

Receivership

Quarterly Report *and* Continuation Plan (2016-17)

3rd Quarter - January 18, 2016 to April 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
11X418: Bronx High School for the Visual Arts	321100011418	NYC GEOG DIST #11 - BRONX	Yellow	Cohort 4
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Iris Witherspoon	Carron Staple, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	494

Executive Summary

Please provide a *plain-language summary* of the current reporting quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

The new State Receivership law requires that “Persistently Struggling Schools” be given an initial one-year period to improve student performance, and “Struggling Schools” be given an initial two-year period to improve student performance. The State Education Department designated 62 New York City schools as Struggling or Persistently Struggling, which requires them to be placed in receivership under the Chancellor’s direction.

As part of this Administration’s commitment to ensure that all of our students receive a high-quality education, Mayor Bill de Blasio and Chancellor Carmen Fariña launched the Renewal School program, which included a \$150 million commitment to provide unprecedented resources to turnaround 94 of our most challenged schools. Fifty of the 62 state-designated Struggling and Persistently Struggling Schools are in the City’s Renewal Program. The remaining 12 are receiving similar resources and all 62 benefit from State-mandated supports.

Renewal Schools are implementing significant interventions to accelerate student performance and help close achievement gaps. Those interventions include an additional five hours of expanded learning time; working with partner community-based organizations to provide rich after-school programming; and, increased professional development for school leaders, teachers and other school-based staff through coaches and partnerships with institutions such as Teachers College at Columbia University. Additionally, each Renewal School is now a Community School, offering wraparound services to our students and their families.



The education reforms in the Renewal School Program have a strong record of driving improvement. First, strong, effective leadership is critical in initiating and sustaining turnaround efforts in struggling schools. Since the launch of the Renewal School Program, we have dispatched teams of experienced principals and assistant principals to strengthen leadership and to provide expertise these schools need to help change direction. Where it is needed, we have and will continue to replace school leadership to help transform a school and boost student achievement.

Second, increased high-quality professional development provides teachers and principals targeted support to develop their craft and improve classroom instruction practices. We are investing in deepening teachers' skills through professional development at every grade.

Third, expanded learning time extends the school day by one hour each day and enables struggling schools to create more time for core subject instruction, tailored academic support for students' unique needs, and enrichment activities provided in collaboration with community partners. Schools now have a more seamless school day that reinforces core subject material while providing students with helpful strategies and services that support active learning.

Finally, the Community School model, which incorporates academic and social services into the school environment, provides services to students and communities beyond the classroom needs, with the goal of helping students focus and stay on task during the school day.

To oversee these efforts we established the Office of Community Schools and the Office of Renewal Schools. We also hired a team of district-based Directors of School Renewal (DSR) to support Renewal schools. DSRs participate in monthly professional development sessions. These professional development sessions focus on building capacity and facility in the areas of continuous school improvement processes, instructional and leadership coaching, data driven progress monitoring, and establishing systems and structures for sharing best practices within and across their schools.

All Community Schools in the City have been matched with a lead community-based organization and have hired a community school director - a new leader in the school whose primary responsibility is to coordinate partnerships and interventions.

Through these partnerships, we are able to provide more time for learning, academic support, enrichment activities, health services and more. For example, some schools might have a food pantry so that hunger does not distract from learning. Others schools might have a physician's office on site to keep kids healthy so they do not miss school. Still others might offer English classes for families so parents can help kids with their homework. We are confident that these interventions and new programs will make this school year and those to come successful experiences, which will drive student achievement in our struggling schools.

We are closely tracking indicators that schools are moving in the right direction. Across Districts 1-32, attendance has increased from 91.5 percent in the 2013-14 school year to 92.1 percent in the 2014-15 school year and is at an all-time high. Citywide, we also saw a modest test score improvement over the past year, and while we are proud of this, we have much more work to do to ensure every child is reading on grade level and every student is graduating as a productive member of society.



Ensuring families are actively engaged in this work is critical. Last summer we knocked on the doors of 35,000 families of Renewal School students to tell them what it meant for their school to be a Community School. We held family nights in all Community Schools in September to welcome families back to school, and get suggestions and feedback, and we're offering a 3-day training on Dr. Karen Mapp's Dual Capacity framework for all community schools. The training will be offered to teams from each school that are comprised of administration, parents, teachers and CBO staff.

The State-mandated receivership hearings have played a critical part in our larger goal of involving families in their children's education. The DOE held public meetings at all 62 Struggling and Persistently Struggling schools to discuss receivership and its requirements, and the Renewal Schools Program. We were pleased to hear directly from parents, students, and community members about what their schools need 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.

All stakeholders at Bronx High School for the Visual Arts are committed to the continued improvement and the success of our students academically, socially and emotionally. Collectively, students, staff and families contribute to a school community that is safe and conducive to learning. We have aligned our resources to build systems that are informed by input and feedback from the School Leadership Team (SLT) and Community Engagement Team (CET), and implemented by school staff and leadership, which meet regularly to evaluate progress based on qualitative and quantitative data.

Principal Iris Witherspoon is focusing on developing strong teaching by supporting literacy across all subject areas. By using the Danielson Framework, the principal has focused her professional development plan, in conjunction with the professional development team, in order to offer teachers differentiated and targeted professional development. Since strong instruction is tied to greater student achievement, the principal has also established teacher teams where teachers use protocols to look at student work and use the data to inform their unit and lesson planning. Also, the principal has partnered with Generation Ready to provide coaching to teachers; and her partnership with Counseling in Schools has given the students additional social-emotional support that will likely improve attendance and progress to graduation. While the Principal is making fundamental changes to support the school's work towards meeting benchmarks, the school community is still challenged with students who are off-track with credits and Regents exams, as well as students who have issues with attendance.

Part I – Demonstrable Improvement Indicators



LEVEL 1 – Indicators
 Please list the school’s Level 1 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
College Readiness Index	Yellow	12.2%	13.2%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrative improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>The third quarterly report evidenced the following work: 1-A new math teacher was hired to support struggling learners and to ensure students were provided with Algebra 2 courses and preparation for the regents exam. All Algebra 1 students will be taking a mock exam on May 9 and the data will be used to target instruction to address deficits. 2-Algebra 1 and 2 students and Geometry students are using Delta Math and Castle Learning to continue to increase and bolster their skills in preparation for the regents exams. Student data on Castle Learning shows an overall 10% increase in performance. 3-Students in Advanced Placement (AP) courses have been provided with additional instructional time to afford them more targeted support in preparation for the May 11, 2016 AP exam. 4- We have made a concerted effort to identify students for advanced regents diplomas and instituted interventions and strategies that will enable them to graduate with a higher diploma, which included</p>	N/A



				<p>providing them with additional Spanish courses, preparation for the Spanish Regents, and preparation for the arts Regents.</p> <p>5- Regents preparation support is implemented during our Go Green Academy after school and on Saturdays to ensure that students are equipped with the specific knowledge necessary to achieve proficiency on the exams and master the skills needed to increase college readiness. Data is not yet available for this indicator. We are confident that we are observing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p>	
Make Priority School Progress	Yellow	N/A	Meet progress criteria	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrative improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational OPlan (SCEP). Data is not yet available for this indicator. We are confident that we are noticing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>The following is evidence of work completed to meet this demonstrable improvement indicator: The school is on target to make progress based upon evidence in credit accumulation in grades 9 and 10. Extensive outreach and efforts have been made to identify at risk students, engage their families, and provide additional resources such as academic counseling, emotional counseling, and academic progress monitoring. In addition, after each marking period, counselors meet with all students who have failed courses, and create and execute action plans .. The school received notice from the New York State Education Department (SED) that our accountability designation has been changed from Priority to Focus, effective immediately.</p>	N/A



Progress Toward Graduation-Years 2 and 3	Yellow	39.8%	40.8%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrative improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). Data is not yet available for this indicator. We are confident that we are noticing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>The following is evidence of work completed to meet this demonstrable improvement indicator: The school continues to work diligently on ensuring that students are meeting the graduation requirements. We have had emergency town halls and parent meetings for each grade level to address progress toward graduation. We have instituted a mandatory grade 9 after school and Saturday Academy effective February 2016, to address the needs of any student who has failed one or more courses.</p> <p>Parent communication is strong.</p>	N/A
Regents Completion Rate	Yellow	38.8%	39.8%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). Data is not yet available for this indicator. We are confident that we are noticing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>The following is evidence of work completed to meet this demonstrable improvement indicator: Castle Learning has been instituted in all Regents bearing courses and is being used for our Saturday Academy to strengthen students' skills and Regents</p>	N/A



				<p>preparedness. In addition, we are administering two mock Regents exams for a full three hours (Global and Algebra 1), which are aligned to the goals delineated in our our SCEP to ensure that students are provided with ample practice, and experience the full three-hour session in order to build stamina. In addition, the data from these mock exams will be used to target instruction before the actual test. Moreover,, teachers are incorporating mock exams in their courses during their instructional periods to ensure students are practicing Common Core- aligned tasks</p>	
School Survey - Safety	Yellow	3.08	3.12	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrative improvement indicator. This work is articulated within each framework area of the sSchool Comprehensive Educational Plan (SCEP). Data is not yet available for this indicator. We are confident that we are observing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>The following is evidence of work completed to meet this demonstrable improvement indicator: The school continues to implement our Positive Behavior and Intervention Supports (PBIS) and Counseling in Schools (CIS) program to ensure that students have positive incentives, role models, and ongoing support. In addition, targeted staff have been trained in Restorative practices and have begun to implement some of the strategies to support students with conflict management and behavioral interventions. Other interventions, such as cell-phone removal, have been implemented to increase students’ ability to stay focused and remain in class for the duration of the period. School staff contacts parents daily to alert them about any class or overall attendance concerns. Parents are also invited to</p>	N/A



				regular cohort meetings to meet their teachers and to support action plans for improvement. Lastly, we have parents spend the day with their students in classrooms as a way to build partnerships with them and ensure mutual accountability for student success.	

LEVEL 2 Indicators
 Please list the school’s Level 2 indicators below Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Plan
6-Year Graduation Rate	Yellow	73.4%	74.4%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrative improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). Data is not yet available for this indicator. We are confident that we are noticing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>The following is evidence of work completed to meet this demonstrable improvement indicator: The school continues to work towards following up with students who still have not graduated by ensuring they are in the right programs, get additional resources, and are closely monitored. In addition, these students are provided with additional opportunities to earn credits, including using online learning tools and Regents preparation courses needed to prepare for them for these high-stakes exams.</p>	N/A



College and Career Preparatory Course Index	Yellow	6.5%	7.5%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrative improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). Data is not yet available for this indicator. We are confident that we are observing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016</p> <p>The following is evidence of work completed to meet this demonstrable improvement indicator: The school has a partnership with College Now in order to help prepare students for College and Careers. Through a comprehensive approach, College Now supports academics, social emotional development, and overall guidance to best meet the needs of our students.</p>	N/A
Framework: Collaborative Teachers	Yellow	1.72	1.76	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>The following is evidence of work completed to meet this demonstrable improvement indicator: The principal has ensured weekly time for teachers to meet by department during the school day as well as during Monday afternoons, other professional time, and Tuesday, Professional Development sessions. The principal has allocated time for grade wide</p>	N/A



				teacher teams to convene at least four times per month. In addition, teacher teams are also using the inquiry process to elevate teacher practice and increase student learning outcomes.	
Framework: Rigorous Instruction	Yellow	2.08	2.12	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrative improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). Data is not yet available for this indicator. We are confident that we are observing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>The following is evidence of work completed to meet this demonstrable improvement indicator: School leaders continue to provide professional learning for teachers on the various Components of the Danielson Framework for Teaching and has recently delved further into Components 3b, Using Questioning and Discussion Techniques, 3c, Engaging Students in Learning, and 3d, Using Assessment in Instruction. In addition to the Tuesday professional development sessions, the principal also has coordinated rounds of support for teachers with regard to Domain 1, Planning and Preparation in the Danielson Framework for Teaching, with the aid of Generation Ready consultants and, English Language Arts (ELA), math, history, special education, and science coaches. Teachers also attend professional learning sessions, which are held at the Bronx Borough Field Support Center. School leaders also provide timely, actionable, evidence-based, feedback that is aligned to the Danielson Framework for Teaching to bolster their skills in the various components of professional practice.</p>	N/A



Provide 200 Hours of Extended Learning Time	Yellow	N/A	Implement	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrative improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). Data is not yet available for this indicator. We are confident that we are observing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>The Expanded Learning Time (ELT) program is voluntary; however, it is offered three times a week and on Saturdays and includes tutoring and preparation for Regents exams.</p>	N/A
Student Attendance	Yellow	87%	88%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrative improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). Data is not yet available for this indicator. We are confident that we are noticing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>The following is evidence of work completed to meet this demonstrable improvement indicator: The principal has regular attendance meetings with the attendance team. Staff members from the Counseling in Schools program work directly with at-risk students and chronic absentees. In addition to these intervention plans, counselors and teachers make regular outreach to students. An increase in the number of home visits has enabled the school to</p>	N/A



			support more students by providing them with multi-levels of support with the goal of increasing student attendance. The school’s attendance rate has increased by .7% from June 2015.		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – Key Strategies

Key Strategies				
<i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.				
List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan	
1. Rigorous Instruction Goals: A 5% increase in the percentage of passing students will be made in Global History and Math Common Core Exams as evidenced by the NYS June 2016 results. Key Strategies: Strengthening of Professional Learning Committee.	Yellow	During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work. 50% of students enrolled in Regents-bearing courses passed the mock Regents exams. In this third quarter, the school initiated a mandatory Go Green Academy for ninth graders who failed any course in the fall. In addition, these students are mandated to attend ELT courses. Students demonstrated meeting the February benchmark in Global and Math and we continue to use the Castle Learning and Delta math to strengthen our students’ preparation for the Regents.exams.	N/A	



			<p>In addition, all students who need to take the Algebra or Global Regents will take a three- hour mock Regents exam to enable them to experience sitting through a three- hour exam. The data gleaned from these exams will help both teachers and students to assess what specific skills, concepts, and test taking strategies need to be strengthened before the actual exam day. In addition, teachers will use the information gleaned from these exams to pivot instruction during the last few weeks prior to the administration of the actual Regents exams.</p>	
2.	<p>Supportive Environment Goals: By June 2016, the school will implement a universal Positive Behavior Intervention System whereby teachers will create a tiered behavioral approach to address the social and emotional needs of all students which will be used to track and monitor academic achievement resulting in a 1.5% improvement in attendance.</p> <p>Key Strategies: Invest in social/emotional partnerships and programs to help to support both student attendance</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <p>The school’s attendance rate has increased by .07% from June 2015.</p> <p>For this third quarter, we continue to strive to improve daily attendance by conducting weekly outreach, weekly meetings, home visits, and transfers to alternative schools that may serve students who need a smaller learning environment.</p>	N/A



	and academic growth in our school.			
3.	<p>Collaborative Teachers</p> <p>Goals: Through a commitment to the true intentions of the Advance cycle of observation there will be a 10% increase in the number of “Effective” or “Highly Effective” teachers in Domain 3 as evidenced by the MOTP data when comparing Fall 2015-16 Cycle 1 ratings to June 2016 Cycle 4 ratings.</p> <p>Key Strategies: Strengthen teacher teams through the ongoing developmnet of Common Core curriculum.</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <p>There has been a slight increase in the number of “Effective” or “Highly Effective” teachers in Domain 3 as evidenced by the Measures of Teacher Practice (MOTP) data when comparing data from the fall 2015-16 Cycle 1 ratings to Cycle 2 ratings in April 2016.</p> <p>In this third quarter, we have met our benchmark but recognize the fact that we need to continue to strengthen teacher capacity, specifically by ensuring that all lessons are rigorous and that differentiation of instruction prevails in every classroom to meet students at their respective points of entry. Teachers will continue to be supported by the Generation Ready consutlatnt and instructional coaches. In addition, they will continue to be provided with relevant professional development on the Danielson Framework for Teaching.</p>	N/A
4.	<p>Effective School Leadership</p> <p>Goals: By June 2016, the data will show a 20% increase over the 2014-2015 (active student) credit accumulation rate in every grade level [5 th year students from 7% to 27%; 12 th grade from 10% to 30%; 11 th grade</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <p>There is a 10% increase over the 2014-credit accumulation rate for active students in every grade level, as evidenced by the February 2016 transcript data .</p>	N/A



	<p>from 6% to 26%; and 10 th grade from 25% to 45%] as evidenced by the June 2016 transcript data.</p> <p>Key Strategies: Development of the School Design Team.</p>		<p>In this third quarter, we have instituted extensive supports to reach this goal including the following:</p> <p>Mandatory student town hall meetings to inform students about their data and their needs; Mandatory parent meetings to address gaps in credits and credit accumulation and intervention strategies; Mandatory grade 9 ELT and Go Green Saturday Acaemy; Mandatory meetings with guidance couselfors to address any academic issues; and Academic probation for students who need more monitoring; Scholarship meetings and teacher action plans to address teacher interventions and outreach efforts.</p>	
5.	<p>Strong Family-Community Ties Goals: By June 2016, at least 50% of families will have engaged in a minimum of 3 parent engagement opportunities, such as parent-teacher night, curriculum and reading nights, workshops and orientations, phone conferences, kid talk meetings, as evidenced by their parent participation logs.</p> <p>Key Strategies: Use a parental engagement survey to determine which parent workshops to offer.</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the School Comprehensive Educational Plan (SCEP). The benchmark statements below evidence this work.</p> <p>50% of families will have engaged in at least 1 parental engagement meeting orconference, as specified in the original goal, and as evidenced by parent participation logs.</p> <p>In this third quarter, we have met this goal by ensuring parent engagement via cohort meetings, parent teacher conferences, mandatory guidance and administration meetings, parent orientations, and parent engagement sessions.</p>	N/A

Receivership Quarterly Report – 3rd Quarter AND Continuation Plan (2016-17)

January 18, 2016 to April 15, 2016

(As required under Section 211-f(11) of NYS Ed. Law)



Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)		
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p>Superintendent-Approved CET Recommendations: Create a regents prep intensive after school program 6 weeks before each regents exam.</p> <p>Organize three alumni events in the course of the year. Offer more intensive academic interventions.</p> <p>This school has to think innovatively about "Supportive Environment" domain of Great Schools Framework.</p> <p>Goals/Outcome of CET meetings: The school has instituted a Regents prep program, both after school and on Saturdays to provide students with additional interventions.</p>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conduct a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school, which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET's utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>



	<p>The school has already instituted two alumni events and has a third one planned for June.</p> <p>The school has instituted a PBIS system to recognized positive students behaviors. In addition, targeted staff have been trained in Restorative Circles and have begun to institute interventions to decrease discipline issues.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school.</p>	
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Powers of the Receiver
 Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	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	The NYCDOE will continue to engage in regular consultation with the leadership of its collective bargaining units 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. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the



	<p>school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver: The Bronx HS for the Visual Arts was recently designated as a Focus school by the state.</p>	<p>engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.</p> <p>Bronx HS for the Visual Arts was recently designated as a Focus school by the state and continues to work with all constituents to ensure progress of benchmarks.</p>	
<p>Green</p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p>	<p>Yellow</p> <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



Part IV – Title I Schoolwide Program (SWP) Plan Required Components (As applicable)

2016-17 School Year Plan			
<i>As applicable</i> , please provide additional information to describe 2016-17 school year plans and rationale for required components of a Title I Schoolwide Program plan. If a required component has already been addressed in one or more section above, please use the “2016-17 School Year Plan” column to indicate which sections contain this information. A brief rationale should be included for <i>each</i> required component.			
Ten Required Components of SWP		2016-17 School Year Plan	Rationale
1.	Comprehensive Needs Assessment	Diagnostic Tool School and District Effectiveness (DTSDE), both state-led and district-led satisfy this requirement.	N/A
2.	Schoolwide Reform Strategies	N/A	N/A
3.	Instruction by Highly Qualified Teachers	N/A	N/A
4.	High Quality and On-going Professional Development	N/A	N/A
5.	Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools	N/A	N/A
6.	Strategies to Increase Parental Involvement	N/A	N/A
7.	Transition Plans to Assist Pre-school Children from Early Childhood Programs to the Elementary School Program	N/A	N/A
8.	Measures to Include Teachers in Decisions Regarding the Use of Academic Assessment Data to Inform Instruction	N/A	N/A
9.	Activities to Ensure the Students Who Experience Difficulty Attaining Proficiency Receive Effective and Timely Additional Assistance	N/A	N/A
10.	Coordination and Integration of Federal, State and Local Services and Programs -	N/A	N/A



Part V – Best Practices (Optional)

Best Practices

The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.

List the best practice currently being implemented in the school.	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	
2.	
3.	



Part VI – Fiscal

<p>Budget Analysis/Narrative and Budget Documents – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below. <u>Please note</u>, separate budget narratives and FS-10’s must be submitted for a SIG, SIF and/or Persistently Struggling Schools (PSS) grant.</p>		
Design Element	Status (R/Y/G)	Analysis of 2015-16 School Year
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.</u>		N/A
<p>Additionally, <u>under separate attachment</u>, the LEA/school must provide a Budget Narrative and an FS-10 for the upcoming 2016-17 implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the 2016-17 Continuation Plan and/or Persistently Struggling Schools (PSS) grant. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of its intervention plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need. Schools no longer receiving SIG or SIF funds need not submit budget narratives and FS-10’s.</p>		



Part VII – Attestation

RECEIVER:

By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____

COMMUNITY ENGAGEMENT TEAM:

By signing below, I certify that the community engagement team (CET) was directly consulted in the preparation of this document.

Name and Position of CET Representative (Print): _____

Signature of Receiver: _____

Date: _____



The University of the State of New York - THE STATE EDUCATION DEPARTMENT - Albany, NY 12234

2016-17

School Improvement Grant 1003(g)
 School Innovation Fund Grant
 Persistently Struggling Schools Grant

Continuation Plan Cover Page

District Name	
School Name Bronx HS for the Visual Arts	
Contact Person Iris Witherspoon	Telephone (718) 319-5160
E-Mail Address iwither@schools.nyc.gov	
<p>I hereby certify that I am the applicant’s chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer
Typed Name:	Date:

DRAFT

