



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

School Name	P.S. 165 Ida Posner (23K165)
School BEDS Code	332300010165
District	23
Superintendent *(Chancellor)	Carmen Fariña, Chancellor
School Principal	Alphonso Bonds
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,01,02,03,04,05,06,07,08,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 Rigorous Instruction.

Framework Area: Rigorous Instruction

At PS/IS 165, we noticed that there is still a need for an increase in intellectual student engagement in math through higher order questioning, group discussion, and teachers using the Universal Design for Learning Framework to plan their lessons. Through our observations and Quality Review, we noticed that learning through discovery and using multiple entry points isn't evident in our math classrooms. As a school, we need to incorporate the successful strategies of ELA into Math. Using manipulatives, differentiating instruction, and providing targeted instruction to groups of students, is inconsistent. We are not seeing sufficient movement in our students through Math state performance. Observation reports indicate that our teachers struggle with the process of teaching mathematics, providing multiple problem-solving methods, and explaining misconceptions. Math instruction tends to be teacher directed, with limited opportunity for student exploration and discussion. Through our co-interpretation process, it was determined that there was misalignment between "how teachers spent most of their teaching time and what is written in the Common Core Learning Standards" for math. Therefore more professional development is needed to provide more rigorous Common Core Learning Standard aligned curriculum in Math. Our school currently uses Go Math. This is a Common Core Learning Standard aligned curriculum. Its use will help to better familiarize our students with test type questions to assist students in achieving higher test scores and better math concept understanding. Teachers are now getting coaches from Teacher's College(TC), Center for Professional Education of Teachers(CPET) and Teacher Effectiveness that come and provide specialized support in adopting ways to improve their best practices. MOSL exams are conducted 2 times a year in all core subjects. At the beginning of the year, this allows for proper placement in groups for small group instruction in ELA and Math. At the end, these exams will demonstrate how well the instruction was delivered in response to the data driven lessons. In receiving our scores for the 2015-2016 Math exam, we have 33% of our 3rd - 5th grade students meeting grade level criteria and 21% of our 6th-8th grade students meeting grade level. Given this data, we know that we must continue to focus on Math.

How we will address this:

We are utilizing the Success Maker program which provides teachers/administrators with data on areas of weakness and progress which students have made. It also provides information about individual student stamina. We also made a strategic decision to implement the ILEARN math program into our 8th grade. We are creating two concurrent programs differentiated by grade level to address the development needs of students. We will build upon our area of strength, teacher teams, to improve pedagogy. As per our recent Quality Review data, teachers meet in teams regularly and can identify needs of classes but struggle to provide targeted instruction to specific students. Teachers need PD on implementing customized lessons for students.

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 improved Teacher Collaboration.

Framework Area: Collaborative Teachers

Based on the school's most recent QR, this is an area of celebration. The majority of teachers are engaged in structured, inquiry-based professional collaborations. Teacher teams consistently analyze assessment data and student work. Structured collaboration strengthens the instructional capacity of teachers and results in progress toward goals for groups of students. This year, professional learning sessions were restructured so that the second and third Mondays were reserved for grade level inquiry team meetings. Inquiry teams met twice each month. Teams looked at student work and assessment data around the essential question, "What, So What, Now What?" Inquiry teams analyzed student data, identified trends, discussed the implications for instruction, and planned next steps for individual and groups of students. During the inquiry team observations, teachers analyzed student short responses to a text-based question. Teachers reviewed low- and middle-level writing samples, shared identified strengths and areas of need, discussed instructional implications, and planned next steps. Next steps included the use of the RACE (restate, answer, cite and explain) strategy as a checklist, chunking text, supporting students in making text-to-self connections, and the use of visuals to support a lack of prior knowledge. In addition, teachers from each grade met weekly for common planning time. During common planning, teachers reviewed units, created lessons, and planned for differentiated learning groups. The majority of lesson plans school-wide included plans for tiered instruction and differentiated grouping. During the teacher team meetings, teachers shared improvements in their teaching practice as a result of collaboration on grade level and inquiry teams. One teacher noted that working with colleagues in her grade ensured that she maintained her curriculum pacing. Another teacher shared that the team has learned to use student data to drive and differentiate instruction. Teachers also noted that they have learned new strategies that have led to student improvement for groups of students. One teacher shared that a team member recommended the use of math sentence stems and starters to support student writing in math. Targeted students have demonstrated growth in written responses to math problems after learning to use the math stems.

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.