



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

School Name	J.H.S. 022 Jordan L. Mott (09X022)
School BEDS Code	320900010022
District	9
Superintendent *(Chancellor)	Carmen Fariña, Chancellor
School Principal	Edgar Lin
Additional District Personnel Responsible for Program Oversight and Report Validation	Leticia Rodriguez-Rosario, Superintendent Aimee Horowitz, Executive Superintendent for Renewal Schools Sharon Rencher, Senior Advisor to the Chancellor
Grade Configuration	03,06,07,08,SE
SIG/SIF/SCEP, and Cohort/Model	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:

Strong Family Community Ties

While the school has a number of strategies and programs in place that provide outreach opportunities, not all communication with the parents/guardians is provided in the primary language of school population, thereby restricting opportunities for families to understand participate and benefit from the home-school connection. This limits the participation of an invaluable group of stakeholders in providing the support that is critical for every child's academic success and social and emotional health. The school faculty consistently reaches out to parents and engages in communication with parents regarding student progress. The school conducts parent nights and other school celebrations that bring out more than 75% of parents. The school faculty coordinate outreach efforts to families to provide maximum support. The school sends a handbook home to parents that delineate all requirements and expectations in the beginning of the school year. Additional work needs to be done in supporting faculty interactions and collaboration with families to support student social and emotional development health to support student success. Multiple pathways for communicating with parents need to be explored and implemented to ensure that all parents/families are included.

The school receives support from the Office of Federal/State Education Policy and Grants, Office of Renewal as well as our Superintendent and districts.

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?**

Effective School Leadership

The principal has established clear SMART goals and a long-term vision that effectively manages fiscal and programmatic resources. Additionally, the school leader supports and recognizes the importance of all stakeholders in the academic, emotional and social well-being of all sub-groups of students. The school has articulated a clear instructional focus school-wide which is known and shared by all stake holders and is being systematically and consistently supported and monitored. Teachers are participating in professional learning opportunities, including coaching, with supportive, actionable feedback for improvement. Supervisors and coaches have developed consistency in observing and identifying areas of

need/growth for teachers. Teacher observation data is charted and frequently analyzed to determine areas of focus for professional development and additional coaching. The principal also participates in PLC@Work Institutes to increase leadership capacity.

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.