

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. For Districts with State Monitors, to streamline reporting, related metrics, data, target status, and related evidence should be drawn from the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor’s Recommendations.

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 via 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.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
Gotham Collaborative High School	320800011452	NYC Geographical District #8	East Side House Settlement	Cohort 2	https://infohub.nyced.org/reports/students-and-schools/school-receivership

Superintendent	School Principal (If new, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):
Fia Davis	David Liu	04/18/2018	Dr. Danika Rux, Deputy Chancellor of School Leadership, IA; Sharon Rencher, Senior Executive Director of State/Federal Education Policy; Dr. Tanicia Rivera, Senior Director of State School Improvement Interventions; Dena Carrocetto, Director of State/Federal Program Implementation	09,10,11,12	70%

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 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 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.
- 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 the sections of this document by both analyzing and summarizing the steps taken to implement lead strategies during the first quarter. Include processes that were *used to assess the impact* of strategies implemented on student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #2 is an opportunity for district and school staff to provide a reflective outline of proposed 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*. This should include a clear *focus on how evidence* guides decisions and an articulation of explicit supports for student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

- 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.
- 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.
<p>4-year Graduation</p> <p>Goal(s):</p> <p>By June 2023, our 4-year Graduation Rate will increase by at least 3% from our 2021-22 baseline of 70 to above our DII progress target of 73.0%</p>	G	<p>The school is implementing the following key strategies to progress toward this year’s demonstrable improvement targets for the 4-year Graduation cohort:</p> <ul style="list-style-type: none"> • Collaborative planning around instructional expectations with horizontal teams of teachers for students in temporary housing • Time allotted for co-teachers to plan together to identify a barrier that can be supported via a differentiation strategy/plan and incorporating it in Unit and lesson plans. • To progress within the shared curriculum, we analyze standards to prioritize and plan instruction in order to accommodate all students at their point of entry. • Extended learning time for students in need of credits for credit remediation. • Extended learning time for students in need of credits for skill improvement. • Extended learning time for ELL students who are considered Entering or Emerging to better support academic language. • Planning time is allotted for English language learner co-teachers to ensure that they are familiar with their students to best tailor authentic text that is representative of students' linguistically and culturally diverse experiences.

<p>Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.</p>	<p>Status (R/Y/G)</p>	<p>For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.</p>
		<ul style="list-style-type: none"> Time for co-teachers who teach students with disabilities to plan together to identify a barrier that can be supported via a differentiation strategy/plan and incorporating it in Unit and lesson plans. <p>Key Data Points:</p> <ul style="list-style-type: none"> 4-year Graduation Rate - 60% fully on track; Goal of 75%
<p>School Safety</p> <p>Goal(s):</p> <p>By June 2023, NYC School Survey for All Students will Increase 3%, from 52% to 55%, as measured by Student feel connected with school question in the school survey.</p> <p>Wayfinder SEL Self-Assessment: will improve across all the metrics</p>	<p>G</p>	<p>The school is implementing the following key strategies to progress toward this year's demonstrable improvement targets for school safety:</p> <ul style="list-style-type: none"> The creation of a private space in the school day to support Community Building. 2 days a week are dedicated to SEL instruction in an advisory model. Way finder curriculum, which is aligned to CASEL, is being implemented in class. Review of data continues with Grade team leaders to support SEL to develop and support the Community with additional strategies. <p>Key Data Points:</p> <ul style="list-style-type: none"> 8% suspension rate with 27 suspensions to date according to Insight Suspensions attributed to physical altercations reduced by 150%
<p>Increasing College, Career and Civic Readiness</p> <p>Goal(s):</p>	<p>G</p>	<p>The school is implementing the following key strategies to progress toward this year's demonstrable improvement targets for CCCR:</p> <ul style="list-style-type: none"> There is a 4-year sequence on the master schedule where all students can receive a CDOS credential.

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.
By June 2023 our College, Career and Civic Readiness Index - All Students will be above the 80.9 marker like it was in 2021-22 at 112.4		<ul style="list-style-type: none"> • Both English language learners and students with disabilities have equitable access to Internship and College level classes. • Identified students are mandated for extended learning time for credit remediation and skill progression. • Partnered with sites willing to support students with remote and in-person internships. • Early College Pathway • Dual Enrollment • Civic track for graduation. <p>Key Data:</p> <ul style="list-style-type: none"> • Early College Preparatory Program <ul style="list-style-type: none"> ○ 5 students received Associated Degree ○ 25 students in the 10th grade cohort

Part II – Demonstrable Improvement Indicators-Level 1

<p>Level 1 Indicators Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how the lead strategies informed the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.</p>
<p>Quarterly Report #3 Reflection on Activities Completed for this Indicator Level during February 1, 2023 – April 19, 2023</p>

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"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included providing evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
Code: 67 DII:2019 Total Cohort (10th Graders) Passing Math Regents	G	<p>Goal(s):</p> <p>By August 2023, our High School Total Cohort (10th Graders) Passing Math Regents DII will increase by at least 1 point from a baseline of 40 to exceed our 2022-23 progress target of 48.</p> <p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • Across all academic departments, teachers have been introduced to the new grading policy that shifts percentages from completion to percentages of standards. Online gradebooks are also organized as such. 	<p><u>The data source(s) used to determine progress from quarter 2 to quarter 3:</u> percent of students scoring at or above Mastery Level according to STAR360 and course Pass rates.</p> <ul style="list-style-type: none"> • 75% of students are on track in Regents at the time of reporting according to the New Visions Data portal. • 78% of 10th grade Cohort passing math class at the time of reporting • Math Teachers use STAR360 data to determine student progress and adjust standards of focus.

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"> ● 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. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included providing evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> ● Analysis of STAR360 data to determine student progress and adjust standards to target. ● During monthly meetings, there are assessment reviews to ensure all teachers are effectively providing feedback towards mastery. ● In respective departments, teachers continue to troubleshoot and adapt to the new lesson plan template to ensure alignment with standards. ● All staff members receive PD via Teaching Matters and coaching via NTN. 	

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"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included providing evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
2020 Total Cohort (11th Graders) Passing ELA Regents	G	<p>Goal(s):</p> <p>By August 2023 our High School ELA 2019 Total Cohort (11th Graders) Passing ELA Regents DII will increase 1% from our 2021-22 baseline of 53 and exceed our 2022-23 progress target of 53.</p> <p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • Assessment reviews to ensure all teachers are effectively providing feedback towards mastery. • In their department teams, teachers troubleshoot and continue to adapt to the new lesson plan template to ensure alignment with standards. 	<p><u>The data source(s) used to determine progress from quarter 2 to quarter 3:</u> the percent of Students Scoring at or above Mastery Level on STAR360 assessments and course pass rates.</p> <ul style="list-style-type: none"> • 75% of students are on track in Regents at the time of reporting according to the New Visions Data portal. • 77% of 11th grade Cohort passing English at the time of reporting • STAR360 is analyzed by the English department to determine student progress and adjust standards of focus.

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"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included providing evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> • PD and Coaching via Teaching Matters continue to support the work. 	
2019 Total Cohort 4-Year Grad Rate - All Students	G	<p>Goal(s):</p> <p>By June 2023, our 4-year Graduation Rate will increase by at least 3% from our 2021-22 baseline of 70% to above our DII progress target of 73.0%</p> <p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • Co-teachers plan together utilizing a differentiation strategy/plan and incorporating those strategies into unit and lesson plans to support access for all students. 	<p><u>The data source(s) used to determine progress from quarter 2 to quarter 3:</u> STARS Admin programming platform.</p> <ul style="list-style-type: none"> • Decrease in Credit Gaps – Failing Grades • 44% of students are on track for graduation plan according to New Visions Data Portal <ul style="list-style-type: none"> ○ The 33 seniors who are behind in Regents and/or credits have met with school counselors to address challenges. • The school anticipates a 75% graduation rate by June 2023

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		<ul style="list-style-type: none"> • Standards analysis to prioritize skills students require to progress within the shared curriculum. • Extended learning time for students in need of credits for credit remediation • Extended learning time for students in need of credits for skill improvement • Extended learning time for ELL students who are considered Entering or Emerging to better support academic language. • Provide time for ELL co-teachers to plan together to ensure that teachers are familiar with their students to best tailor authentic texts that are representative of 	<ul style="list-style-type: none"> • Credit accumulation and Regent’s progress is monitored by counselors to identify students for targeted interventions. • SEL supports are in place for students as their graduation plans are being adjusted to accommodate needs.

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"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included providing evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<p>students' linguistically and culturally diverse experiences.</p> <ul style="list-style-type: none"> • Provide time for co-teachers of students with disabilities to plan and identify barriers that can be supported via a differentiation strategy/plan and incorporating them into unit and lesson plans. 	
2018 Total Cohort 5-Year Grad Rate - All Students	R	<p>Goal(s):</p> <p>By June 2023, our 5-year Graduation Rate will increase by at least 7% from our 2022-23 baseline of 74% to above our DII progress target of 81.0%</p>	<p><u>The data source(s) used to determine progress from quarter 2 to quarter 3:</u> STARS Admin</p> <ul style="list-style-type: none"> • Decrease in Credit Gaps – Failing Grades • 57% of students are on track for graduation plan according to New Visions Data Portal

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"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included providing evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<p>Goal(s):</p> <p>By June 2023, our 4-year Graduation Rate will increase by at least 3% from our 2021-22 baseline of 70% to above our DII progress target of 73.0%</p> <p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • Co-teachers plan together to identify barriers to instruction that can be supported via a differentiation strategy/plan and incorporating those strategies into unit and lesson plans. • Standards analysis to prioritize skills students require to progress within the shared curriculum. 	<ul style="list-style-type: none"> • Credit accumulation and regents progress is monitored by counselors to identify students for targeted interventions.

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"> ● 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. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included providing evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> ● Extended learning time for students in need of credits for credit remediation ● Extended learning time for students in need of credits for skill improvement ● Extended learning time for ELL students who are considered Entering or Emerging to better support academic language. ● Provide time for ELL co-teachers to plan together to ensure that teachers are familiar with their students to best tailor authentic texts that are representative of 	
HS ELA All Students PI	G	Goal(s):	<u>The data source(s) used to determine progress from quarter 2 to quarter 3:</u> Percent of Students Scoring at or above Mastery Level according to STAR360 and course pass rates.

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"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included providing evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<p>By June 2023, our HS All PI will be maintained at the baseline of 105.77 or above our DII progress target of 103.</p> <p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • Assessment reviews to ensure all teachers are effectively providing feedback towards mastery. • In their department teams, teachers troubleshoot and continue to adapt to the new lesson plan template to ensure alignment with standards. • Professional learning sessions and coaching by Teaching Matters continue to support the work. 	<ul style="list-style-type: none"> • 75% of students are on track in Regents at the time of reporting according to the New Visions Data portal. • 77% of 11th grade Cohort passing English at the time of reporting • STAR360 data is monitored by the English department to determine student progress and adjust on standards to target.

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"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included providing evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
HS Math All Students PI	G	<p>Goal(s):</p> <p>By June 2023, our High School Math All Students Performance Index DII will increase from our 2018-19 baseline of 67.9 to both exceed our progress target of 63.4 and our 2018-2019 Performance of 68.4</p> <p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • Across all academic departments, teachers have been introduced to the new grading policy that shifts percentages from completion to percentages of standards. Online gradebooks are also organized as such. 	<p><u>The data source(s) used to determine progress from quarter 2 to quarter 3:</u> Percent of students scoring at or above Mastery Level according to STAR360 and course pass rates.</p> <ul style="list-style-type: none"> • 75% of students are on track in Regents at the time of reporting according to the New Visions Data portal. • 78% of 10th grade Cohort passing math class at the time of reporting • STAR360 data is monitored by math department teachers to determine student progress and adjust to target focus standards and challenges.

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"> ● 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. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included providing evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> ● Analysis of STAR360 data to determine student progress and adjust lessons and unit plans. ● During monthly meetings, there are assessment reviews to ensure all teachers are effectively providing feedback towards mastery. ● In respective departments, teachers continue to troubleshoot and adapt to the new lesson plan template to ensure alignment with standards. ● All staff members receive professional learning sessions via Teaching Matters and coaching via NTN. 	

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"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included providing evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
College, Career and Civic Readiness Index - All Students	G	<p>Goal(s):</p> <p>By June 2023 our College, Career, and Civic Readiness Index - All Students will be maintained above our DII progress target of 80.9 ending at 112.4.</p> <p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • A 4-year sequence is embedded in the master schedule where all students can receive a CDOS credential. • There is equitable access to Internship and College level classes for English language learners and students with disabilities. 	<p><u>The data source(s) used to determine progress from quarter 2 to quarter 3:</u> STARS Admin course grades in applicable courses, Earning Credit in CCR Class – CDOS Track</p> <ul style="list-style-type: none"> • Currently, there are 75% of students on track in Regents according to the New Visions data portal as of the date of reporting. • Currently, there are 45% of students on track for College Readiness according to the New Visions data portal as of the date of reporting. • Professional learning communities made up of teachers from various departments meet weekly and this time is embedded into the schedule. This allows for time to analyze data and look at how students are progressing toward CCCRI goals.

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		<ul style="list-style-type: none"> • Extended learning time for credit remediation and skill progression for identified students. • Partnerships with organizations willing to support students with remote and in-person internships. 	<ul style="list-style-type: none"> • Counselors look at data to identify students in need of targeted interventions.
HS Chronic Absenteeism - All Students	G	<p>Goal(s):</p> <p>By June 2023, our Chronic Absenteeism DII will decrease by at least 2% from our 2021-22 baseline of 48% to below our progress target of 46%</p> <p>Key Strategies & Action Steps:</p>	<p><u>The data source(s) used to determine progress from quarter 2 to quarter 3:</u> https://tools.nycenet.edu – Insight Beta</p> <ul style="list-style-type: none"> • According to Insight portal, YTD attendance is at 85% at time of reporting and CA rate is at 29% with 12% of students at risk for chronic absenteeism. • 55% of students have 90% of attendance or better as per Insight.

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"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included providing evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> • Tier 2 and 3 supports are the focus for attendance team meetings. This involves identifying staff who are willing to serve as mentors for students with clear expectations that have been developed by the team for that role at tier 3. And at tier 2, communicating to the assigned teacher that the child is potentially at-risk for chronic absenteeism, and that attendance should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that impact student attendance. • Success mentors meet daily with student mentees receiving tier 3 support 	<ul style="list-style-type: none"> • School leaders reviewed previous attendance data (DATA PT) to inform future action steps, including creating an attendance mentorship system. • The attendance committee meets weekly to review attendance data and adjust the action plan according to need and identified data trends.

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"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included providing evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<p>to check-in and encourage regular school attendance. Mentors share any information about barriers to school attendance with the attendance committee. Staff call the home of each student who is not in attendance each day. The principal continuously emphasizes the importance of regular school attendance in the monthly parent newsletter.</p> <ul style="list-style-type: none"> • Weekly attendance team meeting includes but are not limited to: <ol style="list-style-type: none"> 1. Analyzing attendance data for and identifying students who have missed two or three days of school the previous week. Members of the school contact families of these students by phone to discuss the 	

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"> ● 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. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included providing evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<p>importance of regular school attendance and identify any barriers.</p> <ol style="list-style-type: none"> 2. The attendance committee develops individualized plans monthly for each student to address barriers to school attendance with a focus on those that have missed 3 consecutive days. 3. Analyze the attendance of those receiving Tier 2 support. Consider moving any student in Tier 2 to Tier 3 supports. 4. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 2 days of school to 	

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"> ● 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. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included providing evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<p>determine if additional support is needed for students receiving tier 3 support.</p> <ul style="list-style-type: none"> ● CBO: East Side House Attendance Supports <ol style="list-style-type: none"> 1. Targeted attendance support to students 2. Attendance celebrations 3. Wrap around supports. <p>Key Data Points:</p> <ul style="list-style-type: none"> ● ELL Chronic Absenteeism Rate: 25% ● SWDs Absenteeism Rate: 39% 	

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"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included providing evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> • Hispanic Absenteeism Rate: 28% 	
HS Science All Students PI	G	<p>Goal(s):</p> <p>By June 2023, our HS Science All Students Performance Index DII will improve to 149.1 from a baseline of 139.1 as measured by state metrics.</p> <p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • Analysis of STAR360 data is used to determine progress on students and make adjustments on standards to target. • Assessment reviews are the focus of monthly department meetings to ensure 	<p><u>The data source(s) used to determine progress from quarter 2 to quarter 3:</u> STARS Marking Period Grades: Percent of Students Scoring at or above Mastery Level</p> <ul style="list-style-type: none"> • At the time of reporting, 72% of students are passing science • The Science Department reviews STAR360 data to determine student progress and adjust standards to target. • Monthly department meetings have assessment reviews to ensure all teachers are effectively providing feedback towards mastery.

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"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included providing evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<p>all teachers are effectively providing feedback towards mastery.</p> <ul style="list-style-type: none"> • Department team teachers, share and adapt the new lesson plan template to ensure alignment with standards. • District coach supports this work by meeting with teachers in cycles. • Professional learning and coaching via Teaching Matters. 	
HS Social Studies All Students PI	G	<p>Goal(s):</p> <p>By June 2023, our HS Social Studies All Students Performance Index DII will improve to 161.9 from a baseline of 151.9 as measured by state metrics.</p>	<p><u>The data source(s) used to determine progress from quarter 2 to quarter 3:</u> STARS Marking Period Grades: % of students passing.</p> <ul style="list-style-type: none"> • 76% of all students are passing Social Studies at the time of reporting.

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"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included providing evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • Department teacher teams are working with a lesson plan template to ensure alignment with standards. • Professional learning and coaching from Teaching Matters and coaching from the district team in cycles of support. 	<ul style="list-style-type: none"> • The Social Studies department regularly reviews STAR360 data to determine student progress and adjust to target specific standards. • Monthly department meetings have assessment reviews to ensure all teachers are effectively providing feedback towards mastery.
2017 Total Cohort 6-Year Grad Rate - All Students	G	<p>Goal(s):</p> <p>By June 2022, our 6-year Graduation Rate will be maintained at our 2022-23 DLL progress target of 71% from the 2021-22 baseline of 72%</p> <p>Key Strategies & Action Steps:</p>	<p><u>The data source(s) used to determine progress from quarter 2 to quarter 3:</u> STARS Marking Period Grades:</p> <ul style="list-style-type: none"> • Decrease in credit gaps – failing grades • 44% of students are on track for graduation plan according to New Visions Data Portal

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"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included providing evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> • Horizontal teacher teams work collaboratively to plan instructional expectations for students in temporary housing. • Co-teachers are provided with time to plan together and identify barriers that can be supported via differentiation strategy/plans and incorporating them into unit and lesson plans. • Prioritize skills students require to progress within the shared curriculum by looking across standards. • Extended learning time for students in need of credits for credit remediation 	<ul style="list-style-type: none"> • School counselors monitor credit accumulation and Regent's progress to identify students for targeted interventions

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"> ● 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. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included providing evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> ● Extended learning time is provided for students in need of credits for skill improvement. ● Extended learning time is provided for ELL students who are considered Entering or Emerging to better support academic language. ● Co-teachers to plan together to ensure that teachers of English language learners are familiar with their students to best tailor authentic texts that are representative of students' linguistically and culturally diverse experiences. ● Time is provided for co-teachers who teach students with disabilities to plan together to identify a barrier that can be supported via a differentiation 	

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"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included providing evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		strategy/plan and incorporating it in Unit and lesson plans.	
School Safety - HS	G	<p>Goal(s):</p> <p>By June 2023, NYC School Survey for All Students will Increase 3%, from 52% to 55%, as measured by Student feel connected with school question in the school survey.</p> <p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • A specific section of the school is dedicated to community building. Two days a week, the focus is SEL instruction in an advisory model. The Way finder curriculum, which is aligned 	<p><u>The data source(s) used to determine progress from quarter 2 to quarter 3:</u> WayFinder SEL Self-Assessment and Insight</p> <ul style="list-style-type: none"> • According to Insight, the suspension rate is currently 8%. 27 students have been suspended to present. • Of the 248 students for whom the DESSA (SEL) pre-assessment has been completed, 78% are at or above average in every domain. • Teachers are using the Wayfinder curriculum, which is a culturally responsive, comprehensive mental health and SEL curriculum.

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"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included providing evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<p>to CASEL, is being implemented in class.</p> <ul style="list-style-type: none"> • Team leaders on all grade levels review data to support SEL in order to develop and support the community with additional strategies. 	<ul style="list-style-type: none"> • Teacher teams are using data gathered from the Wayfinder self-assessment and curriculum to make adjustments and identify students in need of targeted interventions.

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 the 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 of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
Plan for and implement Community School Model	G	<p>Goal(s):</p> <ul style="list-style-type: none"> • By June 2023, we will have established our community school with East Side House Settlement <p>Key Strategies & Action Steps:</p>	<p><u>The data source(s) used to determine progress from quarter 2 to quarter 3:</u></p> <ul style="list-style-type: none"> • According to New Visions Data portal, YTD attendance is at 85% at time of reporting and the chronic absenteeism rate is at 29% • 58% of students have 90% of attendance or more.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> • Collaborative inquiry is the focus for weekly student tracking in meeting student responsibilities. • An Early Warning Intervention System is embedded to support consistent responses in a restorative manner. 	<ul style="list-style-type: none"> • Eastside House Community group has started in our school and will be onboarding services in preparation for the official partnership as our Community School Partnership • School leaders reviewed previous attendance data (DATA PT) in order to inform future action steps, including creating an attendance mentorship system • The attendance committee team meets weekly to review attendance data and adjust the action plan according to need and identified data trends.
Family and Community Engagement (DTSDE Tenet 6)	G	<p>Goal(s):</p> <p>By June 2023, our Family Engagement DII will meet the progress target parameters on the DTSDE – Tenant 6 as required by SED.</p>	<ul style="list-style-type: none"> • School used parent feedback to generate a calendar of parent engagement activities. Our average parent virtual attendance has been 10 parents.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		<p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • Workshops and information sessions are offered for parents/families to help them understand how and what their children are learning. Workshops are offered in families' preferred language and/or translation is provided. • Guidance related to programs, requirements, courses and assessments are provided to support families' understanding of what is needed for their child's grade-level/course completion on their trajectory toward graduating college and career ready • Family workshop calendar 	<ul style="list-style-type: none"> • The principal regularly shares data with families about the school and describes how the school is working to make improvements at least once per quarter, and monthly with the SLT.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
2019 Total Cohort 4-Year Grad Rate - SWD Students	G	<p>Goal(s):</p> <p>By June 2023, Cohort 4-Year Grad rate - SWD students will be 48%</p> <p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • Extended learning time for students in need of credits for credit remediation • Extended learning time for students in need of credits for skill improvement • Horizontal teacher teams plan collaboratively around instructional 	

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		<p>expectations for students in temporary housing.</p> <ul style="list-style-type: none"> • Time is embedded in the schedule for co-teachers to plan and identify barriers that can be supported via differentiation strategy/plans and incorporating them into unit and lesson plans. • Standards are analyzed to prioritize skills students require to progress within the shared curriculum. 	
<p>Providing 200 Hours of quality Extended Day Learning Time (ELT)</p>	<p>G</p>	<p>Goal(s):</p> <p>By June 2023, we will Provide 200 Hours of Extended Day Learning Time (ELT) to meet the DII objectives as outlined in our ELT Rubric</p>	<p><u>The data source(s) used to determine progress from quarter 2 to quarter 3:: STARS programming</u></p>

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		<p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • Extended learning time for students in need of credits for credit remediation • Extended learning time for students in need of credits for skill improvement • Extended learning time for ELL students who are considered Entering or Emerging to better support academic language. 	<ul style="list-style-type: none"> • Extended learning time (ELT) is being consistently reviewed for updates according to student need. Currently we have 60% of our students enrolled in ELT.
HS ELA Hispanic PI	G	<p>Goal(s):</p> <p>By August 2023, our High School ELA Hispanic Students Performance Index DII will</p>	<p><u>The data source(s) used to determine progress from quarter 2 to quarter 3:</u> STAR360 Assessment: Percent of Students Scoring at or above Mastery Level</p>

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		<p>exceed our progress target of 83.8 and our 2018-2019 Performance of 104.1</p> <p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • Programming ensures that ELL push-in support is limited to the least amount of co-teaching pairs as possible so that ELL teachers to be more connected to the classroom and to have a better grasp of the content to better support students. • Horizontal teacher teams for plan collaboratively around instructional expectations for ELL Students to better support skill progression over the course of 4 years. 	<ul style="list-style-type: none"> • 75% of Latino students are on track in Regents at the time of reporting according to the New Visions Data portal. • 74% of Latino students are passing ELA courses at the time of reporting. • The English Department regularly looks at STAR360 data to determine student progress and adjust standards to target.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> • Extended learning time for ELL students who are considered Entering or Emerging to better support academic language outside of normal academic classes. • Time is provided for ELL co-teachers to plan together to ensure that teachers are familiar with their students to best tailor authentic text that is representative of students' linguistically and culturally diverse experiences. • More English language learners are in college level courses by 5% to provide equitable access. • More English language learners are programmed to off-site Internship 	

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • 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. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		<p>Program by 5% to provide equitable access.</p> <ul style="list-style-type: none"> • Inquiry cycles focus on Hispanic males per data analysis. • Kid Talks supports the English language learner teacher team and student advocates for English language learners to support students holistically. 	

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 2022-23 CET Plan Implementation

<ul style="list-style-type: none"> List the constituent categories of stakeholders that have participated as CET members during this reporting period. 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. 	<p>Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school’s improvement plan.</p>
<p>The categories of stakeholders that have participated as CET members during this reporting period include:</p> <ul style="list-style-type: none"> Teacher Parents School Staff 	<p>As a result of feedback given by the CET to support the social-emotional health of the students, teachers are now using the Wayfinder curriculum, a culturally responsive, comprehensive mental health and SEL curriculum. A specific section of the school is dedicated to community building, and two days a week, the focus is SEL instruction in an advisory model. Team leaders on all grade levels reviewed data from WayFinder and DESS to support SEL in order to develop and support the community with additional strategies.</p>

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.*