



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

<b>School Name</b>	The Angelo Patri Middle School (10X391)
<b>School BEDS Code</b>	321000010391
<b>District</b>	10
<b>Superintendent *(Chancellor)</b>	Carmen Fariña, Chancellor
<b>School Principal</b>	Graciela Abadia
<b>Additional District Personnel Responsible for Program Oversight and Report Validation</b>	Melodie Mashel, Superintendent Aimee Horowitz, Executive Superintendent for Renewal Schools Sharon Rencher, Senior Advisor to the Chancellor
<b>Grade Configuration</b>	06,07,08,SE
<b>SIG/SIF/SCEP, and Cohort/Model</b>	SCEP

- 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) 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 greatest challenge facing our school is to ensure that daily lesson planning addresses the needs of all students based on their data. To meet this challenge, Inquiry Teams will be supported in breaking content areas down into prerequisite knowledge and skills. We are providing professional development in inquiry around refining data collection protocols and utilizing that data to adjust curricula to meet individual student needs. Additionally, we will provide professional development to support ESL teachers and teachers of SWDs with curriculum modifications to provide students multiple points of entry. As part of ADVANCE, administration will monitor and review curriculum and lesson plans to assess the effectiveness of our professional development implementation through its impact on teacher pedagogy and student achievement.

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?**

### **Rigorous Instruction**

Our greatest accomplishment this past year has been in ensuring our curriculum is vertically and horizontally aligned to the Common Core Learning Standards with an emphasis on developing literacy skills across the content areas. This is evidenced by full implementation of Expeditionary Learning and leveled Independent Reading in all ELA classrooms, full implementation of CMP3 in all Math classrooms that focuses on application and deep understanding of mathematical concepts and full implementation of unit of studies in Science and Social Studies aligned to the CCLS and NYC content Standards. We also have created CCLS aligned Performance Tasks in all content areas that focus on evidence-based writing. The RACEE (Restate, Answer, Cite, Explain, and End) acronym is used school-wide to support students in grounding their work in evidence. Common Units of study in all content areas are created by a curriculum planning team, reviewed by school leaders and posted in Rubicon Atlas for use by all teachers.

Additionally, our school is no longer on the Receivership list; it is designated as a Focus School.

- 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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