



DRAFT

Receivership
 Quarterly Report
 2nd Quarter - November 1, 2015 to January 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, Principal	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. This 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

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcome of key strategies related to Receivership, and as such should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.

Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators
 Please list the school's Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
3-8 ELA Growth Percentile	Yellow	48.5	49.5	Our students are assessed utilizing TC Running Records five times throughout the year. These running records are then used to place students into strategic groups during IBlock, after school groups and to determine strategic small group instruction. Differentiated reading support is offered through the following remediations: <ul style="list-style-type: none"> • Fountas & Pinnell Leveled Literacy Intervention (LLI) • iReady for ELA (computer based reading program) • Guided Reading
3-8 ELA Percent Level 2 & Above	Yellow	26%	27%	Our students are assessed utilizing TC Running Records five times throughout the year. These running records are then used to place students into strategic groups during IBlock, after school groups and to determine strategic small group instruction. Differentiated reading support is offered through the following remediations: <ul style="list-style-type: none"> • Fountas & Pinnell Leveled Literacy Intervention (LLI) • iReady for ELA (computer based reading program)



				Guided Reading
3-8 Math Growth Percentile	Yellow	35.7	36.7	<p>We use our Go-Math Data (i.e.: prerequisite skills assessment, show-what-you-know, and chapter test) to help us identify students mastery of math CCLS. We determined student growth by comparing student performance on the prerequisite assessment to the results on the Go-Math Chapter Test. Our analysis found that there was a 25% increase of student mastery of the standards aligned to the major work of grades 3-5. Based on these findings we identified the following remediation:</p> <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
3-8 Math Percent Level 2 & Above	Yellow	31%	32%	<p>We use our Go-Math Data (i.e.: prerequisite skills assessment, show-what-you-know, and chapter test) to help us identify students mastery of math CCLS. We determined student growth by comparing student performance on the prerequisite assessment to the results on the Go-Math Chapter Test. Our analysis found that there was a 25% increase of student mastery of the standards aligned to the major work of grades 3-5. Based on these findings we identified the following remediation:</p> <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
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	38%	39%	<p>In addition to the two periods a week of science instruction offered by the classroom teachers, the STEM teacher is pushing into the 4th grade classroom to co-teach with the fourth grade teachers once a week. The fourth grade students also receive STEM separately within the STEM LAB once a week. At the start of the year the STEM teacher also administered a science test simulation to both the third and the fourth graders. The STEM teacher then took the areas of greatest need, specifically, “Measurement” and the “Water Cycle” and designed instruction to address those needs. Our next steps will be administering another science simulation in March to track growth. We will then analyze that assessment and determine what specific concepts need to be further explored during our Extended Learning Time.</p>



Make Priority School Progress	Yellow	N/A	Meet progress criteria	<p>Teachers and paraprofessionals are working collaboratively as a professional learning community to develop the skills and capacity to implement our instructional focus school-wide. We are engaging in: learning walks, coaching cycles, lab sites of best practices, professional study group cycles and inquiry projects. Our area of focus is indicator 1.2- Pedagogy, which aligns to rigorous instruction in the Framework for Great Schools.</p> <p>This improved pedagogy, in combination with our addressing the social emotional needs of our students and their families 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</p>
School Survey - Safety	Yellow	3.40	3.44	<p>OORS Data Data only reflects disciplinary reports based on the DOE discipline codes: Levels 3 - 5. Nov. 2014- 2 Dec. 2014- 3 Jan. 2015- 0 Nov. 2015- 9 Dec. 2015- 6 Jan. 2016- 5</p> <p>Our OORS data reflects an increase in OORS infractions from last years' time period in comparison to this school year. Although there was a spike in November, we are maintaining a steady decrease in level 3 and 4 infractions (November - January). After analysis, we see that our infractions are isolated to six tier 3 students, for whom we have revised individualized behavior plans. The lower incidents are an indication that the targeted social-emotional support that these tier 3 students are now receiving, is having a positive impact on their needs.</p>

<p><u>LEVEL 2 Indicators</u> Please list the school's Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.</p>					
Identify Indicator	Status (R/Y/G)	Base-line	Target		Analysis / Report Out



Framework: Strong Family- Community Ties	Yellow	3.68	3.72	YLE strengthens family and community ties by: <ul style="list-style-type: none"> • offering monthly parent workshops and academic family nights • distributing monthly newsletters • enhancing the school website • investing in web-based academic interventions for parent use at home (iReady, Dreambox, MyOn) • offering weekly ESL Mommy- and- Me classes for parents • integrating a satellite mental health clinic offered by Visiting Nurse Services • offering bimonthly Coffee with Cooke meetings with parents and principal • using “phone blast” technology to communicate upcoming events to parents
Framework: Supportive Environment	Yellow	2.64	2.68	Young Leaders Elementary School works collaboratively with the following CBO partners to develop and maintain a positive school culture: <ul style="list-style-type: none"> • Positive Learning Collaborative (PLC) <ul style="list-style-type: none"> ○ Schoolwide Implementation of PBIS ○ Targeted behavior interventions ○ TCIS Training for staff ○ Monitoring/ Revising Behavior Plans of Tier 3 students • Education Through Music <ul style="list-style-type: none"> ○ increased arts programming ○ after-school band program • United Way- Attendance Matters <ul style="list-style-type: none"> ○ development of an attendance team for regular attendance monitoring ○ professional development for staff ○ workshops for families ○ attendance initiatives



Performance Index on State ELA Exam	Yellow	29	31		To ensure improvement on the 2016 NYS ELA Exam, we used the results of our iReady diagnostic and December ELA simulations to determine small group interventions, differentiated centers, and ELT academic instruction.
Performance Index on State Math Exam	Yellow	40	42		To ensure improvement on the 2016 NYS Math Exam, we used the results of our iReady diagnostic and December Math simulations to determine small group interventions, differentiated centers, and ELT academic instruction.
Provide 200 Hours of Extended Learning Time	Yellow	N/A	Implement		<p>We are using our Extended Learning Time to provide academic and enrichment opportunities to our students. To maintain student participation, we partnered with several CBO to provide a robust afterschool experience. Our CBO partners are:</p> <ul style="list-style-type: none"> • Aspira • Roads To Success • Chess in the School • Marquis Studio • United Way/ Read NYC • Education Through Music • CCCADI (arts programming) <p>To ensure seamless programming between the regular school day and ELT, YLE’s assistant principal and teacher leaders plan and design instructional activities for the CBO group leaders. These activities are aligned to the major work of the grade and reinforces the school day instruction. Twice a week, YLE teachers remain after-school</p>



				<p>for one hour to provide targeted small group instruction and work alongside our CBO partners. We have also developed a relationship with Roads to Success, and they will organize and run “vacation camps” to reward those students that are putting forth great effort during our Saturday school programming and our afterschool programming.</p> <p>Based on a series of factors, including their ELA test score from the previous year, their data from the within classroom assessments such as running records and the writing on-demands at the start/end of a unit, students are divided into specific target groups in the ELT. Those students who were deemed either a slippable (students who may slip to a level below, who made the cut score for a level or beat it by only 1 or 2 points) or pushable (students who can be pushed to the next level who scored in 2015 up to 3 points below the cut off for the next level) were strategically placed in either our Afterschool Academy or our Saturday Academy. Out of our 25 4th grade students in our ICT classroom, 9 students were categorized as pushables and 2 students were slippables. All students were invited, and all 11 students attend either/and the Afterschool Academy and Saturday Academy. In our fifth grade ICT classroom, 11 students were deemed pushable and three of our fifth graders are categorized as slippables. The focus within both of these ELT opportunities is first to internalize the components that make a “2” short answer response and then be able to assess their own writing and revise it accordingly. Within our shared data, we have indicated with students. Additionally, one period a day is dedicated to our IBlock, our Intervention/Intensive Block of time. Six of the pushable students work in a small group with the assistant principal/literacy coach on a daily basis to further strengthen their constructed response skills. Our next step is to analyze the growth of these students on the next simulation test to see if the focus of our ELT is transferring outside of the small group.</p>	
<p>Green</p>	<p>Expected results for this phase of the project are fully met,</p>	<p>Yellow</p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction</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>



	work is on budget, and the school is fully implementing this strategy <i>with impact</i> .		school will be able to achieve desired results.		
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Part II – Key Strategies

<p><u>Key Strategies</u> As applicable, identify any key strategies being implemented during the current reporting period that are <u>not described above</u>, but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.</p>			
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).		Status of each strategy (R/Y/G)	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.
1.	<p>Rigorous Instruction Goals: By June 2016, student assessment will show an increase of at least 5% of students performing at Level 3s and 4s as per the NYS ELA Exam 2015-2016 and NYS Math Exam.</p>	Yellow	<p>Key Strategy- Departmentalization: In the 2014-2015 school year, in grades three to five we had two classes on each grade. Due to the student numbers, student needs and budgetary shifts, we modified the structure of our 3-5 grade classrooms and collapsed the classrooms into one. Therefore the departmentalization of literacy and math has been phased out. Instead, the members of the ICT partnership are either the math lead or the ELA lead,</p>



	<p>Key Strategies:</p> <ul style="list-style-type: none"> · To further strengthening teacher’s 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. · 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 and student data to support teachers in designing tailored lesson plans, based on the Danielson framework. · At the end of each cycle, teachers will open their classrooms as lab sites to their colleagues. · 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. 		<p>and are working closely with the coaches and the staff developers from Metamorphosis and Teachers College, respectively to strengthen their content knowledge and pedagogical practice. These lead teachers are supporting the students in the Afterschool Academy classes and promoting the progress in increasing the students ELA and math scores on the state exams. The scheduled March simulation will be a way to assess the transfer from the ELT targeted small group instruction.</p> <p>Key Strategy- Instructional Coaching: As of January 15th, one official coaching cycle has been completed with ½ of our teaching staff. Throughout the remainder of the school year, an additional three coaching cycles will have been completed. Each coaching cycle is an average cycle of 6 weeks. We are on track to make sure that every teacher is able to participate in at least one coaching cycle.</p> <p>Coaches not only push into the classrooms to support the teachers in their instruction, but they meet weekly to ensure that their lesson planning aligns to the student data. In the common planning meetings on Fridays, student data is analyzed to determine next steps for ELT and IBlock.</p> <p>Key Strategy- Deepen Math Content Knowledge As of January 15th, we had 9 visits from our Metamorphosis staff developer. With the support of the consultant, teachers have refined their math blocks to include CCLS aligned math routines designed to address learning gaps uncovered through analysis of benchmark data. Additionally, our consultant pushes into the classroom to provide teachers modeling and feedback</p>
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	<ul style="list-style-type: none"> · Dr. Heidi Hayes Jacobs will train teachers on curriculum mapping and collaborate in the creation and alignment of all performance-based assessments. 		<p>on their math instruction and implementation of our instructional focus.</p> <p>Key Strategy- Curriculum Mapping · Dr. Heidi Hayes Jacobs is scheduled to work directly with us in the spring to train teachers on curriculum mapping and collaborate in the creation and alignment of all performance-based assessments.</p>
<p>2.</p>	<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:</p> <ul style="list-style-type: none"> · 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. · 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 	<p>Yellow</p>	<p>Key Strategy- Computer-Based Tier 2 and Tier 3 Interventions</p> <p>In November of the 2015-2016 we began utilizing the iReady technology to better support our students to be prepared for the upcoming state assessments and to be stronger readers. The iReady software indicates, with a 45 minute a week session that students are making growth. We utilize the iReady software for some students during IBlock, during our afterschool programming and during our Saturday Academy programming. When students initially took the iReady diagnostic assessment in December, 11% of the third graders were deemed on grade level or above grade level. There were no students in the fourth or fifth grade that were determined to be at grade level in their reading. The next diagnostic assessment is scheduled for the end of February so we are able to have a more holistic look at the entire school. In the meantime, students are given growth checks to help track their data. Included with the IReady Curriculum were two testing simulations. The first testing simulation was given in mid-December. There was much revealed from this simulation. One, was the necessity to teach our students in more depth how to answer the short answer</p>



<p>to help us address school-wide patterns and trends and targeted plans for specific students who fall into Tier 2 and 3 behaviors</p> <ul style="list-style-type: none">· Continue providing students extended learning opportunities through Saturday Academy, summer programming, afterschool, and vacation camps. We will work with various partnerships· We will use the grant to provide 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>questions. Our new data consultant, Nigel Collins, helped us see that almost half of our third grade students received zeros on their short responses. He inferred that they left their short answer responses blank. Therefore in some of our IBlock groups, our Afterschool Academy and our Saturday Academy, we are focused on repeated practice with the short response questions so that students have a specific strategy (ACE- Answer the question, Cite relevant evidence, Explain your thinking) when tackling this work. We all use the same adapted state ELA testing rubric when assessing the responses. Our next steps will be to support our teachers in continuing to track the growth of our students using this aligned tool.</p> <p>Additionally, we noticed growth in our third graders turned fourth graders this year. Whereas one student scored a two or above on the state ELA test last year, two students scored two, and two students scored a level 3. With our official test preparation units starting this month, we will administer another simulation after the mid-winter recess break to have a better understanding of growth as well as the impact the ELT has had.</p> <p>Key Strategy- Effective Behavioral Strategies/ Therapeutic Crisis Intervention Training- To ensure that our classrooms are equipped to support the social-emotional growth of all students we partner with Positive Learning Collaborative (PLC) formerly known as IUB. Through our partnership, 73% of our staff received a 4-day TCIS training, that presents a crisis prevention and intervention model designed to teach staff how to help children learn constructive ways to</p>
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handle crisis. Now that the majority of staff has been trained, we are seeing that our crisis response team is being called to classrooms less frequently for emergency support. According to our OORS data, we see that our major behaviors (i.e.: physically aggressive behaviors, bullying, etc...) have reduced by half from November to January. Our teachers are more aware of student triggers and are preventing potential crisis situations by proactively helping students improve the use of coping strategies. Our trained teachers also receive on-going coaching within the classroom from our TCIS consultant who is on-site weekly.

Responsibility Room- Our partners from the Positive Learning Collaborative have helped us create the Responsibility Room. The responsibility room takes place during lunch. Students are sent to the room when teachers fill out a SWIS form to report a major/minor incident. Students are to reflect on their behavior during this time. They are given a reflection sheet to fill out and discuss how they are feeling and how they can make a better choice the next time. Last year we did not consistently keep attendance records of who was in the room because it was our first year. However, this year we have made a great improvement on tracking our attendance. We have noticed that more students are not giving a hard time accepting responsibility, which they had a hard time doing the previous year. We have also noticed that more teachers are reporting incidents and bringing their students to the Responsibility Room themselves.

Key Strategy- Analysis of SWISS Data:

In our school we use a system called SWIS (school-wide information system) to track our behavioral incidents.



This system is used to review our data and see where patterns may be developing. It helps us keep track of our tier 2 (at-risk) and tier 3 (students with the highest behavioral needs) of their progress. We look at this data during our PBIS team meetings to monitor how our PBIS efforts are affecting behavior and also to determine interventions that can be put in place. We use this data during our behavior team meetings as well as our intervention team meetings. The data shows that from November 1st-January 15th of this school year, 44.45% of the incidents were from our tier 3 students, 28.31% of the incidents were from our tier 2 students and the remaining incidents were isolated/minimal incidents from our tier 1 students. We use this data also to determine the effectiveness of the behavior plans that we have set in place for our tier 3 students. If we notice that a plan is not working we set a meeting with the teacher/paraprofessional and revise the plan to ensure that it is being effective.

Behavior Team/Intervention Team- The behavior team meets twice a month to review the SWIS data and look over what interventions are already in place and if they are being effective. We set meetings with teachers if we see that the interventions are not working and then determine how we can create more effective strategies for these students. We have our intervention team meetings weekly where teachers can bring up students for academic or behavioral concerns. The teachers fill out the intervention team packet and it is given to everyone on the team. The team then goes and observes the student and the team brings their findings to the meetings. We discuss what the concerns are, what interventions have already been put in place and



each team member makes suggestions on how to help the student that has been presented. The team then reconvenes in 6 weeks to monitor the progress with the interventions that have been put in place.

Key Strategy- Afterschool Planning Time for PBIS Committee

Our PBIS team meets weekly to discuss how things are going school-wide. This year we have moved the entire school to class dojo. Students are given points when following the PBIS expectations of the school and the classroom. The PBIS team has created a store where classrooms must meet a minimum amount of points to earn a prize. The prizes we offer students are making slime, water balloon challenge (spring), popcorn and a movie, tea with the principal, breakfast with the principal, extra gym/recess, special field trip, ice cream party, pie in the face, silly string a teacher, mystery celebration or a student selected idea. Our students have worked hard to earn these prizes. Every classroom has already had at least one class prize. Students also use their dojo points to attend our events such as our dances.

Every Friday the PBIS team has an assembly. Our assemblies have to do with our theme of the month. So far this year we have talked about community, generosity and respect. Our parents brought up some concerns about bullying so we used our assemblies to address that topic. We have videos to show our students pertaining to the theme of the month and we have the students turn and talk about what they have seen in the video. We also hand out star leader awards every Friday. An award is given to a star leader and then a leader who has exemplified the



			<p>theme of the month as well. Every other week the assembly is for PK-2nd and 3rd-5th grades. According to our OORS and SWISS data our major incidents are isolated to six students who have individualized behavior plans. Overall, the majority of our students are maintaining respectful interactions.</p> <p>Paraprofessional Professional Development- On Mondays during our professional work time, paraprofessionals are given PD's regarding various topics. They have been given a PD on FBA's and how to manage behaviors. They are also involved in study groups where they chose what topic they want to focus on for a couple of weeks. Paraprofessionals are also responsible for maintaining binders showing their work with their students/classroom. The binders are checked monthly to monitor progress. The paraprofessionals also go over their SESIS attendance to maintain that it is up to date.</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:</p> <ul style="list-style-type: none"> To improve pedagogical practices school-wide, all teachers will engage in professional development experiences using the Danielson framework as a tool to capture low-inference observations, engage in 	Yellow	<p>Key Strategy- Professional Development using Danielson Framework Before inter visitations, teachers review the Danielson Framework to identify key elements of the components being observed. Since our instructional focus aligns to 3b- questioning and discussion, we align our intervisitation tools to that component. This enables teachers to provide their colleagues with relevant, targeted feedback. It also supports us as a staff to have meaningful conversation about our school-wide implementation of effective and highly effective questioning and discussion.</p> <p>Key Strategy- Action Research/ Inquiry-Based Projects</p>



	<p>meaningful conversations to norm findings , and identify actionable next steps needed to meet school-wide goals.</p> <ul style="list-style-type: none"> · 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. · 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 inquiry-based projects aimed at developing students thinking skills by providing them with authentic content with which to practice skills · JDL Horizons will provide in-class support for teachers who are creating technology- rich projects. 		<p>Teachers engage in meaningful action research through quarterly coaching cycles and teacher-led study groups. These structures support teachers to engage in in-depth conversations using professional literature. As a result of our Professional Learning Communities (PLC’s), teachers receive support and feedback from their colleagues as they implement research-based practices that are aligned to our instructional focus and school-wide goals</p> <p>Key Strategy- Analyzing Student Work Common Planning: Our once per week, 90 minute vertical and horizontal planning team meetings give teachers the opportunity to analyze student work using the inquiry process as they make instructional decisions around students learning. The assistant principal and full-time coach attend all common planning meetings to support teachers with their analysis of student’s strengths and next steps. The instructional leaders also support teachers in using their student’s data to plan and revise units of study.</p>
4.	<p>Effective School Leadership</p> <p>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 Framework and Advance, 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</p>	Yellow	<p>Key Strategy- Learning Walks: Young Leaders Elementary School provides classroom and cluster teachers in opportunities to engage in two learning walks scheduled in the fall and in the spring. Our fall learning walk provided our teachers an opportunity to take the role of researchers while conducting inter-visitations to gather school-wide noticings. Our participants used our walkthrough protocol and chose a specific lens to gather noticings about the school-wide implementation of our instructional focus: “Revealing</p>



<p>opportunities will be determined by a 20% increase of effective ratings in the instructional domain within Advance.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> · 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. 		<p>Questions...Reveal Thinking” (aligned to Danielson 3b).</p> <p>Key Strategy- Coaching Cycles/ Study Groups: Teachers engage in meaningful action research through quarterly coaching cycles and teacher-led study groups. These structures support teachers to engage in in-depth conversations using professional literature. As a result of our Professional Learning Communities (PLC’s), teachers received support and feedback from their colleagues as they implemented research-based practices that aligned to our instructional focus and school-wide goals.</p> <p>Key Strategy- Data Conversations: Administration is conducting weekly data conversations with grade teams to 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 pattern and trends. During the data conversation, teachers revise student learning goals, interventions and/or determine differentiated centers to better address students identified needs.</p> <p>Key Strategy- Building a Culture of Data: In September, the average grade level reading equivalent for our third grade readers was 2.6. When they were reassessed in November, the average GLE was 2.7. The lagging growth had us create small group instruction utilizing the Fountas and Pinnell Guided Reading curriculum, LLI, with 12 of our third graders from 7:40-8:20, before the official school day begins. In</p>
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			<p>our fourth grade classroom, from the September to November period, our readers reading at Level 2 increased from two reader to four readers, our level 3 readers increased from 3 readers to five readers, there were no children reading above grade level in September and in November there was one student who reached a level four benchmark. However, considering that the average proficiency level was 1.86 on the State ELA exam for this class, starting in January we revised our instruction to include two days of small group instruction that focus on synthesis and main idea/ theme work. We also developed an LLI group for the lowest readers in the class. In regards to our fifth graders, the average GLE in September was 3.7 and in November it was 4.0. Again, after deeper analysis during our common planning sessions, as well as in our scheduled data conversations, we realized the need for a revision to the IBlock groupings and placed our lowest readers in an LLI group being led by the special education teacher. The completion of the January running records will allow us the opportunity to again track the growth of the students and revise the groupings if necessary.</p>
5.	<p>Strong Family-Community Ties</p> <p>Goals: By June 2016, there will be an increase of 5% in parent attendance at parent engagement school-events as measured by the amount of signatures on 2015-2016 sign-in sheets in comparison to 2014-2015 sign-in sheets.</p>	Yellow	<p>Goal- Increased Parent Engagement</p> <p>This year we have focused on increasing parent participation in the school by offering additional parent involvement opportunities and multiple forms of parent outreach. Our parents receive communication of school-wide events and learning opportunities through the monthly parent calendar. Teachers distribute monthly classroom newsletters to communicate to</p>



parents what is happening in their child’s classroom. Additionally the school uses “phone-blast” to send recorded phone message and back-packs flyers to all our families as additional notification of upcoming school events. These multiple means of communication have increased parent turn-out to events like our bi-monthly “Coffee with Cooke” parent meetings. These meetings provide parents an opportunity to sit with the Principal to discuss our school improvement initiatives and other items important to our parents. Our last “Coffee with Cooke” meeting had 18 parents in attendance, which is more than double the attendance from any similar event last year. Our November family literacy night brought out approximately 30 families. At the event, we modeled for families how to make the reading to their children interactive and engaging. All the families that attended received several free books for their children to take home. January’s math game night had a greater attendance than last year as well. This year we were able to make double the attendance by having 20 parents attend the event with their children and learn a new math game to play at home. Our weekly “Mommy and Me” ESL classes maintains a steady attendance of 7 mothers who attended the beginners classes with their children. Our lower grade ESL teacher designs the classes for these parents to develop their English alongside their children. These parents will proudly graduate the program this winter and will be invited to Session 2 which is designed for our intermediate families. We are proud that in January, our parent coordinator began offering “Computers 101” as a parent class 3 times a month which consistently maintains 10 or more parents. These parents are learning the how to search the web,



send/receive email and other basic functions. These classes were offered after the 13 parents that attended our December parent workshop on using: MyOn, Dreambox, and iReady software at-home communicated that they were not comfortable using the technology themselves.

Additional Supports to Strengthen Family-Community Ties :

Class Dojo- Half of our current classrooms actively engage at least 50% of our families on Class Dojo. Our goal in supporting our parents' willingness and comfort level in utilizing technology through our technology classes, is that more families will become stronger participants in the home-school communication. Class Dojo with its ability to share photos, updates and send messages, is a school wide initiative to increase communication. At our upcoming parent teacher conference on March 3rd, we will reiterate the importance and benefits of connecting through Class Dojo.

Visiting Nurse Services- We have partnered with VNS this year to provide an in-house mental health clinic at PS 369. We have a social worker come to our 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. The families that have been receiving services have had positive feedback about the clinic. The social worker has integrated himself into our school community and works well with



				our staff.	
6.					
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

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.	
Status (R/Y/G)	Analysis / Report Out
Y	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: 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>During the first week of the 2015-16 school year, written notice was sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE 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. Once the school’s hearing was held, a summary of recommendations was provided to the school based on commentary from speakers captured in a transcript of the public hearing, a recommendations form provided to participants at the hearing, an online survey on our NYCDOE website, any email feedback received to our receivership@schools.nyc.gov email address, or by mail. The CET met to review the public input and finalize school improvement plan recommendations, which were submitted to the Superintendent, acting on behalf of the Chancellor as Receiver, for review. Upon Superintendent determination of which CET recommendations would be incorporated, the improvement plan was revised and resubmitted.</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.</p>
<p>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.</p>	
<p>Status (R/Y/G)</p>	<p>Analysis / Report Out</p>
<p>G</p>	<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</p>



	CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.				
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 IV – 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 V – Attestation

ATTESTATION: 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): Superintendent, Elisa Alvarez

Signature of Receiver: _____

Date: _____

DRAFT