



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

School Name	The Bronxwood Preparatory Academy (11X514)
School BEDS Code	321100011514
District	11
Superintendent*(Chancellor)	Carmen Fariña, Chancellor
School Principal	Janet Gallardo
Additional District Personnel Responsible for Program Oversight and Report Validation	Carron Staple, Superintendent Sharon Rencher, Senior Advisor to the Chancellor
Grade Configuration	09,10,11,12,SE
SIG/SIF/SCEP, and Cohort/Model	SIF 3

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 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.

Supportive Environment

One of the challenges faced is the need for a collaborative effort of school personnel, community organizations and families to frame a vision for student social and emotional development. While each stem of the tripod of student support was operable and effective, the vision and supplemental plan of action was individualized; consequently, the delivery of a strongly unified program was not delivered consistently. Since this evaluation, Parent outreach has increased Parent attendance at Parent Association meetings, Meet and Greets and Parent conferences. We have increased accessibility for parents to continually monitor student success through Pupil Path. Our partners and Bronxwood Preparatory Academy have developed a more efficient form of communications that can be turn keyed to students and their families to expose the opportunities our CBOs offer regularly. Plans for parent engagement through health, wellness and technology classes have begun with extended models in SY15-16.

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 & Community Ties

One of our greatest accomplishments is that communication amongst partners and families has much improved. Collaborative meetings with partners and the partners sharing activity topics/calendars have improved. Partners/School staff are asked to speak at Parent Association meetings to gather family input for desired opportunities for students and their families. In a concerted effort to extend the impact of our relationships with our community, Bronxwood Preparatory Academy instituted a variety of communication structures and tools to bridge gaps in order to support our students. As a result, we received a “Well Developed” noting “High expectations are consistently messaged to staff, students and families.” Additionally, our school is no longer on the Receivership list. Our new accountability status is 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.

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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