



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

School Name	Young Leaders Elementary School (07X369)
School BEDS Code	320700010369
District	7
Superintendent *(Chancellor)	Carmen Fariña, Chancellor
School Principal	Jaleelah Cooke
Additional District Personnel Responsible for Program Oversight and Report Validation	Elisa Alvarez, Superintendent Sharon Rencher, Senior Advisor to the Chancellor
Grade Configuration	PK,0K,01,02,03,04,05,SE
SIG/SIF/SCEP, and Cohort/Model	Cohort 5

1. Please describe the greatest challenge yet to be addressed? What steps are being taken to address this challenge? What support from the Office of Innovation and School Reform would be helpful in addressing this challenge?

The NYCDOE uses the Framework for Great Schools to monitor the school’s progress. The Framework for Great Schools encourages all members of the school community to work collaboratively to improve student achievement. The school’s progress is evaluated through the lens of an analytical approach, examining data, adjusting the plan, and shared responsibility in assessing effectiveness.

The school has a School Comprehensive Educational Plan (SCEP) and School Improvement Grant (SIG) plan, which is used as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community.

The challenges that are to be addressed are reflected in the needs assessment data of the School Comprehensive Educational Plan (SCEP) across the framework areas. A challenge to be addressed is:

Collaborative Teachers

Although all of our teachers are identified as "highly qualified," our greatest challenge is the significant number of our teachers who are new to the profession. Our young staff has varying needs which require a structured approach to professional development and learning to ensure they are deeply supported in their early teacher development.

To support our new teachers, we provide them multiple entry points and choice regarding our Professional Development offerings. According to our most recent survey conducted by our partner, the Positive Learning Collaborative, most of our teachers responded favorably when asked if they felt valued and listened to. School leadership is committed to ensuring that all of our teachers feel that their thoughts, opinions and concerns hold value.

We work with Heidi Hayes Jacobs and her organization, Curriculum Mapping 21st Century to develop and refine our curriculum to meet the needs of the wide array of student needs in the classroom. Teachers work together with our coaches and our staff developers to modify the written curriculum to meet student need through structured time to reflect on the challenges and successes of students. Teachers work together in grade teams and/or in vertical teams to create curriculum while also being strategic in ensuring that students are exposed to meaningful concepts, content and strategies to produce grade level work.

The school receives support from the NYCDOE Office of Federal/State Education Policy and Grants as well as its Superintendent and Borough Field Support Center. The Office of Innovation and School Reform should continue to provide support and resources for the needs identified by the school and the NYCDOE.

2. What is the greatest accomplishment from the past year you would like the community to know about your school that not many people know?

Rigorous Instruction

Through our partnerships with Teachers College, Metamorphosis and Curriculum Mapping 21st Century, our greatest accomplishment is the work promoting our students' higher-order thinking skills and conceptual understanding through collaborative planning and reflective instruction. Our teachers work on small teams to go deeper into our Reading and Writing Project curriculum as well as our Go Math curriculum. With the support of our coaches, the teachers modify and revise the various curriculums to meet the needs of the specific learners in their classrooms. Our teachers administer pre and post assessments in their literacy and mathematics curriculum and both the teachers and often the students, reflect on their progress utilizing checklists, rubrics and peer feedback. Teachers are utilizing more formative assessments, such as exit tickets and other checks for understanding.

Additionally, our school is no longer on the Receivership list and is designated as a Focus School.

3. What is one practice that OISR should continue in working to support Receivership schools?

OISR should continue to provide opportunities for schools to document their growth through the progress monitoring process.

4. What is one practice that OISR should discontinue in working to support Receivership schools?

The progress monitoring template should be simplified to not solicit repetitive information from schools and districts. OISR should discontinue unannounced visits which are disruptive to the school community.

5. What is one practice that OISR should consider adopting in their work to support Receivership schools?

OISR should consider facilitating site visits across districts to schools that have made improvements in order to support Receivership schools in improving their practices. Success stories of Receivership schools could be shared to facilitate information and best practice sharing for example through webinars with opportunities for questions and answers among participants.

6. Did the superintendent receiver use his/her superintendent receivership authority? If so, what is the most impactful way that superintendent receiver authority was used in the last year? Please explain.

Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities.

7. How has the school decision making process changed during the first year of Receivership? How has this contributed to improved outcomes?

A public hearing was held to discuss receivership and its requirements. We were pleased to hear directly from parents, students, and community members about what the school needs to improve to be successful. We recognize that families are key partners in achieving academic excellence for their children, and family engagement will continue to be a key element in these efforts. The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. This additional input and engagement has led to increased focus on improving student outcomes in the school.

8. Would you send a district team to a “What Works in Receivership - Best Practices” Conference?

Yes, we would send a district team to a “What Works in Receivership – Best Practices” Conference.

9. Would your district be willing to present a best practice at that conference?

Yes, we would be willing to present a best practice at the conference.

10. If so, what best practice would you present?

We would determine our best practice to present in consultation with our Community Engagement Team (CET).

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