



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

<b>School Name</b>	DeWitt Clinton High School (10X440)
<b>School BEDS Code</b>	321000011440
<b>District</b>	10
<b>Superintendent *(Chancellor)</b>	Carmen Fariña, Chancellor
<b>School Principal</b>	Santiago Taveras
<b>Additional District Personnel Responsible for Program Oversight and Report Validation</b>	Carron Staple, Superintendent Aimee Horowitz, Executive Superintendent for Renewal Schools Sharon Rencher, Senior Advisor to the Chancellor
<b>Grade Configuration</b>	09,10,11,12,SE
<b>SIG/SIF/SCEP, and Cohort/Model</b>	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 a School Improvement Grant plan which are tools we use 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**

Our greatest challenge to be addressed is in improving teacher pedagogy. Teachers continue to struggle with skills based instructional objectives that are engaging and aligned to the common core. To address this challenge, we have developed structures and protocols for common planning meetings and programmed the meetings into the instructional day. We are providing professional development through Houghton Mifflin Harcourt which will focus on student centered learning activities in all subject areas and will align with Danielson 3C, engaging students in learning. Teachers initial planning conferences and ensuing Advance observations will focus on 3C as well to assess teacher progress as well as adjust our professional development activities throughout the year to meet teacher need.

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?**

#### **Supportive Environment**

Our greatest accomplishment this past year is in the success of our Small Learning Communities (SLC). Through our SLC's, we are able to customize instruction in every classroom. SLCs establish a culture with a sense of belonging that allow students to feel supported by their peers. Each SLC has a Student Success team comprised of an assistant principal, guidance counselor, SLC coordinator, and Good Shepherd Services (GSS) social worker. This team has weekly meetings with an attendance teacher to monitor student attendance, assess progress to graduation and intervene as necessary. GSS additionally provides services to students and families throughout the school day, as well as before and after regular school hours.

To further support students, the school houses a full health clinic through Montefiore Hospital where students can receive medical, dental, and mental health services on site and do not need to miss school. In addition, through the clinic, the students and families can receive family social work intervention services. The school also has a LYFE center on campus to provide childcare services for students with children ages 3 months to 3 years and a Young Adult Borough Center to support students in their 5+ year of High School with afternoon and evening classes to complete their high school course of study.

### **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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