

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
07X369: Young Leaders Elementary School	320700010369	NYC GEOG DIST # 7 – BRONX	Yellow	SIG Cohort 5
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	Jaleelah Cooke	Elisa Alvarez, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	PK,0K,01,02,03,04,05	252

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 Young Leaders Elementary School 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.

Young Leaders Elementary School has the following as the 2015-2016 Instructional Focus: Revealing Questions...Reveal Thinking- Teachers will intentionally craft and pose questions in the following meaningful ways: to assess, push thinking, promote discussion, and to check for understanding. Our Instructional Focus is aligned to Component 3b of the Danielson Framework for Teaching (Using Questioning and Discussion Techniques). As per our 2015-2016 professional development plan, teachers and paraprofessionals are working collaboratively as a professional learning community (PLC) to develop the skills and capacity to implement our instructional focus school-wide. This year, consistent with our professional development calendar we are engaging in: learning walks, coaching cycles, labsites of best practices, professional study group cycles and inquiry projects. As per our feedback from our 2015 Quality Review, our area of focus is indicator 1.2- Pedagogy, which aligns to rigorous instruction in the Framework for Great Schools. To raise our rigor school-wide we are focused on using:

- open-ended, level 3 and 4 depth of knowledge /DOK questions that lead students to higher-order thinking
- accountable talk stems and productive talk moves to facilitate students' discussion
- the share component of the workshop model as a meaning opportunity to engage students in reflection
- checks for understanding and formative assessment to assess student understanding

Thus we believe we will address our level 1 and level 2 indicator data and along with the work of our CBO's including United Way/Read NYC, Roads to Success Afterschool (Grades K-2), Aspira Afterschool (Grades 3-5), Visiting Nurse Services (Satellite Mental Health Clinic) and the Positive Learning Collaborative we will engage the community in school turnaround

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
3-8 ELA Growth Percentile	Yellow	48.5	49.5	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this 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 August 31, 2016.</p> <ul style="list-style-type: none"> In September, only nine fourth grade students were reading at benchmark two, three or four. Currently, there are thirteen students who are reading at or beyond grade level, as per their March running records. Similarly in fifth grade, an additional five students have increased to a higher level in their reading from the start of the year. 	N/A
3-8 ELA Percent Level 2 & Above	Yellow	26%	27%	<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 August 31, 2016.</p> <ul style="list-style-type: none"> In September, only nine fourth grade students were reading at benchmark two, three or four. Currently there are thirteen students who are reading at or 	N/A

				beyond grade level, as per their March running records. Similarly in fifth grade, an additional five students have increased to a higher level in their reading from the start of the year.	
3-8 Math Growth Percentile	Yellow	35.7	36.7	<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 August 31, 2016.</p> <ul style="list-style-type: none"> • <i>GoMath!</i> data (i.e.: prerequisite skills assessment, show-what-you-know, and chapter test) is used to identify students' mastery of math CCLS. • We determined student growth by comparing student performance on the prerequisite assessment to the results on the <i>GoMath!</i> chapter tests. • The number of third grade students who have met standards in their algebraic thinking has tripled since the start of the school year, as assessed using the <i>Go Math!</i> prerequisite and chapter assessments. • We have seen a 25% increase of student mastery of the standards aligned to the major work of grades 3-5 and based on these findings, we identified the following remediations: <ul style="list-style-type: none"> ○ Targeted small group instruction during I-Block (Intervention Block) ○ iReady for math (computer-based math program) ○ Dreambox (computer-based math program) ○ Differentiated math centers 	N/A

3-8 Math Percent Level 2 & Above	Yellow	31%	32%	<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 August 31, 2016.</p> <ul style="list-style-type: none"> • <i>GoMath!</i> Data (i.e.: prerequisite skills assessment, show-what-you-know, and chapter test) is used to identify students' mastery of math CCLS. • We determined student growth by comparing student performance on the prerequisite assessment to the results on the <i>GoMath!</i> chapter tests. • The number of third grade students who have met standards in their algebraic thinking has tripled since the start of the school year, as assessed using the <i>Go Math!</i> prerequisite and chapter assessments. • We have seen a 25% increase of student mastery of the standards aligned to the major work of grades 3-5 and based on these findings, we identified the following remediations: <ul style="list-style-type: none"> ○ Targeted small group instruction during I-Block (Intervention Block) ○ iReady for math (computer-based math program) ○ Dreambox (computer-based math program) ○ Differentiated math centers 	N/A
Grade 4 and 8 Science Percent	Yellow	38%	39%	<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</p>	N/A

Level 3 & Above				<p>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 August 31, 2016.</p> <ul style="list-style-type: none"> • Two periods a week of science instruction are offered by the classroom teachers with the STEM teacher pushing into the 4th grade classroom to co-teach with the fourth grade teachers once a week. • Fourth grade students also receive STEM separately within the STEM LAB once a week. • STEM teacher administered a science test simulation to both the third and the fourth graders to identify the areas of greatest need, specifically, measurement and the water cycle and designed instruction to address those needs. • Additional student supports will be provided during our Extended Learning Time. 	
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 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 pending SED release of information.</p> <ul style="list-style-type: none"> • In September, only nine fourth grade students were reading at benchmark two, three or four. Currently, there are thirteen students who are reading at or beyond grade level as per their March running records. Similarly in fifth grade, there are five additional students who have reached a higher 	N/A

				<p>benchmark in their reading than at the start of the year.</p> <ul style="list-style-type: none"> • Every teacher participates in at least one coaching cycle. • In common planning meetings on Fridays, student data is analyzed to determine next steps for ELT and IBlock. • <i>Advance</i> data shows increasing rates of questioning and discussion practices rated as highly effective and effective. • <i>Advance</i> data reflects our teachers' increasing ability to cognitively engage students. • The number of third grade students who have met standards in algebraic thinking has tripled since the start of the school year, as assessed using the <i>GoMath!</i> prerequisite and chapter assessments. • Student progress is continuously evaluated through quarterly running records, CCLS-aligned performance tasks and pre and post assessments, based on units of study. 	
School Survey - Safety	Yellow	3.40	3.44	<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). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> • Suspensions have decreased by 58% to 5 (4 principal and 1 superintendent) this year. • Review of attendance data, in comparison from 2014 to 2015, shows improving attendance this school year from 92.07% to 93.41%. 	N/A

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
Framework: Strong Family-Community Ties	Yellow	3.68	3.72	<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). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none">• There has been an increase of 5% in parent attendance at parent engagement school-events, as measured by the number of signatures on 2015-2016 sign-in sheets, in comparison to 2014-2015 sign-in sheets.• Visiting Nurse Services has partnered with the school this year to provide an in-house mental health clinic.• A social worker comes to school every Tuesday for a full day. Referrals are given to families who are looking for outside therapy and/or crisis services in the home.	N/A
Framework: Supportive Environment	Yellow	2.64	2.68	<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). The</p>	N/A

				<p>evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> • Suspensions have decreased by 58% to 5 (4 principal and 1 superintendent) this year. • Review of attendance data in comparison to 2014-2015 shows improving attendance this school year from 92.07% to 93.41%. • Visiting Nurse Services has partnered with the school this year to provide an in-house mental health clinic • A social worker comes to school every Tuesday for a full day. Referrals are given to families who are looking for outside therapy and/or crisis services in the home. 	
Performance Index on State ELA Exam	Yellow	29	31	<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 August 31, 2016.</p> <ul style="list-style-type: none"> • In September, only nine fourth grade students were reading at benchmark two, three or four. Currently, there are thirteen students who are reading at or beyond grade level, as per their March running records. Similarly in fifth grade, an additional five students have increased to a 	N/A

				higher level in their reading from the start of the year.	
Performance Index on State Math Exam	Yellow	40	42	<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 August 31, 2016.</p> <ul style="list-style-type: none"> • <i>GoMath!</i> data (i.e.: prerequisite skills assessment, show-what-you-know, and chapter test) is used to identify students mastery of math CCLS. • We determined student growth by comparing student performance on the prerequisite assessment to the results on the <i>GoMath!</i> chapter tests. • The number of third grade students who have met standards in their algebraic thinking has tripled since the start of the school year, as assessed using the <i>GoMath!</i> prerequisite and chapter assessments. • We have seen a 25% increase of student mastery of the standards, aligned to the major work of grades 3-5 and based on these findings, we identified the following remediations: <ul style="list-style-type: none"> ○ Targeted small group instruction during I-Block (Intervention Block) ○ iReady for math (computer-based math program) 	N/A

				<ul style="list-style-type: none"> ○ Dreambox (computer-based math program) ○ Differentiated math centers 	
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 demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> • Student progress is continuously evaluated through quarterly running records, CCLS-aligned performance tasks and pre and post assessments, based on the units of study. • Teachers also use the data from iReady, Dreambox and myON in the progress monitoring of their students. • Our mid-year performance task data was compared with the data reported from the 2014-2015 state test and our September baseline data to make adjustments in current areas of support. 	N/A
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.

Part II – Key Strategies

Key Strategies

As applicable, identify any key strategies being implemented during the current reporting period that are *not described above*, 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
<p>1. Rigorous Instruction Goals: By June 2016, student assessment will show an increase of at least 5% of students performing at level 3 and 4, as per the NYS ELA Exam 2015-2016 and NYS math Exam.</p> <p>Key Strategies: To further strengthen teachers' mastery of content knowledge, PS 369 will continue departmentalization of third through fifth grade literacy and math instruction, allowing teachers to focus on the development of their content knowledge and pedagogical practice in one particular curriculum area. (September 2015-June 2016) , The instructional coaches will continue to support teacher growth through coaching cycles that maximize the amount of time teachers and coaches collaborate to meet the goals and targets identified in each teacher's individualized professional development plan. Coaches will use observations</p>	<p>Yellow</p>	<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> <ul style="list-style-type: none"> • In September, only nine fourth grade students were reading at benchmark two, three or four. Currently, there are thirteen students who are reading at or beyond grade level as per their March running records. Similarly in fifth grade, there are five additional students who have reached a higher benchmark in their reading than at the start of the year. • Every teacher participates in at least one coaching cycle. • Coaches push into classrooms to support teachers in instruction • Coaches ensure that their lesson planning aligns to student data. • In common planning meetings on Fridays, student data is analyzed to determine next steps for ELT and IBlock. • <i>Advance</i> data shows increasing rates of questioning and discussion practices rated as highly effective and effective. 	<p>N/A</p>

<p>and student data to support teachers in designing tailored lesson plans, based on the Danielson <i>Framework for Teaching</i>. At the end of each cycle, teachers will open their classrooms as lab sites to their colleagues. (Oct 2015-June 2016). Staff developers from TCRWP will guide individual teachers to increase the effectiveness of their literacy instruction through off-site calendar day PD opportunities and on-site staff development with expert consultants. (July 2015- June 2016), continue our partnership with Metamorphosis Teaching and Learning Communities to deepen the content knowledge of our math teachers. With the support of consultants, teachers will refine their math blocks to include CCLS-aligned math routines designed to address learning gaps uncovered through analysis of benchmark data. (Sept 2015- Dec 2016). Dr. Heidi Hayes Jacobs will continue to provide instructional, pedagogical, and technological supports for teachers, as they design and revise rigorous units of study. We will continue to unpack the CCLS and Citywide Instructional Expectations and align instruction across the grade levels to ensure Depth of Knowledge increases from year to year within one subject area. Dr. Heidi Hayes Jacobs will train teachers on</p>		<ul style="list-style-type: none"> • <i>Advance</i> data reflects our teachers' increasing ability to cognitively engage students. • The number of third grade students who have met standards in algebraic thinking has tripled since the start of the school year, as assessed using the <i>GoMath!</i> prerequisite and chapter assessments. • Student progress is continuously evaluated through quarterly running records, CCLS-aligned performance tasks and pre and post assessments, based on units of study. • Teachers use the data from iReady, Dreambox and myON in the progress monitoring of their students. 	
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	<p>curriculum mapping and collaborate in the creation and alignment of all performance-based assessments. Teachers will input their maps into the school's Rubicon Atlas Curriculum Mapping website and Heidi will provide on-going webinars for grade specific teachers, reviewing and discussing appropriate modifications to their maps. (July 2015- June 2016)</p>			
2.	<p>Supportive Environment Goals: By June 2016, we will encourage the school-wide use of specific social-emotional strategies and supports to ensure a safe, inclusive learning environment that reflects safe, respectful, and responsible behavior by students; and overall positive school climate, as measured by 25% decrease in negative behaviors classified major as per SWIS referral form data.</p> <p>Key Strategies: Through the grant, we will purchase additional technology and software needed to give students individualized math and ELA computer-based Tier 2 and Tier 3 interventions. As additional licenses are purchased over the duration of the grant, we will provide more students with access to computer-based instruction including iReady,</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> <ul style="list-style-type: none"> • Suspensions have decreased by 58% to 5 (4 principal and 1 superintendent) this year. • Attendance has increased from 92.07% to 93.41%. • Internal surveys conducted by our Positive Learning Collaborative partners reflect that 70% of staff members feel that our school-wide discipline policies are applied consistently, compared to 33% last year, • Internal surveys from Positive Learning Collaborative shows that 91% of teachers replied that they are able to effectively handle challenging behavior, compared to 73% last year. • SWIS (school-wide information system) data is used to review and keep track of 	N/A

<p>Imagine Learning, myOn, and Dreambox. (July 2015-June 2016). To support the social-emotional growth of all students we will continue working with IUB (Institute for Understanding Behavior) to learn effective strategies to better support our students who exhibit difficult Tier 2 and 3 behavior. We will continue our on-site coaching to develop the school-wide systems and structures needed to understand and address major behavior issues. We will continue the use of SWIS (School-wide Information System) as a data tracking learning platform to help us address school-wide patterns and trends and targeted plans for specific students who fall into Tier 2 and 3 behaviors. (Sept 2015- June 2016), continue providing students extended learning opportunities through Saturday Academy, summer programming, afterschool, and vacation camps. We will work with various partnerships (Education through Music, Chess-in-the-Schools, United Way, Aspira, Sports and Arts, and Roads to Success) to provide students a balance of academic support, sports, and visual/ performance arts. Through the various enriching activities, students will make gains in math, reading, critical thinking and verbal reasoning. (July 2015- June 2016). We will use the grant to provide</p>		<p>tier 2 (at-risk) and tier 3 (students with the highest behavioral needs),</p> <ul style="list-style-type: none">• SWIS data shows that 44.45% of OORS incidents were from our tier 3 students, 28.31% of the incidents were from our tier 2 students, and the remaining incidents were from tier 1 students.• Behavior Team/Intervention Team meets twice a month to review SWIS data and analyze the effectiveness of interventions.• 90% of <i>Advance</i> observations show that teachers and students maintain classroom environments that effectively/highly effectively reflect respect and rapport.• PBIS team meets weekly and holds student assemblies every Friday.• Paraprofessional Professional Development every Monday on FBAs, managing difficult behaviors, and tracking student work.	
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	<p>afterschool planning time to the PBIS (Positive Behavioral Interventions and Supports) committee to organize monthly school-wide events and assemblies to acknowledge and celebrate the positive change reflected in student behavior.</p>			
3.	<p>Collaborative Teachers Goals: By June of 2016, 100% of classroom teachers will have the opportunity to participate and/or facilitate in an inquiry team where best practices are shared based on data which will improve student engagement and achievement, as evidenced by team meeting minutes and student progress in the aligned areas.</p> <p>Key Strategies: To improve pedagogical practices school-wide, all teachers will engage in professional development experiences (such as: learning walks and classroom inter-visitations) using the Danielson framework as a tool to capture low-inference observations, engage in meaningful conversations to norm findings, and identify actionable next steps needed to meet school-wide goals. These opportunities will continue to</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> <ul style="list-style-type: none"> • Teachers and paraprofessionals work collaboratively as a professional learning community (PLC) to develop the skills and capacity to implement the school's instructional focus. • Teachers and paraprofessionals engage in learning walks, coaching cycles, labsites of best practices, professional study group cycles, and inquiry projects. • Teachers engage in meaningful action research through quarterly coaching cycles and teacher-led study groups. • Our study group on informational writing scores, using the Teachers College rubric initially revealed that only one student in the second grade ICT classroom wrote above level one. Currently, 11 students in that same classroom are either a level two or three. 	N/A

<p>provide teachers opportunity to work together to develop a shared understanding of effective and highly effective teacher practice. Instructional leaders will use the Danielson <i>Framework for Teaching</i> to evaluate individual teacher practice, provide meaningful actionable next step, and create professional development plans. (October 2015- May 2016). As a professional learning community, teachers will engage in action research and experimentation through the use of prescriptive protocols. Teachers will create rigorous performance tasks that will be used to uncover student gaps and collaboratively analyze the quality of student work. Together, teachers will develop rubrics that define proficiency and determine formative assessments that will monitor the progress within target subgroups. When working together, teacher teams will discover how students learn best and make informed instructional decisions that further promotes student learning. (October 2015-June 2016). Through the alignment of ELA and content area curriculum, teachers will use an interdisciplinary approach to engage students in deeply rigorous cross-curricular instruction, leading to meaningful connections. Teacher teams will use CCLS to design</p>			
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	<p>inquiry-based projects aimed at developing students thinking skills by providing them with authentic content with which to practice skills, and ask them to demonstrate their ability to use these skills as they discover connections, develop insight, and learn to articulate their understandings about what they learn. JDL Horizons will provide in-class support for teachers who are creating technology- rich projects.</p>			
<p>4.</p>	<p>Effective School Leadership Goals: By June 2016, each teacher will participate in at least 2 capacity-building, professional learning cycles. School building leaders will measure the impact of the professional learning opportunities by using the Danielson <i>Framework for Teaching and Advance</i>, to create a school-wide professional development plan, evaluate individual teacher growth, and to provide meaningful actionable next steps. The effectiveness of the professional learning opportunities will be determined by a 20% increase of effective ratings in the instructional domain within <i>Advance</i>.</p>	<p>Yellow</p>	<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> <ul style="list-style-type: none"> • All teachers have participated in at least 2 learning walks this year • A focus on Danielson 3b in our learning walks has resulted in an increasing number teachers rated effective in that domain in comparison to last year. • Weekly data conversations with grade teams engage teachers in data-driven conversation about their students within their target groups. • Teachers follow a scripted protocol and use interim assessment data to discuss patterns and trends. During the data 	<p>N/A</p>

	<p>Key Strategies: Instructional leaders will regularly engage teachers in data conversations, using student work and interim assessment data to identify classroom patterns, trends, gaps, and potential small groupings. Instructional coaches and teachers will work together to identify appropriate targeted supports needed to advance student performance and growth. Building a Culture of Data Analysis, we will strengthen data driven decision making so that feedback from student work and data assessments inform strategic planning and results in revisions to instruction and curricula that promote academic progress for all students. (Sept 2015-June 2016)</p>		<p>conversation, teachers revise student learning goals, interventions and/or determine differentiated centers to better address students identified needs.</p> <ul style="list-style-type: none"> • <i>Advance</i> observation data, shows and increasing number of teachers are rated effective/highly effective in questioning and discussion practices as measured by the Danielson <i>Framework for Teaching</i>. • In September, only nine fourth grade students were reading at benchmark two, three or four. Currently there are thirteen students who are reading at or beyond grade level, as per their March running records. Similarly in fifth grade, an additional five students have increased to a higher level in their reading from the start of the year. • Suspensions have decreased by 58% to 5 (4 principals and 1 superintendents) this year. • Attendance data, in comparison to 2014-2015, shows improving attendance this school year from 92.07% to 93.41%. 	
5.	<p>Strong Family-Community Ties Goals: By June 2016, there will be an increase of 5% in parent attendance at parent engagement school events, as measured by the number of signatures on 2015-2016 sign-in sheets in comparison to 2014-2015 sign-in sheets.</p> <p>Key Strategies:</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> <ul style="list-style-type: none"> • Weekly “Mommy and Me” ESL classes maintain a steady attendance of 7 mothers who attended the beginners classes with their children. • Parent calendar is sent to all families each month. 	N/A

			<ul style="list-style-type: none"> • Classroom newsletters created by each class are distributed monthly to communicate to parents what is happening in their child’s classroom. • Bi-Monthly “Coffee with Cooke” meeting had as many as 18 parents in attendance, which is more than double the attendance from last year. • Visiting Nurse Services has partnered with the school this year to provide an in-house mental health clinic • A social worker comes to school every Tuesday for a full day. Referrals are given to families who are looking for outside therapy and/or crisis services in the home. • The social worker currently works directly with 4 of our high need families and we are continuing to refer new families. • There has been an increase of 5% in parent attendance at parent engagement school events, as measured by the number of signatures on 2015-2016 sign-in sheets in comparison to 2014-2015 sign-in sheets. 		
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 III – Community Engagement Team and Receivership Powers

<p>Community Engagement Team (CET)</p> <p>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.</p>		
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: Data Consultant to Develop Inquiry Practices Parent Workshops: Using Technology to Support Your Child at Home- iReady, MyOn, and Dreambox Professional Development Offering- Lesson Planning Clinic Partnership with Lincoln Center- Theatre Field Trips For Families Increased Parent Communication- Class Dojo “Shout Out Tuesdays” Positive Phone Calls Home ELT Progress Reporting For Families</p> <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>Goals/Outcome of CET meetings: CET reviews Quarterly Reports and with SLT reviews data and discusses strategies to address student academic and socio-emotional progress.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected</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 conducted 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). 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>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
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Green	<p>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. 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.</p>	<p>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 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>
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Green	<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>	Yellow	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	Red	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>
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Part IV – Title I Schoolwide Program (SWP) Plan Required Components (As applicable)

<p><u>2016-17 School Year Plan</u> <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 <u>each</u> required component.</p>			
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)

<p><u>Best Practices</u> 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.</p>		
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><u>Budget Analysis/Narrative and Budget Documents</u> – 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</u> on instructional practices/key strategies/student engagement.		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	
Contact Person	Telephone ()
E-Mail Address	
<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: