



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

<b>School Name</b>	Richmond Hill High School (27Q475)
<b>School BEDS Code</b>	342700011475
<b>District</b>	27
<b>Superintendent *(Chancellor)</b>	Carmen Fariña, Chancellor
<b>School Principal</b>	Neil Ganesh
<b>Additional District Personnel Responsible for Program Oversight and Report Validation</b>	Michael Alcott, 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 5

**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 which are used as tools 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:

## **Framework Area**

### **Rigorous Instruction**

Our school needs to continue to develop appropriate instructional supports for the various readiness levels of students, including those who are more advanced and seeking additional conceptual challenges beyond the scope and sequence of the lesson. While teachers often use student groupings as an approach to accelerate student readiness, groups are not always developed with data in mind. In addition, too often we find that verbal discussions in classrooms are dominated by select students. The impact of these challenges is that students infrequently demonstrate higher order thinking skills in student work products. Our steps to remedy this will be to continue to leverage our partnerships from our SIG grant, including Metamorphosis, an MWBE vendor who specializes in math support and The Leadership Program, who provides social-emotional workshops for our teachers so that they are more attuned to non-academic needs.

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?**

An accomplishment from the past year that the community should know about is:

### **Supportive Environment**

We pride ourselves on consistently communicating high expectations to the entire staff and providing training to teacher teams and staff to establish a culture for learning. We have transformed the school climate as evidenced by greatly reduced Level 3 or higher infractions or suspensions. We are most proud of our “Are You Green?” campaign which was established in this school to consistently communicate college and career readiness expectations to both students and staff with current student performance information. Data is shared privately with students and throughout the school on bulletin boards at the end of each semester. “Are you Green?” student reports inform students of their academic progress, attendance, and discipline record. On track is highlighted in green; needs improvement is yellow; and off track is yellow. The intention of the campaign is to create student and staff awareness of any potential obstacle to 4-year graduation allowing for early intervention and correction. Students, throughout classroom visitations and meetings, all know their color and status of where they stand regarding plans for the next step in their education. Teachers also receive professional development for additional support with the data analysis and application.

The needs assessment data noted above demonstrates increases across the framework areas which shows the progress that our school community has made. Additionally, our school is no longer on the Receivership list – it is now a Focus School – which is evidence that as a SIG Cohort 5 Transformation school, we have fully enacted whole-school reform. All of this work has helped us build an internal accountability system for high expectations which supports teachers and prepares students for the next level: college, careers, and beyond.

**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.