New York State Education Department

2021-2022 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework

South Bronx Classical Charter School IV

Renewal Site Visit Date: November 18, 2021
Date of Report: May 25, 2022

Charter School Office
89 Washington Avenue
Albany, New York 12234
charterschools@nysed.gov
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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	South Bronx Classical Charter School IV
Board Chair	Ingrid Bateman
School Leader	Paul Tyron
District of location	NYC CSD 7
Opening Date	August 2017
Charter Term	Initial Charter: August 1, 2017 - June 30, 2022
Current Term Authorized Grades & Approved Enrollment	K - Grade 5 / 372 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 8 / 405 students
Facilities	x Temporary Space: 3458 Third Avenue, Bronx, N York 10456 – Private Space was used until October 2020 x Permanent Space: 757 Concourse Village W Bronx, New York 10451 - Private Space
Mission Statement	South Bronx Classical Charter School IV prepares K-8th grade students in the South Bronx to excel in coll preparatory high schools. Through a classical curriculum and highly-structured setting, students become liberated

the school's daily attendance averaged about 95%, which is approximately the same attendance rate as before the COVID-19 pandemic

COVID

BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school,

New York State Education Department
2015 Charter School Performance Framework Rating

2015 Performance

Summary of Findings

- SBCCS IV is in year 5 of operation and serves students in K – Grade 5. During its current charter term, the school is rated in the following manner: meeting eight benchmarks and approaching two benchmarks. A summary of those ratings is provided below.

- Summary of Areas of Growth and Strengths: SBCCS IV is a well-organized and mission driven school that has developed a classical curriculum, including Latin, the arts and debate. The school uses extended blocks to implement multiple programs in English language arts and math, including guided reading, textual analysis and number stories. In addition, SBCCS IV has a robust intervention program to meet the academic and social emotional needs of its students. The school has also established a strong school culture built around high expectations for learning and behavior. The school also has multiple communication systems in place to engage staff and families in the school. Finally, SBCCS IV enrolled a greater percentage of English language learners (ELL) students than its district and about the same percentage of economically disadvantaged (ED) students.

- Summary of Areas in Need of Improvement: SBCCS IV has been under-enrolled overall and enrolled a smaller percentage of student with disabilities than its district of location.

- The school provides extended blocks for literacy and math instruction.
- The school uses a tiered intervention model included supplemental tutoring and guided reading.

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each day, since each day of instruction has been mapped on an automated and online instructional calendar. Our lesson plans range in length from 4 to 20 pages depending on grade

based on our Fountas & Pinnell running record assessments (regardless of designation) receive an additional 45-50 minutes of reading comprehension and guided reading block with five or fewer scholars… The At-Risk program also allows for targeted phonics and word work to support

- Indicator e:According to the school’s renewal application “

Benchmark 6: Board Oversight and Governance
The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure

Benchmark 7: Organizational Capacity
The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation,evaluation,and

education coordinator and operations manager. In addition, grade team leaders also support teachers and communicate their issues to school leadership.

- Indicator b: Based on interviews with staff and review of the school's organizational chart, roles and responsibilities appear clear to all stakeholders. Within the school instructional and operations leaders report directly to the school director, while also being sup

Benchmark 8: Mission and Key Design Elements
The school is faithful to its mission and has implemented

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