



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

School Name	P.S. 298 Dr. Betty Shabazz (23K298)
School BEDS Code	332300010298
District	23
Superintendent *(Chancellor)	Carmen Fariña, Chancellor
School Principal	Jonathan Dill
Additional District Personnel Responsible for Program Oversight and Report Validation	Miatheresa Pate, Superintendent Aimee Horowitz, Executive Superintendent for Renewal Schools Sharon Rencher, Senior Advisor to the Chancellor
Grade Configuration	0K,01,02,03,04,05,SE
SIG/SIF/SCEP, and Cohort/Model	SIF 3

- 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 Innovation Fund (SIF) plan, 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

This school year, with the implementation of Teacher's College Writing Program, we have seen growth in our student's writing abilities. Our most recent data from an on demand writing assessment, demonstrated that the number of students performing on level 1 has decreased from 120 to 63, thus increasing the number of students that made progress to level 2 and level 3. However, in our most recent Quality Review, it was surfaced that while our teachers have pedagogical practices that are aligned to our curriculum, there are still inconsistencies with providing multiple entry points into the curricula, which lead to uneven engagement in challenging tasks and higher-order thinking skills in student work products, including the work of ELLs and SWDs. In addition, across classrooms teachers inconsistently used assessments, rubrics, and grading policies to check for understanding and provide self assessments opportunities for students' learning. The assessment practices limit teachers' ability to effectively make adjustments to meet students' needs resulting in students' receiving limited feedback regarding their achievement.

The following activities will address the school's continuing challenges:

- Implementing a researched-based curriculum through the Teachers College Reading and Writing Project. Teachers in grades K-5 will receive extensive training through TC staff developers, as well as model teachers in our school to support the consistent pedagogical practices. Our TC staff developers will provide on-site professional learning and modeling for our teachers. During teacher team time, teachers will engage in a tuning protocol to give each other feedback on their student work products, design of tasks, and lesson plan activities.
- During weekly teacher team meetings, teachers will norm their assessment practices in order to ensure the most consistent delivery of the assessment and scoring. By using running records, Go Math unit assessments, and on-demand writing prompts as learning benchmarks, we will be able to determine our progress in meeting this goal. With the support of TC staff developers, AP, and data consultant teachers will design their assessments and create a tracking system to support their ability to gather, analyze and use data to inform their next steps in their lessons

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 increasingly supportive school environment.

Framework Area: Supportive Environment

We have developed a behavior value system that has improved the climate and culture and supportive environment of PS 298. This is evidenced by the OORS reporting, which has decreased, as well as the AIR assessment report, which surfaced staff feeling that they are part of a safe learning environment. P.S. 298 has been actively immersed in changing the behavioral culture of the school since 2011-2012 school year. In the 2013-2013 school year, the school began the holistic implementation of the Citizenship, Pride, and Respect Behavior Management System (C.P.R.) within the school environment. The C.P.R. Program is a program aimed at influencing and changing the way students see themselves and their school, and how they interact with one another. Our objective is to forward the vision of creating a school where the theme of C.P.R. is richly evident and enforced school-wide, having P.S.298 serve as a model school for others to emulate in the future.

-Staff involvement: The entire staff is responsible for forwarding the implementation of the program and seeing to it that their individual students are bought into the program. While there is a clear template as to when to give students stamps, the teachers are the decision makers in terms of when they will reward their students with a visit to the C.P.R. store. It shows students that earning the stamps and being able to use them are all connected to how well they carry out the mission and goals of C.P.R. Teachers are able to speak with me during prep times as well as during the times I visit classrooms, or anytime in between to discuss how C.P.R. is or isn't working in their respective classrooms.

-Student involvement: Students are the center of this program and are integrally involved in the process. Besides the obvious task of making sure they are following the C.P.R. Rubric, students are becoming more actively involved in what it means to show C.P.R. in the building. Students begin their morning with the Pledge of Allegiance and with sharing a C.P.R. moment they are proud of for the week. We now also have students who have made it their jobs to help out in the cafeteria to ensure that bathrooms are monitored and that students pick up after themselves.

-Parent involvement: This year, there has been a continued focus, headed by Ms. Batts, the Parent Coordinator, on working on ways to bring parents back into the building and reconnect them to the community. One of the main issues discussed over last few years is the fact that many parents have felt unwelcomed, unheard, and disrespected over time, and this has led to a lowered level of participation with the school overall. Parent workshops continue to be in place to give parents a reason to come in. Everything from Nutrition to Empowerment, to Morning Tea with the Principal have been implemented to have parents join in and make themselves part of the community again. As a result of great programs being implemented, parent involvement has increased by about 3%. Based on our SESIS reports, related service providers observations, and School Based Support Team (SBST) observations, there is a need to provide more support for at risk students. Students are not receiving the amount of time with guidance counselors and appropriate academic interventions.

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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