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

School Name	M.S. 053 Brian Piccolo (27Q053)
School BEDS Code	342700010053
District	27
Superintendent *(Chancellor)	Carmen Fariña, Chancellor
School Principal	Shawn Rux
Additional District Personnel Responsible for Program Oversight and Report Validation	Mary Barton, 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	SCEP

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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

Across classrooms, teaching strategies inconsistently provide multiple entry points into the curricula, and discussions reflect uneven levels of student thinking and participation. In addition, student work products, including the work of students with disabilities and English language learners reflect uneven engagement in appropriately challenging tasks and uneven demonstration of higher order thinking skills in student discussion and work products. There is often a lack of higher order thinking discussions for students to stretch their learning during class. All students frequently work on the same assignment thereby showing inconsistent entry points for all learners.

In order to address this, the school will:

- Schedule weekly collaborative planning among teachers for all teachers.
- Encourage classroom inter-visitations internally and externally to allow teachers to observe their colleagues and teachers in other school best practices.
- Plan for differentiated professional facilitated by Reading Coach
- Monitor professional development in teacher teams and division meetings
- Identify successes and challenges in practicing these strategies and discuss how to improve them for better outcomes

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 the increase in effective Teacher Collaboration:

Framework Area: Collaborative Teachers

Teachers plan and deliver CCLS aligned lessons through working together at all stages. All teachers uniformly provide tailored instruction that meet the needs of all students. In addition, a robust and formal analysis of formative and summative student performance data by teachers strengthens the implementation of multiple entry points with differentiation to meet the needs of diverse learners. Our aim is to continue to work with teachers and expand and formalize efforts to identify and respond to the diverse needs of all students with instructional practices that acknowledge multiple entry points, invite values sharing, and support success for all. Further, we will continue to work together to expand and formalize protocols and procedures within and across all subject areas and grade levels for using formative and summative assessments to monitor and adjust daily instruction and ensure all teachers provide regular feedback to students so that they can improve their work and take more ownership of their own learning.

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Across the school, teachers use protocols to analyze and discuss student work which result from common assessments and performance tasks across the grade. Item analysis data is compiled and shared from common assessments including pre, post and mid unit assessments and performance trends across items and classes, which impact future lesson and unit planning. Teacher collaboration has resulted in increased student achievement. The number of students performing at a level 1 in ELA decreased dramatically from 60.9% in 2014 to 27.8% in 2015. Likewise, the number of students performing at a level 1 in Math decreased from 70.7% in 2014 to 32.6% in 2015. While progress has been made, currently 7% of students are performing at a level 3 or 4 in ELA and 5% of students are performing at a level 3 or 4 in Math. In 2015-2016, teachers will continue to meet weekly in Teacher Teams to ensure that instructional practices and strategies are common-core aligned and provide a variety of entry points that meet the needs of diverse learners. Teachers will continue to use protocols to analyze student work, create common assessments, and determine instructional strategies. Teachers will continue to engage in weekly Professional Learning with the ultimate goal of supporting student achievement through improving teacher practice.

The school was designated as a Focus school 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

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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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