



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

School Name	Grover Cleveland High School (24Q485)
School BEDS Code	342400011485
District	24
Superintendent *(Chancellor)	Carmen Fariña, Chancellor
School Principal	Denise Vittor
Additional District Personnel Responsible for Program Oversight and Report Validation	Elaine Lindsey, Superintendent 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:

Framework Area

Rigorous Instruction

Uniform curriculum development and lesson implementation are areas for improvement:

Curriculum: While many teachers engage in comprehensive planning, with attention to individualized student needs, the use of appropriate planning elements is not uniform throughout all subjects and classes. Although most teachers are aligning unit and lesson plans to the CCLS, some do not regularly integrate all components, such as differentiation and higher-order questions. Review of lesson plans show that some teachers who include differentiation typically identify general instructional strategies or procedures, such as “organize activities where students interact explicitly” or “connect learning to student knowledge and experience,” rather than designating specific activities or materials that address specific student needs. Teachers need to improve planning curricular supports using data-driven instruction (DDI) protocols to address the needs of students, including those with disabilities and ELLs. There also needs to be an increase in curricular planning for the use of complex materials and questions that promote higher-order thinking and peer-to-peer discussion. Teachers should more consistently develop and implement interdisciplinary curricula throughout all subjects and grade levels. Most interdisciplinary planning and lessons occur during CTE classes to integrate skills with core subject classes.

Pedagogy: Lessons do not consistently provide supports for a diversity of learners, particularly English language learners (ELLs) and students with disabilities (SWD) and do not challenge all students to their full potential, thus limiting opportunities for them to engage in higher order thinking tasks and discussions. Teaching practices inconsistently provide multiple entry points into the curricula and student work products and discussions reflect uneven levels of student thinking and participation. Class often lessons lack extension activities for advanced students. There are some opportunities for students to engage in discussions like “turn and talk” and strategies like this need to be modeled and shared.

In order to address these challenges, the school will engage in the following activities:

- Teachers will be trained in how to incorporate scaffolds, enrichment opportunities and discussion protocols into units and lessons as a way of improving access for all learners
- Teachers will develop unit and lesson plans that utilize Universal Design for Learning principles to develop multiple entry points for all students, including advanced learners
- Teachers will use the EQ iP rubric to measure lesson and unit effectiveness and self-assess
- Teachers will receive training on how to align pedagogical practices with curricular supports so that curricular adjustments can be implemented effectively
- Teachers will develop revised curriculum maps, new units and lesson plans designed specifically for beginners, entering/low intermediate, and emerging ELL students that focuses on language acquisition and proficiency in order to enhance all learning for college and career readiness
- ENL Teachers will participate in professional learning opportunities to provide multiple entry points and higher –order thinking tasks and questions for emergent English speakers

- Career and Technical Education courses will incorporate literacy standards into skills and activities for each lesson and unit plan

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 growth in the area of Collaborative Teachers. The vast majority of teachers are engaged in structured inquiry-based professional collaborations aligned to school goals and opportunities are embedded to empower teachers to assume leadership roles that directly affect key decisions across the school. School-wide structures enable teachers to play a central role in decision-making that promotes the Common Core Standards, strengthens teacher capacity, and improves student achievement for all learners. Supporting Evidence. Small Learning Communities (SLC) and teacher team meetings are utilized to discuss unit plans and student-centered instructional strategies. All teachers participate in the inquiry process during common planning time meetings once per week, in data-informed collaborative planning three times per week and teachers participate in SLC information and event planning once per week. Through the partnership with High Schools That Work, teachers in teams use the Literacy Design Collaborative (LDC) model which “provides a common framework upon which teachers can individually or collaboratively build literacy-saturated curricula within their content area and for their focus topics.” SLC coordinators are teacher self-selected and are responsible to turnkey learned information to their SLC. Coordinators participate in the NYCDOE Teacher Leadership Program and professional development facilitated by High Schools That Work, focusing on the inquiry process to improve student learning and pedagogical practices. The inter-disciplinary team of 12 teachers use an agenda and a consultancy protocol focused on the integration of literacy skills across content areas, a school goal. A teacher facilitator ensures that each teacher has a copy of the task, student work, rubric, and student work template. During the meetings, teachers provide warm and cool feedback in a fishbowl format. Teachers also share strategies with their colleagues, debrief strategies and plan for next steps so that the work of teams is implemented in a timely manner.

The school is no longer in Priority status – it is Focus – and has been removed from Receivership.

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.

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).

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