



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

School Name	J.H.S. 162 Lola Rodriguez De Tio (07X162)
School BEDS Code	320700010162
District	7
Superintendent *(Chancellor)	Carmen Fariña, Chancellor
School Principal	Deborah Sanabria
Additional District Personnel Responsible for Program Oversight and Report Validation	Elisa Alvarez, 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	SIG 6 /PSSG

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) and/or 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:

Rigorous Instruction

Although we made significant impact on student learning as evidence by a 20% increase in ELA and a 30% increase in mathematics scores, our greatest challenge is in implementing with fidelity a rigorous and coherent literacy and writing curriculum that is vertically aligned across grades and is structured to address the needs of all learners. To address this challenge, we have school wide interventions programed during the regular school day. We provide professional development to teachers in implementing the following curriculums to target students who are reading below grade level: Core Literacy- New York State Expeditionary Learning Curriculum, Core Writing- Teacher's College, Achieve 3000 and Myon (Computer-based reading intervention programs) and a Vocabulary Intervention Program - Word Generation to provide targeted academic words in major content-area classes. In addition, Literacy through the Arts-Lincoln Center Education serves as an additional support to the ELA/ESL classes in order to provide our students the opportunity to engage in the arts while building their literacy skills.

The school receives support from the NYCDOE Office of Federal/State Education Policy and Grants, Office of Renewal 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?

Supportive Environment

Our greatest success this past year is the substantive progress we've made in moving from a culture of failure to a culture of success. The school has moved from a triage system of student supports to a sustained culture of improvement through the implementation of the PBIS Framework. The organization of the school into Advisory Groups including assemblies and mentor groups has supported our students in internalizing the non-negotiables of our Student Code of Conduct and dramatically improved the tone of the 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.

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