



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

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| <b>School Name</b>   | P.S. 015 Roberto Clemente (01M015)  |
| <b>School BEDS Code</b>  | 310100010015  |
| <b>District</b>  | 1   |
| <b>Superintendent *(Chancellor)</b>  | Carmen Fariña, Chancellor   |
| <b>School Principal</b>  | Irene Sanchez   |
| <b>Additional District Personnel Responsible for Program Oversight and Report Validation</b> | Daniella Phillips<br>Aimee Horowitz, Executive Superintendent for Renewal Schools<br>Sharon Rencher, Senior Advisor to the Chancellor |
| <b>Grade Configuration</b>   | 0K,01,02,03,04,05,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**

PS15 is continuously working to align our curriculum to the CCLS and the instructional shifts. Teachers work collaboratively with each other, staff developers, and administration to ensure that the curriculum meets the CCLS expectations. We use a variety of forms of data to engage in continuous cycles of data analysis, action, and evaluation leading to refinement of the curriculum including modifications and adjustments to provide access to all. Our school-wide instructional focus for the past two years has been questioning and discussion and rigor. We have selected curricula that support higher-order thinking and have engaged in professional development on raising the level of rigor through carefully crafted questions and student led discussions. We are committed to continuing our work on cognitive engagement and improved student ownership for learning through the use of UDL guidelines and the effective use of models and exemplars.

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?**

## **Strong Family and Community Ties**

PS15 excels at developing strong relationships and learning about the needs of our community members. The 2014-2015 quality review report notes that “communication and collaboration between the school and all constituents result in mutual accountability for student progress.” Staff members spend a great deal of time getting to know students and families and fostering trusting relationships. At PS15, all families are welcome and greeted in a friendly manner by all safety agents and office staff. On the 2013-2014 citywide survey, one hundred percent of parents agreed or strongly agreed with the statement, “My child’s school makes me feel welcome.” PS 15’s overall school culture satisfaction rate places the school among the top four percent of community, high school, and charter schools citywide. This warm, trusting environment supports communication among families, teachers, and administration. Our 2016 Framework for Great Schools report notes that parent involvement in school rated at 93% compared to the 92% citywide average among the same school types. While our rating in outreach to parents was 93%, it was below the citywide average among the same school types by 1%. This signifies that while parent involvement was an area of strength, there are additional steps we can and should be taking to further engage parents. Despite such high statistics, PS15 has had to re-elect a new PTA every year for the past six

years. We recognize that a strong PTA is essential to developing strong family and community ties. Therefore, during the 2016-2017 school-year, PS15 will prioritize engaging, supporting, and developing a strong PTA. Additionally, our school is no longer on the Receivership list. Our new accountability status is 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. Additionally, our school is no longer on the Receivership list. Our new accountability status is Focus.

**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.