



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

<b>School Name</b>	Monroe Academy for Visual Arts & Design (12X692)
<b>School BEDS Code</b>	321200011692
<b>District</b>	12
<b>Superintendent *(Chancellor)</b>	Carmen Fariña, Chancellor
<b>School Principal</b>	James Memola Jr
<b>Additional District Personnel Responsible for Program Oversight and Report Validation</b>	Paul Rotondo, Superintendent Aimee Horowitz, Executive Superintendent for Renewal Schools Sharon Rencher, Senior Advisor to the Chancellor
<b>Grade Configuration</b>	09,10,11,12,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 yet to be fully 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:

## **Framework Area**

### **Rigorous Instruction**

While the school has been recognized as having made curricular gains, the end result remains that students are not receiving rigorous and differentiated instruction that has been thoughtfully designed and aligned with the CCLS, as well as with Bloom's Taxonomy and Webb's Depth Of Knowledge framework. This is because pedagogical strategies do not consistently include targeted instructional supports, scaffolded questioning and discussion techniques, or learning extensions to engage all learners in rigorous tasks and high-level discussions. Across classrooms, students are not consistently engaged in appropriately challenging tasks or rich classroom discussions that might lead to high levels of thinking or meaningful work products. Thus, our priority areas for improvement are relative to: ALL teachers must create rigorous CCLS-aligned curriculum maps; ALL teachers must create individual unit plans with accompanying differentiated lesson plans; and ALL teachers must engage in ongoing progress-monitoring of student learning and achievement.

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?**

An accomplishment from the past year that the community should know about is:

### **Effective School Leadership**

A greater degree of coherence is being established across content areas and grade levels, where a greater number of teachers are providing students with access to rigorous curricula or high level tasks. Additionally, teacher teams are beginning to engage in structured, inquiry based collaborations to examine student data and work products that result in improved teacher practice and student achievement. This has impacted the instructional capacity of teachers to align with the school's goals and the instructional shifts as our ELA and math state results have improved. We are no longer under State Receivership. We are now 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.