with the high school renewal team to integrate the New Vision science and social studies curriculum to reflect more rigorous tasks that are aligned to the common core standards.

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 strong teacher collaboration.

### **Framework Area: Collaborative Teachers**

School leaders are beginning to ensure that teachers across grade levels engage in professional collaborations. A distributive leadership structure is emerging and leadership capacity is being intentionally built through teacher teams. The emerging use of an inquiry approach is beginning to result in improved instructional practices. Teachers are beginning to have leadership opportunities and voice in key school-wide instructional decisions. School leaders have developed student and teacher programs that specifically allow for teams of teachers to meet weekly to collaboratively engage in inquiry work. Team leaders receive intensive support through the school's partnership with the School Renewal Initiative (SRI). These leaders attend all day trainings with the SRI coaches on a bi-weekly basis, to build their knowledge of the inquiry process.

Teacher leaders and coaches ensure that teachers use instructional practices and strategies for groups of students with a variety of needs and learning styles (including students with disabilities, English language learners and other sub-groups) and provide instructional interventions to students. Using instructional rounds, teachers practice embedding higher-order thinking questions and consistently share instructional materials that contain high levels of text and content complexity. Teachers will continue to work on improving feedback to students and providing next steps that are aligned to a rubric.

#### **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.