



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

<b>School Name</b>	School of Diplomacy (11X370)
<b>School BEDS Code</b>	321100010370
<b>District</b>	11
<b>Superintendent*(Chancellor)</b>	Carmen Fariña, Chancellor
<b>School Principal</b>	Sean Licata
<b>Additional District Personnel Responsible for Program Oversight and Report Validation</b>	Meisha Ross Porter, Superintendent Aimee Horowitz, Executive Superintendent for Renewal Schools Sharon Rencher, Senior Advisor to the Chancellor
<b>Grade Configuration</b>	06,07,08,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 and a School Improvement Grant or School Innovation Fund 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.

## **Rigorous Instruction**

Based on our 2015-2016 Quality Review, the school received a 'Proficient' in two of the three instructional core indicators 1.1- Coherent Curricula and 2.2- Assessment. The school received a rating of 'Developing' in QR indicator 1.2- Pedagogy, which will be our area of focus for the upcoming 2016-2017 school year. Findings from an external curriculum audit, the Survey for Enacted Curriculum (SEC), identified a need for developing rigorous instruction, improving teacher practice, and strengthening assessment practices to inform instruction. Findings also showed that there is a need for ELA and math teachers to modify their curriculum so that they are focusing and spending more time on higher leverage standards. (SEC 2014-2015). This continues to be an area of focus for the school. The school's 2016-2017 School Improvement Grant (SIG) and 2016-2017 RSCEP outline our plans for improvement, including two goal areas specific to rigorous instruction: (a) teacher effectiveness and (b) Common Core aligned curriculum units with rigorous end of unit performance tasks. Based on our school's 2014-2015 School Renewal Assessment (SRA) conducted by the American Institutes for Research (AIR), teachers reported receiving regular instructional feedback, support and professional development from administrators, colleagues and outside providers. This continued in the 2015-2016 school year and will continue in the upcoming school year. The School of Diplomacy received an Integrated Intervention Team (IIT) review during the 2014-2015 school year. In our Diagnostic Tool for School and District Effectiveness (DTSDE) report from our IIT review, findings showed a need for the school leader to provide explicit expectations to the school and teacher leaders for monitoring the curriculum implementation and articulating a school-wide instructional focus. The principal has made progress in these areas during the 2015-2016 school year. This was achieved by creating smaller groups during instruction and using different approaches to better meet the learning styles of the students.

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?**

Parent attendance rates have climbed at school events and meetings this school year and in previous years, creating stronger family and community ties, although it also remains a challenge for our school. Our school has integrated multiple ways to communicate important information to parents in order to involve them within our school community; however, there are still few parents that attend our parent informational sessions and activities provided by the school. For

the 2015-2016 school year, we partnered with our Community Based Organization, Phipps Neighborhoods, to make this a focus area of support during our school's transition into a Community School model. This will continue to be a focus area for the new school during the 2016-2017 school year. According to our 2014-2015 School Renewal Assessment (SRA) findings within the Supports and Structures report, although family engagement is an ongoing concern for the school (and campus), several school strategies encourage more family involvement. Our school's efforts have been met with mixed success. Respondents during the interviews indicated that the school is making significant efforts to strengthen and support community ties. However, more work and attention needs to be focused in this area. 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.