



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

School Name	Martin Van Buren High School (26Q435)
School BEDS Code	342600011435
District	26
Superintendent *(Chancellor)	Carmen Fariña, Chancellor
School Principal	Sam Sochet
Additional District Personnel Responsible for Program Oversight and Report Validation	Donald Conyers, Superintendent Aimee Horowitz, Executive Superintendent for Renewal Schools Sharon Rencher, Senior Advisor to the Chancellor
Grade Configuration	09,10,11,12,SE
SIG/SIF/SCEP, and Cohort/Model	Cohort 4

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), 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

One challenge the school continues to face is the need to improve pedagogy in many classrooms. While there are student-to-student discussions in some classrooms, lessons do not typically facilitate discussions with all students demonstrating high levels of thinking and participation. Teaching practices do not consistently allow for engagement of all students in rigorous tasks. As a result, there are missed opportunities to deepen learning by all students via challenging tasks and discussions that consistently evoke higher-order thinking across disciplines and result in high quality student work products. Observational evidence shows that some lessons challenge students to use academic vocabulary and cite evidence from texts to justify their rationales for responses to critical thinking tasks. In addition, lessons in some classrooms offer students multiple points of entry to differentiated tasks. In a few of the classrooms, teachers provide prompts to initiate discussions about tasks completed or texts read, and students take turns responding. However, high level of peer-to-peer discussion in some classes is not typically evident across classrooms.

In class and short term assessment strategies also need to improve across classrooms so that it is used consistently to drive pedagogical decisions. Assessment tools reflect some alignment to curricula, however, teacher use of checks for understanding during instruction is inconsistent across classrooms. Although teachers provide feedback on student performance, feedback is not typically actionable, and assessment practices do not consistently result in adjustments that meet student needs. While teachers use a variety of rubrics, including task-specific rubrics, to assess students' proficiency and content knowledge related to specific performance tasks across grades and disciplines, much of the feedback on student work consists of the teacher only circling portions of the rubric with no additional feedback to explicitly identify actionable next steps for the student to improve the work. Some teachers use exit slips and questioning during instruction to check for understanding or conferring with students individually in small groups and making notes, but similar checks for understanding and immediate follow up on findings during instruction are not consistent across the school. Teachers will continue to work on full alignment of all assessments to curricula to further determine areas of proficiency as well as gaps in student learning across grades and disciplines.

The school will engage in the following activities to address the above challenges:

- Data Driven Instruction – Provide teacher training to analyze data, identify trends and implement differentiated instructional strategies to increase student skill development and impact student achievement. Collaboratively work across academic departments and SLCs to analyze student achievement data on reading levels and department created assessments, using our school-wide CCLS-aligned rubrics, so that we may act upon the results to increase rigor and complexity of activities.
- Provide teacher training on how to create authentic student to student discussions (Danielson 3b), how to use on-going assessment (assessment for learning strategies) to determine student content/skill mastery and how to implement pedagogical strategies to support ELLs and SWD.
- Curricular Supports - Provide training for teachers in supplemental curriculum programs to help students during extended day tutoring

- Teachers will be provided with professional development for WITsi which will support planning as well as curriculum development and the Inquiry Process

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 improvement in communicating our high expectations for College and Career Readiness with parents and the community.

Framework Area: Strong Family Community Ties

Feedback from the Quality Review in April, 2016 indicates that our strength is in having high expectations and a college readiness focus that was evidenced in parent and students interviews as well as programming, initiatives, workshops and various forms of outreach including Skedula. The menus offered to grade levels as pathways to college and career were noted as models of promoting High Expectations. School leaders consistently communicate high expectations to staff and families and implement systems to help them work with students to meet the expectations. School leaders hold all staff accountable for meeting high expectations for teaching and learning. Effective and consistent communication of and support for high expectations for all staff and students along with collaborations with families contribute to a system of accountability for staff and student learning. Bulletins, newsletters, and memos specify expectations related to instruction and professional development. The principal has communicated the expectation of a school-wide focus on instructional practices that result in all students being able to develop evidence-based claims in writing across all disciplines. In addition, all teachers are expected to implement differentiated instruction, effective questioning and discussion practices, and data-driven instruction for all students. School leaders hold teachers accountable for meeting expectations through observations of their practice and via written and verbal reminders for them to focus on the targeted elements of instruction.

Staff members confer with parents about their children's progress towards graduation requirements, career options, college admissions and application steps, and College Now options open to their children. Transcripts, progress reports, telephone calls, emails, texts, and the PupilPath online data system keep all families informed about their children's progress. Events such as a college fair, financial aid presentations, a "College March," college workshops, trips to colleges, and college advisement for both parents and students provide families with an understanding of college and career readiness expectations for their children and connect families to resources for helping their children meet all requirements.

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.