



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

School Name	Bronx High School for the Visual Arts (11X418)
School BEDS Code	321100011418
District	11
Superintendent*(Chancellor)	Carmen Fariña, Chancellor
School Principal	Iris Witherspoon
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	Cohort 4

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 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:

Collaborative Teachers

The greatest challenge in our school this year has been to collaboratively refine and implement curriculum throughout our school. We have addressed the challenge in several meaningful ways. Our teachers have revised their unit plans to ensure CCLS alignment, alignment to the school-wide instructional focus, and to include assessments of the CCLS Reading and Writing 1 standards. In addition, our teachers included multiple entry-points and differentiated strategies. Targeted support was provided to drive teacher practice and as a result there was improvement in addressing the special needs of the student population. Teachers met weekly to discuss students progress during Kid Talk. ELA teachers focused on argumentative writing. Teachers met to discuss NYC performance assessment data.

Teachers were provided professional development on assessment and questioning, discussion and student grouping which they implemented into their practice to foster student participation in their own learning process. Teachers examined student work in teams and provided feedback to increase student learning. Teachers engaged in weekly inquiry work by grade level to examine trends in data and to make strategic decisions based on a collaborative inquiry process. Teacher teams created inquiry questions based on student data, created action plans, and presented their findings to the whole school community. Teachers met weekly in cohort teams to engage in Kid Talk which was a process that identified students that needed intervention through a variety of strategies, including parent-teacher-student conferences, guidance counselor interventions, and student conferences/interventions with all cohort teachers present. Needs: The school is utilizing a baseline reading assessment, which measures student learning (MOSL), and helps to create strategic interventions.

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 and Community Ties

Our greatest accomplishment this year was the comprehensive implementation of School Messenger and Skedula, as online resources for communication and information delivery to parents. The increase in reciprocal communication has helped our students and families interact with our school on a daily basis. As well, teachers engaged in weekly Kid Talk conferences with parents, students, and other stakeholders. The school maintained partnerships with the Bronx

Museum of the Arts, the Leadership Program, Global Kids, Counselors in the Schools, and SAPIS. Additionally, our school is no longer on the Receivership list. Our new accountability status is a 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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