

### 2022-2023 Receivership School Quarterly Report #3

Report Period: February 1, 2023, to April 19, 2023

Complete all sections by fully responding to each prompt.

The reporting portion of this document is a self-assessment of the *implementation and outcomes of key strategies* related to Receivership and, as such, is not considered a formal evaluation by the New York State Education Department. Once finalized and accepted, this document in its entirety must be posted in a conspicuous place on the district website. All responses should directly align with, or be adaptations to, previously approved intervention plans and require explicit engagement and input from Community Engagement Teams.

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, the School Demographic and Four-Year Trend Data should be reported as 'point-in-time' for each reporting period. (Attachment)

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
P.S. 194 Countee Cullen	310500010194	05	Partnership with Children	2	<a href="https://infohub.nyced.org/reports/students-and-schools/school-receivership">https://infohub.nyced.org/reports/students-and-schools/school-receivership</a>

Superintendent	School Principal (If appointed since the last reporting period, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Dr. Sean Davenport	Wanda Acevedo	12/14/21	Sharon Rencher, Senior Executive Director of State/Federal Education Policy, Dr. Tania Rivera, Senior Director of State School Improvement Interventions, Dr. Crystal Lindsay, Senior Director of State/Federal Program Implementation, Debra Spivak, Director of Continuous Improvement	0K,01,02,03,04,05	N/A

## Executive Summary

Please provide a plain-language summary of this completed report to reflect changes and progress made during this reporting period and to describe how actions were taken to implement lead strategies, engage the community, and enact Receivership powers. 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*. Applicable links must be made publicly available prior to submitting the report.

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every one of our students graduates on the pathway to a rewarding career and long-term economic security, equipped to be a positive force for change in our community and city. This vision is grounded in the Chancellor's Four Pillars for Building Trust in NYC Public Schools and focuses on a reimagined school experience that prioritizes student well-being by supporting schools to create an Ecosystem of C.A.R.E. (Connect, Affirm, Respond, Empower) for the whole child that affirms student identity and voice, ensures physical and emotional safety, and supports students in reaching their full potential.

### Four Pillars for Building Trust in NYC Public Schools

The four pillars for improving and building trust with our families include:

#### 1. Reimagining the student experience

- Career Pathways Initiative - creating career-connected learning and pathways for all our students to help activate their passion and sense of purpose.
- Ensuring that all students graduate with a strong plan and head start on a pathway to the middle class, including financial literacy and civics skills.
- Supporting our children to become strong readers.
- Making sure every single one of our students is getting strong, phonics-based literacy instruction from the very start.
- Building on the universal screening tools that identify risk for dyslexia to tailor more effective responses at the earliest possible ages, strengthening early childhood education.
- Creating an advisory council on literacy.
- Virtual learning - expanding virtual options for students.

#### 2. Scaling, sustaining, and restoring what works

- Identifying the amazing practices throughout the NYCDOE and sharing via state-of-the-art knowledge-sharing systems so that they become models that other schools can try to emulate.
- Expanding opportunities for accelerated learning in every school.

#### 3. Prioritizing wellness and its link to student success

- Working with the NYC Mayor's office to increase the number of school safety agents.

- Collaborating with community-based partners to support school safety, mental health, attendance, and enrichment.
- Extending learning beyond the four walls of the classroom to feed the souls of our children with visits to museums, parks, and activities in the great outdoors.
- Increasing our school's capacity to provide quality mindfulness practices that are scientifically researched, evidence-based, and culturally responsive.

#### 4. Engaging families to be our true partners

- Ensuring that schools and districts are in close communication with our families, surfacing their expertise to enable all of the staff members to more effectively educate and support our children.
- Engaging with families in policy creation and implementation procedures at all levels.
- Supporting superintendents, school leaders, and other school staff with professional development to find ways to permanently embed families' voices in their particular school communities. That includes supporting governance structures like Parent Associations, PTAs, School Leadership Teams, and Citywide Councils so they can provide policy recommendations that work for all schools and the system as a whole.
- Adjusting and updating the DOE website to make it more family-friendly.

***Directions for Parts I, II, and III*** - District and school staff should respond to this document's sections by analyzing and summarizing the steps taken to implement lead strategies during the third quarter. Include processes that were *used to assess the impact* of strategies implemented on student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #3 is an opportunity for district and school staff to provide a reflective outline of actions, strategies, and process adaptations made to the school's 2022-2023 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and ultimately, the school improvement process*. This should include a clear *focus on how evidence* guides decisions and an articulation of explicit, equitable educational supports accessible to all students to ensure positive social-emotional well-being and active engagement in learning in an inclusively diverse, culturally relevant, safe learning space.

- The District should ensure that the implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
  - Claims should be evidentiary in nature.
  - Reported information and related data should be accessible and able to be reviewed upon request.
- District and school staff should *assess the impact* of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve *long-term sustainable growth*.

**Part I –Lead Strategies for Improvement**

**Lead Strategies for School Improvement**

*Include 3-4 core lead strategies that are central to the school’s improvement plan, and outline the progress made this quarter by applying each strategy. Lead strategies are key levers for improvement that are identified based on trends in student performance data and serve as overarching approaches for implementing strategically focused action steps toward achieving demonstrable improvement.*

**Quarterly Report #3 with Reflection on Lead Strategies Utilized during  
February 1, 2023 – April 19, 2023**

Identify the lead strategies that guided the school’s improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year’s demonstrable improvement targets.
Creating a welcoming and affirming school environment	G	<ul style="list-style-type: none"> <li>• At the beginning of the school year, we focused on effectively establishing consistent routines and procedures across classrooms with minute-by-minute plans. Doing this ensured that school-wide expectations are clearly communicated to students and practiced over the first few weeks of school. This has reduced the possibility of students engaging in inappropriate behaviors and increased time dedicated to instruction. In quarter two, we introduced students to routines and procedures that will advance their learning, such as turn and talk routines and delivering peer feedback. During quarter 3, we established these new routines and monitored them closely in every classroom so that we had consistent practices across classrooms.</li> <li>• We are continuing daily morning meetings in every classroom and school-wide monthly community circles. Both practices allow us the opportunity to establish a sense of community and belonging among all community members, including students, staff, and families. As the year progresses, we are giving the students more ownership and allowing them to facilitate morning meetings in the classroom and our school-wide community circles. We have also seen an increase in family participation in our monthly community circle, which is evidence that our community ties are growing stronger.</li> <li>• Our attendance team has created a fun-filled school year calendar with celebrations and special-themed days happening weekly. We kicked off the year with events such as Back-to-School Kick-off, Silly Sock Day, Superhero Day, Father Figure Day, and Hispanic Heritage Celebration, to name a few. This has helped us start the school year with positive energy. As the year progresses, we continued to plan events that help us maintain positive attendance rates and to create a fun-loving environment children and adults feel proud to be a part of. During the second quarter of the year, we have held a</li> </ul>

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
		<p>Feast of Many Nations, Royals Day, PS 194's Honor Society Induction Ceremony, and a Holiday Performance. During the third quarter of the year, we held a World Read Aloud Day Event, Black History Month Culminating Performance, Pi Day, and Women's History Month Celebration.</p> <ul style="list-style-type: none"> <li>Partnership with Children's social work team facilitates bi-weekly staff support group meetings, which is a time for the adults in the building to practice self-care and establish trusting relationships over great food. As the year progresses, we continue to offer weekly staff support group meetings in addition to staff community circles. We find that these are forums staff can use to reflect, practice mindfulness, and re-energize themselves. In addition, we have hosted staff Zumba and Yoga sessions to address staff's mental and physical wellness. All of these efforts have strengthened trusting relationships among staff and have improved our school culture.</li> </ul>
High Expectations and Rigorous Instruction	Y	<ul style="list-style-type: none"> <li>During July, 75% of the teachers came together to learn about explicit teaching, unpack learning standards, and create unit plans for the first months of school. This work has helped teachers strengthen their content knowledge and pedagogical skills. Building on that work, we engage in weekly planning and data meetings so that teachers receive support in planning appropriate and targeted learning activities. During these meetings, we continue to unpack NYS Learning Standards, plan standards-aligned lessons and tasks, analyze student work and assessment data, and plan targeted interventions to advance the learning for all students by considering Tier 1, Tier 2, and Tier 3 interventions.</li> <li>In quarter one, we engaged in data analysis protocols to determine priority standards that we will target throughout the year based on students' performance on end-of-year school-based assessments and the 2022 NYS ELA and Math exams. Throughout the second quarter, we administered formative assessments, such as MAP Growth, Acadience, and school-based ELA simulation. We analyzed the results of those assessments to track students' progress and differentiate instruction.</li> <li>In quarter two, we strengthened our partnerships with IVY Tutors, Reading Rescue, and Dreambox. We use students' progress monitoring assessment results in those interventions to track their performance, and we share results with both families and teachers.</li> <li>In quarter three, we began studying the research of the science of reading. This allowed us to create a set of literacy instructional expectations to ensure all children learn to read. We reflected on our current practices in the areas of language comprehension and word recognition and determined that, in every classroom, all students will engage in</li> </ul>

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
		phonics or word study, vocabulary, reading comprehension, and phonemic awareness for our youngest learners or those developing English proficiency.
Targeted Professional Learning	Y	<ul style="list-style-type: none"> <li>• We started the year strong with a full-time UFT Teacher Center Coach, a Peer Collaborative Teacher (teacher leader), and a part-time Literacy Coach. These teacher leaders and the administration make up our instructional leadership team. We regularly analyze student assessment data, identify root causes for the learning gaps, and create a professional development plan targeted and aligned to desired student learning outcomes.</li> <li>• Our Professional Development Plan helps us track the professional development opportunities we offer staff and align the offerings to intended student learning outcomes so we can measure the effectiveness of offerings. We are also able to differentiate professional learning opportunities to meet the interests and needs of our teachers. During the second quarter of the year, we established a Professional Development Committee so teachers have a voice and choice in the Professional Development opportunities we offer.</li> <li>• During the second quarter of the year, we introduced book clubs as an opportunity to engage in professional learning by reading and discussing the latest research in education. Teachers choose the text they read to ensure their professional learning was differentiated by interest. As a community, during the first cycle of book clubs, we read <i>Closing the Attitude Gap: How to Fire up Students to Strive for Success</i>, <i>Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility</i>, and <i>How to Reach the Hard to Reach: Excellent Instruction for Those That Need it Most</i>.</li> <li>• In quarter three, we continued meeting with the Professional Development Committee to ensure that we are offering a varied selection of professional learning opportunities that meet the needs and interests of all staff. We also consider the different opportunities to engage in professional learning, including book clubs, practice clinics, observation and feedback cycles, and traditional workshops. These professional learning opportunities have strengthened teachers' content knowledge and pedagogical skills, which has strengthened our Tier 1 core instruction practices</li> </ul>



**Part II – Demonstrable Improvement Indicators-Level 1**

**Level 1 Indicators**

Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies informed the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

**Quarterly Report #3 Reflection on Activities Completed for this Indicator Level during  
February 1, 2023 – April 19, 2023**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
3-8 Math All Students MGP	Y	<ul style="list-style-type: none"> <li>• We continued to utilize Dreambox Math interventions for students to strengthen foundational math skills in grades K-5.</li> <li>• We continued to partner with IVY tutors to offer our students targeted small group instruction.</li> <li>• We planned an ELT program using MAP Growth Math and NYS Math assessment results to focus on the skills and standards students need most.</li> </ul>	<p>Specific data/evidence used to determine progress and impact on instruction, student learning, and achievement:</p> <ul style="list-style-type: none"> <li>• We saw a 9% decrease of 1<sup>st</sup> graders performing far below grade level expectations when we compared beginning of year Acadience Math to the middle of year assessment.</li> <li>• We saw a 12% increase of 1<sup>st</sup> graders performing above grade level expectations when we compared beginning of year Acadience Math to the middle of year assessment.</li> </ul>

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		<ul style="list-style-type: none"> <li>• In weekly planning meetings, teachers continued to create units of study and performance tasks aligned to NYS Next Generation Math standards.</li> <li>• We continued to collaborate with IVY Tutors to deliver supplemental math instruction for students who benefit from additional math support.</li> <li>• We continued to provide teachers with an additional coverage period to plan standards-aligned lessons that address students' specific skills, analyze formative assessments and student work samples to monitor and track student progress and reflect on effective teaching practices that will advance student learning.</li> <li>• Teachers have been learning about the elements of explicit instruction in our</li> </ul>	<ul style="list-style-type: none"> <li>• We saw a 9% increase in Kindergarten students performing above grade level expectations when we compared the beginning of year Acadience Math to the middle of the year assessment.</li> <li>• We saw a 4% increase in third-grade students performing on grade level when we compared the beginning of year MAP Growth Assessment to the middle of the year.</li> </ul> <p>Based on the data trends above, we plan to do the following:</p> <ul style="list-style-type: none"> <li>• We are planning Data Days/Student Goal-setting days so that teachers, students, and families all engage in meaningful discussions regarding students' learning outcomes.</li> <li>• We are planning Family Game Nights so families can learn about fun games they can play at home, which will also support students' math skills and content knowledge.</li> </ul>



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		<p>Monday Professional Development sessions.</p> <ul style="list-style-type: none"> <li>• We conducted parent workshops on math learning standards and grade-level expectations.</li> </ul>	
3-8 ELA All Students Core Subject PI	Y	<ul style="list-style-type: none"> <li>• In the writing cluster program, all K-5 students receive supplemental writing instruction to strengthen foundational skills.</li> <li>• Standards-aligned units of study were designed by teachers based on a thorough understanding of the learning standards and the expectations of what students should know and be able to do.</li> <li>• Prepared to administer middle-of-year assessments to all students. Kindergarten through second-grade teachers will administer Acadience, and 3-5 teachers</li> </ul>	<p>Specific data/evidence used to determine progress and impact on instruction, student learning, and achievement:</p> <ul style="list-style-type: none"> <li>• Based on the Winter Map Growth and Acadience ELA screener assessments, 34% of all students are performing at or above proficiency levels, which is a 6% increase from the Fall administration.</li> <li>• Based on the Winter Map Growth and Acadience ELA screener assessments, 42% of all students are performing below grade level expectations, which is almost 4% lower than Fall 2022.</li> <li>• Based on the F&amp;P Benchmark Assessment, we decreased the amount of students reading far below grade level by 2%.</li> <li>• Based on the second NYS ELA Simulation assessment, 14.1% of all 3<sup>rd</sup>-5<sup>th</sup> graders scored proficiency levels, which is an increase of 7.8% from the first simulation.</li> </ul>

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		<p>will administer MAP Growth ELA assessments.</p> <ul style="list-style-type: none"> <li>• Continued our collaboration with IVY Tutors to deliver supplemental math instruction for students who benefit from additional literacy support.</li> <li>• All teachers have an additional coverage period to plan standards-aligned lessons that address students' specific skills.</li> <li>• During professional development sessions, teachers learned the principles of explicit instruction and checks for understanding.</li> <li>• We conducted parent workshops on literacy learning standards and grade-level expectations</li> <li>• We planned and implemented an ELT program for all students scoring between 1.8-1.94 on the ELA simulation</li> </ul>	<p>Based on the data trends above, we plan to do the following:</p> <ul style="list-style-type: none"> <li>• We are planning Data Days/Student Goal-setting days so that teachers, students, and families all engage in meaningful discussions regarding students' learning outcomes.</li> <li>• We are planning Family Game Nights so that families can learn about fun games they can play at home, which will also support students' literacy skills.</li> </ul>

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		<p>assessment and focus on strengthening their reading comprehension skills.</p> <ul style="list-style-type: none"> <li>• We have been using iReady and Amira as reading interventions to support students in strengthening their reading accuracy and comprehension.</li> </ul>	
3-8 Math All Students Core Subject PI	Y	<ul style="list-style-type: none"> <li>• Teachers continued to create and implement units of study aligned to NYS Next Generation Math standards.</li> <li>• We continued to utilize Dreambox Math interventions for students to strengthen foundational math skills.</li> <li>• We continued to collaborate with IVY Tutors to deliver supplemental math instruction for students who benefit from additional math support.</li> <li>• We continued to offer all teachers an additional coverage period to plan</li> </ul>	<p>Specific data/evidence used to determine progress and impact on instruction, student learning, and achievement:</p> <ul style="list-style-type: none"> <li>• Based on our most recent MAP Growth and Acadience Math benchmark assessments, 28% of all students are at or above proficiency levels</li> <li>• Based on our most recent Acadience Math benchmark assessment, 44% of our kindergarten students are at or above proficiency level</li> <li>• Based on our most recent MAP Growth assessment, 15.6% of students in grades 3-5 scored at or close to proficiency level.</li> </ul> <p>Based on the data trends above, we plan to do the following:</p>

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		<p>standards-aligned lessons that address students' specific skills.</p> <ul style="list-style-type: none"> <li>• Teachers have been learning about the elements of explicit instruction in our Monday Professional Development sessions.</li> <li>• We conducted parent workshops on math learning standards and grade-level expectations.</li> <li>• We continued to participate in District 5's Robotics program, which helps to develop students' critical thinking skills.</li> <li>• We used IReady Diagnostic and Instruction Intervention to strengthen students' math skills.</li> <li>• We planned and implemented an ELT program for all students scoring between</li> </ul>	<ul style="list-style-type: none"> <li>• We are planning Data Days/Student Goal-setting days so that teachers, students, and families all engage in meaningful discussions regarding students' learning outcomes.</li> <li>• We are planning Family Game Nights so that families can learn about fun games they can play at home, which will also support students' math skills and content knowledge.</li> </ul>

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		1.8-1.94 on the Math simulation assessment.	
Grades 4 and 8 Science All Students Core Subject PI	Y	<ul style="list-style-type: none"> <li>• We continued to implement the Amplify Science Curriculum in grades K-5 with fidelity.</li> <li>• We continued participation in District 5's three-year Learning Technology Grant (LTG) from the NYS Education Department, which allows us the opportunity to offer Robotics programming to our grades 4 and 5 students.</li> <li>• We continue to participate in the DOE's Computer Science for All initiative, which offers our teachers support in integrating computational literacy, algorithmic thinking, and problem-solving skills in classroom learning experiences.</li> </ul>	<p>Specific data/evidence used to determine progress and impact on instruction, student learning, and achievement:</p> <ul style="list-style-type: none"> <li>• Based on a recent science simulation, 35% of our current 4th graders achieved proficiency, as compared to the same time last year when 13% of fourth graders achieved proficiency.</li> </ul> <p>Based on the data above, we plan to do the following:</p> <ul style="list-style-type: none"> <li>• All teachers will receive professional development regarding changes to the NYS science test</li> <li>• We will create a list of instructional practices that is consistent across all classrooms to develop and advance students' science content knowledge</li> <li>• Administer an end-of-year science assessment to all grade levels and use the results to create the 2023-2024 science curriculum calendar.</li> </ul>

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		<ul style="list-style-type: none"> <li>• We continued to offer all our students the opportunity to learn outside of the classroom by participating in field trips using science themes/units of study (e.g., Green Meadows Farm)</li> <li>• We identified a Science Lead Teacher participating in district-level professional learning about the changes we should expect on the NYS Science exam and the instructional implications for all classrooms in K-5.</li> </ul>	
EM Chronic Absenteeism - All Students	Y	<ul style="list-style-type: none"> <li>• Our Attendance Team members continued to serve as “Success Mentors.” This structure continued to ensure that every student has at least one staff member who checks in regularly and connects families to available resources when needed.</li> <li>• Our Attendance Team continued to meet bi-weekly to discuss individual students’</li> </ul>	<p>Specific data/evidence used to determine progress and impact on instruction, student learning, and achievement:</p> <ul style="list-style-type: none"> <li>• As of April 17<sup>th</sup>, 31.8% of all students are living in temporary housing, as compared to 27% at the start of the 2022-2023 school year.</li> <li>• As of April 17<sup>th</sup>, 31% of our students are identified as chronically absent and 13% are identified as at risk. During quarter three of the 2021-2022 school year, 42% of our students were identified</li> </ul>



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
		<p>attendance patterns and plan appropriate interventions and supports for families. We also continued to use this time to track and monitor the impact the intervention has on students' attendance.</p> <ul style="list-style-type: none"> <li>• We continued to celebrate the class with the highest monthly attendance rate during our community circles and offer the class incentives such as a pizza party or ice cream party.</li> <li>• We celebrated individual staff and students who have earned 100% attendance monthly in our community circles and those with the most improved attendance.</li> <li>• We have taken the students with the highest attendance rates to trips such as the Broadway show The Music Man and the Apollo School Tour.</li> </ul>	<p>as chronically absent and 19% are at risk of being chronically absent.</p> <ul style="list-style-type: none"> <li>• Our monthly attendance rate for the month of March was 88.53%, as compared to 85.41% in March 2022.</li> </ul> <p>Based on the data trends above, we plan to do the following:</p> <ul style="list-style-type: none"> <li>• Although our intention was to have this completed by the last quarter, we are working towards creating a school website so we can easily share resources and materials with our families and the community.</li> <li>• We will continue to celebrate students with most improved attendance with certificates and fun experiences, such as field trips and special lunches.</li> <li>• We will continue to celebrate students with 100% attendance at our monthly community circles.</li> <li>• We will continue to meet with families of children who are at risk of being identified chronically absent to better understand any challenges they are experiencing and meet their needs.</li> </ul>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
		<ul style="list-style-type: none"> <li>• The Attendance Team continued to plan and implement special school events and celebrations to encourage attendance, including Feast of Many Nations, Hat and Headband Day, Holiday Dance Party, and New Year’s Party.</li> <li>• We continued to collaborate with our school-based Students in Temporary Housing Liaison to assist with supporting families in getting students to school every day and on time</li> <li>• We continued to use practices like arrival greetings and morning meetings to ensure students understand their presence is valued and that they came to school.</li> <li>• We continued to establish connections to social services (food pantry, preventative services) to provide our families with necessary resources.</li> </ul>	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
		<ul style="list-style-type: none"> <li>• Administration met with families one-on-one whose attendance has not improved or declined to understand better the obstacles they face in bringing their children to school every day.</li> <li>• With the support of the Superintendent’s office, we will schedule parent meetings/workshops to educate families about the significant role attendance plays in their children’s academic and social-emotional well-being.</li> <li>• In addition to sending families monthly attendance progress reports (RISA), we will also share academic data so families understand the impact their child’s attendance has on their learning.</li> <li>• We will host family breakfasts to celebrate the families of students with high attendance rates and the most improved</li> </ul>	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
		attendance rates since the beginning of the year.	
School Safety - ES/MS	G	<ul style="list-style-type: none"> <li>We continued to partner with Asphalt Green’s Recess Enhancement Program to offer all our students structured, fun activities to engage in during recess.</li> <li>Our Culture Team continued to meet monthly to assess the culture of the school and brainstorm ideas to improve, including professional learning opportunities for the staff and community events to build a sense of belonging for all stakeholders.</li> <li>Grades 4 and 5 students continued to serve as student ambassadors. Their responsibilities include helping our kindergarten and first-grade students during lunch, playing with them, and establishing positive peer relationships.</li> </ul>	<p>Specific data/evidence used to determine progress and impact on instruction, student learning, and achievement:</p> <ul style="list-style-type: none"> <li>As of April 17, 2023, 0.8% of the behaviors reported in Kickboard were minor negative behaviors that included “off task” and “talking in class,” compared to 9% in the first quarter of the school year.</li> <li>As of April 17, 2023, 74.2% of the behaviors reported in Kickboard exemplified our core values of perseverance, optimism, wisdom, excellence, and responsibility.</li> <li>As of April 17<sup>th</sup>, we have reported 14 incidents that are described as disruptive, aggressive, or seriously dangerous, as compared to 14 incidents this time last year, which is a 35% decrease.</li> </ul> <p>Based on the data trends above, we plan to do the following:</p> <ul style="list-style-type: none"> <li>The Culture Team will provide staff with professional development regarding restorative justice practices that we will use consistently across all grades, including morning and closing circles, mood</li> </ul>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
		<ul style="list-style-type: none"> <li>• The Culture Team participated in Morningside Center for Teaching Social Responsibility's Tier 2 Restorative Practices Training to build on the work that we started in the 2021-2022 school year.</li> <li>• The Culture Team participated in the RULER Institute: Creating Emotionally Intelligent Schools five-week training series.</li> <li>• Students in grades 3-5 were trained to be peer mediators so that they can effectively resolve conflict when it occurs.</li> </ul>	<ul style="list-style-type: none"> <li>• meter, and restorative conferences or circles to mediate certain conflicts among students and staff.</li> <li>• We will host family workshops to teach caregivers about restorative discipline practices.</li> </ul>

**Part III – Demonstrable Improvement Indicators-Level 2**

**Level 2 Indicators**

*Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.*

**Quarterly Report #3 Reflection on Activities Completed for this Indicator Level during  
February 1, 2023 – April 19, 2023**

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> <li>• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.</li> </ul>
Plan for and implement Community School Model	G	<ul style="list-style-type: none"> <li>• Our Pupil Personal Team and Attendance Team is made up of school and CBO staff to ensure that we can offer our students and families the supports and services they need to thrive inside and outside of school.</li> <li>• Attendance team members continued to serve as “Success Mentors.” Every student in our school has a Success Mentor who checks in with the student and his/her family regularly and connects families to available resources when needed. The success mentor shares essential information at our bi-weekly attendance team meetings.</li> </ul>	<p>Specific data/evidence used to determine progress and impact on instruction, student learning, and achievement:</p> <ul style="list-style-type: none"> <li>• As of April 17<sup>th</sup>, 31.8% of our students are living in temporary housing, as compared to 27 % at the start of the 2022-2023 school year.</li> <li>• 45% of our current students enrolled after the first day of school. Of those that did not start the school year with us, 22% were enrolled during the second quarter of the school year.</li> <li>• 23% of our currently enrolled students are not zoned for us, meaning that they do not live in our neighborhood and commute long distances to attend our school.</li> </ul> <p>Based on the data trends above, we plan to do the following:</p> <ul style="list-style-type: none"> <li>• We will host family breakfasts to celebrate the families of students with improved attendance rates.</li> </ul>



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> <li>• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.</li> </ul>
		<ul style="list-style-type: none"> <li>• During our bi-weekly attendance meetings, the team continued to discuss individual students' attendance patterns and plan appropriate interventions and supports for families. We then track and monitor the impact the intervention has on students' attendance.</li> <li>• We have established a partnership with local organizations to continue to offer Food Bank services to the community, including Brighter Bites.</li> <li>• We have partnered with Publicolor, an organization that collaborates with the community to beautify the school.</li> <li>• To learn more about the concerns of the community, the SLT and CET created a 6-week community survey for families and staff members to share their opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• We continue working with local businesses to strengthen our community relations.</li> </ul>

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> <li>• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.</li> </ul>
		<ul style="list-style-type: none"> <li>• Partnership with Children’s Beacon After School Program continued to offer our families free after school programming Mondays-Fridays until 6:00 PM.</li> <li>• We have a full-time Students in Temporary Housing Family Worker who is able to connect families to needed supports and resources.</li> <li>• We conducted a community outreach day in which staff and families met with local businesses to strengthen community relations and establish strong partnerships.</li> </ul>	
Family and Community Engagement (DTSDE Tenet 6)	Y	<ul style="list-style-type: none"> <li>• We continued to use social media platforms, including our PS 194 app, Facebook, Instagram, and Twitter to communicate essential information to families and share highlights of all school events and celebrations.</li> </ul>	<p>Specific data/evidence used to determine progress and impact on instruction, student learning, and achievement:</p> <ul style="list-style-type: none"> <li>• As of April 16<sup>th</sup>, we have sent 5645 messages to families using Blackboard Connect, as compared to 3,600 this time last year.</li> <li>• We increased our PS 194 app users by 11% since the end of the first quarter.</li> </ul>

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> <li>• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.</li> </ul>
		<ul style="list-style-type: none"> <li>• Teachers continued to meet with families on Tuesday afternoons to discuss the scholar's progress and address any questions or concerns</li> <li>• Teachers continued to create and distribute monthly classroom newsletters so families have access to resources and are informed of what their child is learning.</li> <li>• With the support of Partnership with Children, we continued to host several family events and celebrations, including our Feast of Many Nations, Holiday Dance Party, Winter Holiday Showcase, and New Year's Party.</li> </ul>	<ul style="list-style-type: none"> <li>• We post on our Instagram and Twitter accounts daily.</li> <li>• 40.1% of families attended our last parent engagement event, which included a parent workshop and Black History Month Celebration.</li> <li>•</li> </ul> <p>Based on the data trends above, we plan to do the following:</p> <ul style="list-style-type: none"> <li>• Although our intention was to have this completed by the last quarter, we are working towards creating a school website so we can easily share resources and materials with our families and the community.</li> </ul>
Providing 200 Hours of quality Extended Day Learning Time (ELT)	G	<ul style="list-style-type: none"> <li>• We continued our partnerships with various organizations to offer all students a holistic learning experience that includes both foundational and enrichment learning opportunities, including the Beacon</li> </ul>	<p>Specific data/evidence used to determine progress and impact on instruction, student learning, and achievement:</p> <ul style="list-style-type: none"> <li>• As of April 17<sup>th</sup>, 81 students participate in ELT, which is about 49.3% of all students, which is a 4% increase in enrollment from this time last year.</li> </ul>

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> <li>• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.</li> </ul>
		<p>Program, IVY Tutors, Reading Rescue, Joffrey Ballet, and Broken Box Mime Theatre.</p> <ul style="list-style-type: none"> <li>• Instructional Leadership Team met to discuss expectations of the ELT program at PS 194, and analyzed student data reports to identify specific programs that activities that are aligned with groups of students</li> <li>• We created a program that targets students in grades 3-5 to learn test sophistication strategies, improve problem-solving and critical thinking skills, and strengthen foundational skills in math and literacy.</li> </ul>	<p>Based on the data trends above, we plan to do the following:</p> <ul style="list-style-type: none"> <li>• We are adding more enrichment opportunities for students during the next quarter, which include drama, screenplay writing, robotics, and coding.</li> </ul>
Average Proficiency Rating Math, ICT	Y	<ul style="list-style-type: none"> <li>• Teachers continued to create and implement units of study aligned to NYS Next Generation Math standards</li> <li>Administer beginning of year assessments</li> </ul>	<p>Specific data/evidence used to determine progress and impact on instruction, student learning, and achievement:</p>

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> <li>• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.</li> </ul>
		<p>to all students. Kindergarten through second-grade teachers will administer Acadience, and teachers will administer MAP Growth Math assessments.</p> <ul style="list-style-type: none"> <li>• We continued to utilize Dreambox Math interventions for students to strengthen foundational math skills.</li> <li>• We continued to collaborate with IVY Tutors to deliver supplemental math instruction for students who benefit from additional math support.</li> <li>• We continued to provide teachers with an additional coverage period to plan standards-aligned lessons that address students' specific skills.</li> <li>• During professional learning times, teachers continued to learn the principles of explicit instruction and strategies to check for student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on the first math simulation we administered, the average proficiency of all ICT students is 1.76, which is .37 points away from our 2022-2023 progress target.</li> </ul> <p>Based on the data trends above, we plan to do the following:</p> <ul style="list-style-type: none"> <li>• We are planning Data Days/Student Goal-setting days so that teachers, students, and families all engage in meaningful discussions regarding students' learning outcomes.</li> <li>• We will use our Weekly Planning Meetings to closely monitor all math assessment data and the math progress of our students with disabilities.</li> <li>• We will continue to learn more about Specially Designed Instruction to ensure that we are addressing the specific needs of students with disabilities in our math curriculum.</li> <li>• We are planning Family Game Nights so that families can learn about fun games that they can play at home which will also support students' math skills and content knowledge.</li> </ul>

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> <li>• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.</li> </ul>
		<ul style="list-style-type: none"> <li>• Special education teachers continued to meet bi-weekly to learn about high-leverage teaching practices, such as specially designed instruction (SDI).</li> </ul>	
NYC School Survey: Collaborative Teachers - ES/MS	G	<ul style="list-style-type: none"> <li>• We continued to offer teachers dedicated time to plan units of study that are aligned with NYS Learning Standards.</li> <li>• We continued to honor the community agreements we created by reviewing them at the start of meetings, reflecting on how our actions align with our agreements and what we can do better.</li> <li>• We continued to participate in staff community circles to strengthen relationships and build trust.</li> <li>• Partnership with the Children’s social work team continued to host Bi-Weekly Staff Support Group Sessions.</li> </ul>	<p>Specific data/evidence used to determine progress and impact on instruction, student learning, and achievement:</p> <ul style="list-style-type: none"> <li>• In a recent Mid-Year Reflection Survey, 100% of staff answered favorably to the question, “I trust the principal at their word.”, as compared to 63% in Spring 2022.</li> </ul> <p>Based on the data trends above, we plan to do the following:</p> <ul style="list-style-type: none"> <li>• We will administer a staff survey to learn about their current social-emotional state and needs.</li> <li>• We will build staff understanding of adult self-regulation and self-care through workshops and other professional learning experiences.</li> <li>• We will create more opportunities for staff to bond outside of the school building to strengthen relationships.</li> </ul>



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	<ul style="list-style-type: none"> <li>• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.</li> </ul>
		<ul style="list-style-type: none"> <li>• The Sunshine Committee has planned opportunities for staff to strengthen relationships inside and outside of the school by hosting outings and celebrating birthdays and important life milestones.</li> </ul>	

**Part IV – Community Engagement Team (CET)**

**Community Engagement Team (CET)**

*The role of the Community Engagement Team is to serve as an active thought partner in contributing to and supporting the development of recommendations for school improvement by the school and district, soliciting input through public engagement. Recommendations made by the CET, including how the school community and community at large were engaged to (1) provide input into the school’s Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team Plan and membership. Such should be addressed in response to the prompts below.*

**Report Out of 2022-2023 CET Plan Implementation**

<ul style="list-style-type: none"> <li>List the constituent categories of stakeholders that have participated as CET members during this reporting period.</li> <li>Include any changes made to the CET’s membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members.</li> </ul>	<p>Describe how recommendations made by the CET during this reporting period were used to inform the school’s improvement plan implementation.</p>
<p>School staff (administrators, teachers), parents, community-based organization personnel, and school district personnel are all members of the Community Engagement Team.</p> <p>New members include:</p> <ul style="list-style-type: none"> <li>Parents (2)</li> <li>Social Worker</li> <li>Teacher</li> </ul>	<p>We created and administered a Six-Week School Survey to do a proper needs assessment of our school community. The responses helped narrow our attention to these three main areas:</p> <ol style="list-style-type: none"> <li>Meet with local businesses to strengthen community relations and partnerships</li> <li>Engage parents in our work with restorative discipline practices</li> <li>Expand on the ways we communicate by having school website, sending video messages, and sending home student progress reports</li> </ol>

**Part V - Receivership Powers**

**Powers of the Receiver**

*Provide a summary of the use of the School Receiver's powers during this reporting period.*

The NYCDOE engages in regular consultation with the leadership of its collective bargaining units regarding the construct of receivership and related requirements. Listed below are any other efforts to utilize the powers of the School Receiver:

- Replace school leadership to help transform a school on an as-needed basis.
- School-level community engagement meetings to discuss Receivership status, solicit public input and recommendations and share school-wide progress.

If necessary, THE NYCDOE will plan and conduct engagement activities with the UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.

**Part VI – Assurance and Attestation**

By signing below, I attest that the information in this Receivership Quarterly Report is true and accurate to the best of my knowledge; and that all requirements regarding public hearings and Community Engagement Team criteria have been met as necessary and required per Commissioners Regulation §100.19.

Name of Receiver (Print): \_\_\_\_\_  
 Signature of Receiver: \_\_\_\_\_  
 Date: \_\_\_\_\_

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Receivership Quarterly Report and has had the opportunity to review and update, as necessary, its 2022-2023 Community Engagement Team Plan and membership.

Name of CET Representative (Print): \_\_\_\_\_  
 Signature of CET Representative: \_\_\_\_\_  
 Title of CET Representative: \_\_\_\_\_  
 Date: \_\_\_\_\_

*\*The CET Attestation must be signed by a CET member other than a school administrator.*