



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

School Name	Fordham Leadership Academy for Business and Technology (10X438)
School BEDS Code	321000011438
District	10
Superintendent *(Chancellor)	Carmen Fariña, Chancellor
School Principal	Fiorella Cabrejos
Additional District Personnel Responsible for Program Oversight and Report Validation	Michael Alcott, Superintendent Aimee Horowitz, Executive Superintendent for Renewal Schools Sharon Rencher, Senior Advisor to the Chancellor
Grade Configuration	09,10,11,12,SE
SIG/SIF/SCEP, and Cohort/Model	SIG 6

- 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 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:

Rigorous Instruction

Our greatest challenge is to build on our comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning. We now need to develop a system that involves student reflection, and tracks their ownership of learning. With the support of Renewal school coaching and teacher feedback, we will create tasks and reflection protocols that increase opportunities for students to reflect on their work. Student facing rubrics will be used in this process and will allow us to track the data.. This reflection will allow for increased student- teacher collaboration with a focus on student created, 'Next Steps', increased student ownership of their learning and we believe increased student academic success.

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 school year is the supportive school environment we created to cater to the whole child via academic excellence and character development. Students are challenged with rigorous and differentiated instructional tasks, while students and families are given support both academically and socially/emotionally. Teachers and staff are safe to engage in the professional conversations necessary to effectively and positively impact student achievement. Our partnership with The Leadership Program provides two full-time counselors who provide crisis intervention services to approximately 80 students during the school day and on Saturdays. They also run "Lunch and Learn" counseling sessions with students. Our partnership with Montefiore Hospital provides 2 full-time social workers that work with at-risk students. Our community school partners also provide referrals for mental health services with psychologists and social workers, host a "Lunch and Learn" with medical students from the Albert Einstein School of Medicine, provide Regents Prep Academy, and "Let's Get Ready" SAT prep classes.

- 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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