



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

<b>School Name</b>	The Bronx Mathematics Preparatory School (08X375)
<b>School BEDS Code</b>	320800010375
<b>District</b>	8
<b>Superintendent *(Chancellor)</b>	Carmen Fariña, Chancellor
<b>School Principal</b>	Dyon Rozier
<b>Additional District Personnel Responsible for Program Oversight and Report Validation</b>	Karen Ames, 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>	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:

## **Supportive Environment**

Although, we implement a Positive Behavior Interventions and Supports System (PBIS) that is marked by incentive based activities for students and is aligned to our schools goals and visions for creating a positive and safe culture and tone, there is inconsistency in the implementation of practices that support it amongst staff. In addition, the average daily attendance rate is 89.9% which is slightly below the citywide average of 90.6%

As shown by our HEDI ratings on the Learning Environment Survey, students indicate that they feel safe in the school and they are able to share thoughts and concerns with teachers, social worker, and school safety agents. In addition, we have a system in place whereby they can place notes in the school leader's suggestion box to share their voice about peer matters or provide suggestion to improve our school community. The school has developed systems [RTI model and PBIS framework] to support the social and emotional developmental health of students. The Special Education Team works with instructional staff and external partners to provide students and their families with information about interventions, academic progress, flexible programming, and learning needs. They also collaborate to follow up on referrals and implement required services for students. The attendance team monitors student attendance and follows up with families to address medical, social, or emotional needs. We initiated a program (Check and Connect) to align identified teachers with at risk students in a submit weekly reports that provide an interaction check of mentors with mentees and to inform decision-making in relation to students' social and emotional health needs.

The Office of Innovation and School Reform should continue to provide support and resources for the needs identified by the school and the NYCDOE.

The school receives support from the Office of Federal/State Education Policy and Grants, Office of Renewal as well as our Superintendent and districts.

- 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 and Community Ties**

Based on the 2016 Quality Review and Learning Environment Survey findings, the school has many systems in place to cultivate a trusting relationship with families and to provide ongoing communication. There is an "open door policy" for all community members and the school builds respectful relationships by sponsoring frequent activities like a full day annual orientation for both parents and students that focuses on "Get to Know our School Community" on the first day of school. We implement a five point communication system for parent/home outreach: back pack information with students, mail information, information shared on school based web page, use of School Messenger system and REMIND text for mass messages. We use NYCDOE based program Wake Up! NY

attendance messenger for students that have shown consistent lateness. Monthly Parent Association meetings facilitated by one of our CBOs (The Leadership Program).

**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.