



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

School Name	Automotive High School (14K610)
School BEDS Code	331400011610
District	14
Superintendent *(Chancellor)	Carmen Fariña, Chancellor
School Principal	Caterina Lafergola
Additional District Personnel Responsible for Program Oversight and Report Validation	Michael Alcott, 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	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 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

Student engagement in learning is evident across classrooms. However, lessons do not consistently incorporate rigorous tasks and high-level peer-to-peer discussions. Observations indicate there are missed opportunities to deepen learning by all students via challenging tasks and discussions that consistently demand higher order thinking across disciplines and result in high quality student work products. Some lessons observed demonstrate use of multiple entry points to meet the diverse needs of students. Teacher frequently use an interactive white board to display diagrams and students use laptops for research. By contrast, in many math classes, although teachers use a document camera to display worksheets and review instructions and key vocabulary, students who are unable to complete tasks have no manipulatives to support their learning. Opportunities for high-level peer-to-peer discussions are not consistent and many tasks make few demands on students. Enacted curricula that provides cognitively rigorous tasks, attached to clear learning objectives and based in the CCLS standards, are needed consistently across the curricula. A written and enacted curricula that includes WITSi tasks, student work products, and assessments embedded into the units and directly aligned with instruction that is responsive to individual students' needs is also needed.

In 2016-2017, the school will do the following:

- School leaders will develop a spreadsheet outlining when they will visit teachers to provide coaching feedback. Minimally each teacher should be seen once per month. School leaders will provide timely, low inference feedback, and strategic support and personalized next steps on the teachers' instructional practices using the Danielson Framework for Instruction.
- Inter-visitation, organized by the administrative team in collaboration with teacher leaders, will be engaged in by the faculty, weekly to support instructional growth.
- SRI coaches will visit the school weekly and provide weekly feedback to specific teacher leaders and individual teachers that is aligned to the Danielson Framework and provides actionable support and next steps. All members of the learning community will be invited to join in on these classes and debriefs as "fish bowls".
- The Principal, the DSR, and any members of the learning community that wish to join, will do a weekly "learning walk" of the classrooms and provide a "holistic" school wide report on observed practices and next steps

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 increased collaboration among teachers.

Framework Area: Collaborative Teachers

This is an area of Celebration: Weekly teacher team meetings allow all teachers across the school to regularly engage in collaborative planning, data analysis, and decision-making linked to school-wide goals and initiatives. Teacher teams' use of protocols for investigation of strengths and needs in student work and data, along with teacher voice in school level decisions, contribute to improvement of teacher practice and student progress towards learning goals. Minutes of team meetings indicate that staff members engage in the collection and analysis of data from varied sources, including standardized assessments, Measures of Student Learning (MOSL) performance tasks, end of unit assessments, and writing tasks linked to the Writing is Thinking through Strategic Inquiry (WITsi) strategy being taught across content areas. Teacher data analysis logs show the use of data to target specific students in grade 9 and 10 for inquiry work. In addition, teachers use Regents assessment data to group and assign students to interventions during the regular school day and as part of a mandatory Extended Learning Time (ELT) program designed to improve student outcomes, such as credit accumulation, through increased mastery of content and skills across grades and subjects. During teacher team meetings, the teachers use a Learning from Student Work protocol and tally sheet to engage in an analysis of student work from a task linked to the application of a WITsi strategy. The teachers identify noticings and wonderings as they entered scores for each student on the tally sheet with criteria which are aligned to the expectations of the WITsi "sentence expansion" process. Then they identify instructional adjustments to be made based on the data gathered. Planned next steps include re-teaching to get students to pay more attention to all criteria of the task and extending future sentence expansion tasks to include the use of "because, but, so, however and therefore."

In addition, teachers participate in school-level decision-making through their service on a variety of teams. Teacher leaders, including grade leaders, are members of the Instructional Cabinet, creating a link between cabinet-level inquiry work and inquiry activities across teacher teams. Members of teams such as the Automotive Faculty Senate, programming committee, youth development, Career and Technical Education (CTE), and High School Renewal Initiative (HSRI) team collaborate with school leaders to assess growth and gaps in teaching and learning and help identify next steps for improvement.

The school is no longer in Priority status and has been removed from Receivership for the 2016-2017 SY. It is now identified 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.

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