



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

School Name	P.S. 123 Mahalia Jackson (05M123)
School BEDS Code	310500010123
District	5
Superintendent *(Chancellor)	Carmen Fariña, Chancellor
School Principal	Melitina Hernandez
Additional District Personnel Responsible for Program Oversight and Report Validation	Gale Reeves, 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	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 and a 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:

Supportive Environment

PS/MS 123, The Mahalia Jackson School is focused on meeting the social/emotional needs of all students so that students are well behaved and come to school regularly. The school is located in an area of NYC that is recognized as one of the highest need areas in the city. Students in Pre-K – 8 are often from families in need of support, and many of them (15%) reside in shelters that are zoned for the school. Although many students move out of the school zone during the school year, a number have chosen to continue attending PS/MS 123M, and therefore travel great distances by bus and or subway, often arriving after the start of the school day, and/or not attending school during inclement weather. In addition, the students who come from the surrounding shelters enroll in the school throughout the year, and have high mobility rates. The school attendance rate has increased from lower than 88% to almost 91% and raising the attendance rate continues to be a high priority recognizing that children who do not attend school regularly present a great challenge.

As an outgrowth of a positive behavior centered system, the school has developed a set of Core Values to provide clarity regarding student behaviors. These Rock-It Core Values are Respect for All; Own it!!; Care for Your Community - Come Ready to Learn; Keep it Safe. Core values are used to establish a Code of Collaboration and Shared Vision in every class to which students connect, and remind their classmates to uphold. The core values are also the basis of the school's newly instituted Rock-It Bucks initiative which rewards positive behaviors, good attendance and no lateness. Available data - As a result of programs and supports put into place in 2015-16 (described below), the school shows a marked improvement in the area of supportive environment at the school. OORS Student Incident Reports have been reduced by 49% The VADIR score, which provides information regarding school safety has been reduced by 75%.Principal suspensions have been reduced by 43%Superintendents suspensions have been reduced by 75%NYSCFSS Visit. The school's Attendance Committee meets regularly to monitor school-wide and grade attendance, and individual student attendance. The outreach program focuses both on rewarding good attendance at punctuality, and providing intense outreach for students and families with poor attendance and lateness patterns.

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?**

Strong Family and Community Ties

To build strong family/community ties, the school strives to bring parents into the school community of learners through the efforts of the parent coordinator, family coach, social worker, and consultants, and is closely monitoring. Monthly grade level parent newsletters are sent by the principal to maintain open parent communication. Special intergenerational family events (e.g. Family Fun Day, Grandparents Day, Resource Fairs) are implemented together with school partner organizations and attract a large number of family members. Student celebrations are scheduled throughout the year and parents can attend to celebrate with their children. Regular meetings with community based organization school partners have resulted in programs that enhance the regular school day activities. An open door policy is maintained by the principal and assistant principal so parents know that school staff are here for them, meeting with them if they come to school without a set appointment. Parents and families receive needed supports and services from the school's onsite mental health facility, social worker, family coach and guidance counselors. Annual Events for families (e.g. Winter/Spring Festival, Back to School Family Event, Family Fairs, Student Work Celebrations) Priority Focus Areas Additional family outreach regarding student attendance and lateness (home visits, phone contacts) Opportunities for parent education via courses at the school (ESL, technology) An enhanced school webpage would provide a place for parents to easily access key information. Additional parent engagement activities scheduled throughout the year based on parent expressed needs. Additionally, our school is no longer on the Receivership list. Our new accountability status is 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.

DRAFT