

**2022-2023 Receivership School Quarterly Report #2**  
Report Period: *November 1, 2022 to January 20, 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:
High School of World Cultures	321200011550	12	21 <sup>st</sup> Century Community School CBO- East Side House Settlement	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 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.):	Total Enrollment	% ELL	% SWD	% Students designated as both ELL & SWD
Renee Peart	Ramon Namnun	6/4/2004	Dr. Renee Peart, Superintendent Dr. Desmond. K. Blackburn, Deputy Chancellor of	09,10,11,12	84%	375	94.4%	1.6%	1.6%

			School Leadership; Sharon Rencher, Senior Executive Director of State/Federal Education Policy; Dr. Tanicia Rivera, Senior Director of State School Improvement Interventions; Adrienne Phifer, Director of State/Federal Program Implementation						
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**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 staff members to educate and support our children more effectively.
- 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.
- 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 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 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 #2 with Reflection on Lead Strategies Utilized during  
November 1, 2022 – January 20, 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><b>4-year Graduation Rate:</b></p> <ul style="list-style-type: none"> <li>● Ongoing 1:1 student conference</li> <li>● Transcript review</li> <li>● Track progress to graduation in the New Vision and Insight NYCDOE portals</li> </ul>	G	<p><b>Context for Strategy:</b> In order for students to graduate, they must be programmed properly. HSWC requires a thorough and accurate transcript review and updated process. This, in turn, leads to students choosing a major in Spanish (Biliteracy Seal), Culinary (CDOS), Business (CDOS), and/or academic track (advanced Regents with College Now options)</p> <p><b>Programming alignment:</b> The school Master Schedule was designed for the Fall 2022 term, and we continue to do the following:</p> <ul style="list-style-type: none"> <li>● Accurate transcript reviews and updates from a native country within 15 days of entry to HSWC allows us to program students to meet graduation requirements.</li> <li>● The guidance counselors meet with the administration in September to review the graduation data in the Insight NYCDOE portals to track graduation progress, student engagement, and attendance. The team continues to schedule and adjust students’ programs based on their needs.</li> <li>● Guidance counselors hold 1:1 student conferences with students in the class of 2023 to ensure knowledge of progress toward the highest level of graduation, endorsements, etc.</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><b>Chronic Absenteeism Rate:</b> 32%</p> <ul style="list-style-type: none"> <li>• Tier 2 and 3 student counseling and success mentoring services by cohort</li> </ul>	G	<p><b>Context for Strategy:</b> There is a shift in our school culture due to the support provided to our school community last school year due to the trauma experienced during the Covid pandemic. As of January 4, 2023, 68% of our students have missed less than 9.9% of school days since September 8th, 2022, in comparison with 58% in September 2022, and 61% in October 2022. Mentoring services and additional attendance support teams are essential to meeting student needs. In addition:</p> <ul style="list-style-type: none"> <li>• Continuous Daily Outreach with all students who are absent</li> <li>• Weekly Attendance Team meetings to review data and monitor students' attendance.</li> <li>• Weekly teacher outreach to families to discuss students' academic status, including attendance by teachers</li> <li>• Monthly Attendance Celebrations for Perfect and Most Improved Attendance.</li> <li>• Guidance counselors students' referral to Social Worker as needed.</li> </ul> <p><b>Interventions by Attendance Rate:</b></p> <p>Students with attendance rates below 90% are reviewed during attendance meetings on a weekly basis as follows:</p> <ul style="list-style-type: none"> <li>• 0-69.9% YTD: These students are monitored and mentored by our guidance counselors daily for two weeks following the return from long-term absences. Interventions: outreach and referrals to outside agencies, teletherapy or mental health counseling as appropriate, alternative programs, tutoring, and individual or group counseling.</li> <li>• 70-89.9% YTD: outreach and individual and/ or group counseling are provided to these students by Social Worker.</li> <li>• 90-93%% YTD: outreach and KIDCONNECT Success Mentoring program is implemented by CBO staff and Weekly Attendance Recognition Incentive program.</li> <li>• 91-100% YTD: monitored by the AP and celebrated during Go Green academic celebration events at the end of the academic term.</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><b>ELA</b></p> <ul style="list-style-type: none"> <li>• Double periods of ELA or Social Studies in each grade, including Writing Revolution common protocols (annotations, vocabulary, sentence starters, half writes, with ESL strategies</li> </ul>	G	<p><b>Context for Strategy:</b> Our school is an all-new arrival school consisting of students with interrupted formal education (SIFE) learning English for the first time. These strategies are research-based to support language learners and bridge gaps in student learning, and we also implement the following:</p> <ul style="list-style-type: none"> <li>• Double periods of ELA or Social Studies in each grade, including <a href="#">Writing Revolution common protocols</a> (annotations, vocabulary, sentence starters, half writes, with <a href="#">SIOP ESL strategies</a></li> </ul> <p><b>Data Trends:</b></p> <ul style="list-style-type: none"> <li>• Based on Regents Waiver data and ELA rates, we are currently at a 91.8 performance index for ELA. We have implemented double-period ELA classes for all at-risk students. We have also implemented a supplemental course for SIFE students to target gaps in instruction.</li> <li>• Q2 scholarship rates: <ul style="list-style-type: none"> <li>○ 94.08% ELA</li> </ul> </li> <li>• 2 of 83 current 11th graders have ELA Regents Waivers</li> </ul>
<p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Double Periods of Algebra and bilingual math teachers trained in Algebra for All use the New Vision Curriculum and are guided by district coaches.</li> </ul>	G	<p><b>Context for Strategy:</b> Our school is an all-new arrival school consisting of students with interrupted formal education (SIFE) learning English for the first time. Students require additional time for teachers to bridge gaps in student understanding. The following strategies have been implemented:</p> <ul style="list-style-type: none"> <li>• Double Periods of Algebra and bilingual math teachers trained in Algebra for All use the Illustrative Math Curriculum and are guided by district coaches.</li> </ul> <p><b>Data Trends:</b></p> <ul style="list-style-type: none"> <li>• Based on Regents Waiver Data and HS Math rates (All students), we were at a 92.18% pass rate for Math (All students) in June.</li> <li>• 69 of the current 83 students in the 11th grade have waivers for Algebra</li> <li>• 48 of the current 51 students in the 12th grade have waivers for Algebra.</li> <li>• Q2 scholarship rates:</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.
		<ul style="list-style-type: none"> <li>○ 92.18% Math</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 the lead strategies informed the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

**Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during  
November 1, 2022 – January 20, 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 1 and Quarter 2. 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>
2021 Total Cohort (10th Graders) Passing Math Regents	G	<b>Goal:</b> By June 2023, High School Math for the 2019 Cohort will Increase 2, from 62 to 64, as measured by NYS Math Exam Results.	<b>The following data support continued progress toward meeting this indicator:</b>



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 1 and Quarter 2. 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><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>● Math teachers and administrators attended the Algebra for All (A4A) Summer Planning Institute.</li> <li>● Math teachers, Instructional Coach, advanced placement integrated math curriculum focusing on blended learning, A4A rigorous strategies.</li> <li>● Our ILT reviewed units monthly to ensure complex rigorous tasks are scaffolded to ensure access for all and challenge to all.</li> <li>● Teacher teams, including SWD and ESL teachers, along with the math teachers, created units that include Writing Revolution strategies to support the understanding of tier 3 vocabulary words.</li> <li>● We have implemented Algebra for All initiatives throughout curriculum planning to</li> </ul>	<ul style="list-style-type: none"> <li>● Based on Regents Waiver Data and HS Math rates (All students), we are currently at a 92.187% pass rate for Math (All students).</li> <li>● Q2 scholarship rates: <ul style="list-style-type: none"> <li>○ 92.18% Math</li> </ul> </li> </ul> <p><b>Key Strategies that support data trends:</b></p> <ul style="list-style-type: none"> <li>● In addition, math teachers continued to be guided by district Math coaches who strive to increase rigor regardless of whether students are in-person or remote learning.</li> <li>● As we are an all-new arrival school, dual language classes have been programmed within math classes.</li> <li>● The ILT continued to monitor professional learning to ensure ESL students are provided scaffolds to acquire Tier 3, content-specific vocabulary words.</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 1 and Quarter 2. 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>
		continue to bolster pass rates for future students.	
2020 Total Cohort (11th Graders) Passing ELA Regents	G	<p><b>Goal:</b> By June 2023, there will be an increase in the 11th Grade Cohort Z passing the ELA Regents from a baseline of 47% to 48%.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• Double ELA or Social Studies periods in each grade, including <a href="#">Writing Revolution common protocols</a> (annotations, vocabulary, sentence starters, half writes, with ESL SIOP strategies). As previously mentioned, these strategies are research-based to support language learners and bridge gaps in student learning.</li> </ul>	<p><b>Data Trends:</b></p> <p>Based on ELA scholarship rates and mock exams, we are currently at a 91.8-performance index for ELA. We have implemented double-period ELA classes for all at-risk students. We have also implemented a supplemental course for SIFE students to target gaps in instruction.</p> <ul style="list-style-type: none"> <li>• Based on ELA Regents Waivers and passing score data for cohort Y, we are currently at a 94.08% passing rate in comparison to 47% in 2018-19 SY (48 out of 56 current 11th graders have ELA Regents Waivers, and 2 students passed the CC ELA Regents with a score above 80)</li> <li>• Q2 scholarship rates: <ul style="list-style-type: none"> <li>○ 94.08% ELA</li> </ul> </li> <li>• Other Data: 2 of 83 current 11th graders have ELA Regents Waivers</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 1 and Quarter 2. 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>
2019 Total Cohort 4-Year Grad Rate - All Students	G	<p><b>Goal:</b> By June 2023, the 4-Year Graduation Rate for all students will increase 20% in comparison to the baseline graduation rate of 54%.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• The guidance team and school leaders utilized the ATS Report, and New Visions data portals to monitor students' progress to graduation.</li> <li>• The guidance team reviewed the data collected and developed graduation plans with the students during the ongoing one-on-one individual academic conferences.</li> <li>• Guidance counselors referred students to alternative programs such as YABC, or for individual/ group counseling as needed.</li> </ul>	<p><b>Data Trends:</b></p> <ul style="list-style-type: none"> <li>• Total Number of students in the cohort: 59</li> <li>• Total number of active students: 50</li> <li>• Total number of early graduates: 4</li> <li>• Potential June Grads: 85% Graduation Rate - Potential Non-grads: 5</li> <li>• 54% baseline from the SY 2018-2019</li> </ul> <p><b>Key Strategies that support data trend that were implemented:</b></p> <ul style="list-style-type: none"> <li>• Students in cohort Y were programmed for ELA support class after school and on Saturdays to improve their language skills.</li> <li>• We are utilizing the New Vision Graduation Track report to monitor our students' progress to graduation that supports guidance counselors and ELLs/MLLs in planning for graduation.</li> <li>• We quarterly, monitor all students' progress toward graduation; ensure students know their progress toward graduation.</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 1 and Quarter 2. 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>• School leaders and the district Academic Performance Assessment Lead (APPA) met with the guidance counselors to review the class of 2023 and adjust students' programs as needed.</li> <li>• Teachers <a href="#">Planned for instruction that includes multiple entry points for students (e.g. multiple means of representation and expression).</a></li> <li>• Guidance Counselors and NYSITELL coordinators informed ELLs/MLLs and their families of alternative ways to accumulate credits, especially if they enter high school as new arrivals during the registration conferences.</li> </ul>	<ul style="list-style-type: none"> <li>• We quarterly, inform ELLs/MLLs and their families of alternative ways to accumulate credits, especially if they enter high school as new arrivals.</li> <li>• The Instructional Cabinet that includes the lead teacher in each department develops how to include these strategies in their department meetings.</li> <li>• Guidance counselors inform parents about students' graduation plans.</li> </ul>
2018 Total Cohort 5-Year Grad Rate - All Students	G	<b>Goal:</b> By June 2023, the 5-Year Graduation Rate for all students will increase 25% in comparison to the baseline graduation rate of 59%.	<p><b>Data Trends:</b></p> <ul style="list-style-type: none"> <li>• Number of active students in cohort X: 2</li> <li>• Graduation Rate: 84.6%</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 1 and Quarter 2. 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><b><u>Key Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• The guidance counselor assigned to cohort X provided individual conferences to the active students to develop and monitor an academic plan.</li> <li>• The guidance counselor referred the student to alternative programs such as YABC as needed.</li> <li>• The guidance counselor engaged in weekly outreach to monitor students' academic progress.</li> <li>• The Administration and guidance counselor reviewed the student's program to align to NYS graduation requirements.</li> </ul>	<p><b><u>Key Strategies that support data trends:</u></b> Individualized academic plans are developed and monitored for the active student in cohort X. All active cohort students will meet graduation requirements by June 2023.</p> <p><b><u>We will continue to:</u></b></p> <ul style="list-style-type: none"> <li>• Utilize the New Vision Graduation Tracker that supports guidance counselors and ELLs/MLLs in planning for graduation.</li> <li>• Monitor all students' progress toward graduation; ensure students know their progress toward graduation by the Accreditation Team on a monthly basis.</li> <li>• Plan for daily instruction that includes multiple entry points for students (e.g., multiple means of representation and expression).</li> <li>• Quarterly: Monitor all students' progress toward graduation; ensure students know their progress toward graduation.</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 1 and Quarter 2. 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>• Quarterly: Inform ELLs/MLLs and their families of alternative ways to accumulate credits, especially if they enter high school as new arrivals.</li> <li>• The Instructional Cabinet that includes the lead teacher in each department will develop how to include these strategies in their department meetings.</li> <li>• Ensure all students are provided with the academic and assessment support necessary to meet commencement expectations, such as Regents prep, tutoring, AIS, and Mock Regents.</li> </ul>
HS ELA All Students PI	G	<p><b>Goal:</b> By June 2023, there will be an increase in the HS ELA All Students Performance Index of 95.9.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• Created systems and structures via Instructional Leadership Team (ILT) to promote and implement blended learning</li> </ul>	<p><b>Data Trends:</b></p> <p>The following data support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> <li>• Based on Regents waiver data and ELA rates, we are currently at 91.8. We have implemented double-period ELA classes for all at-risk students.</li> <li>• Q2 scholarship rates:</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 1 and Quarter 2. 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>with an academic discourse with specific accountable talking stems as access for all students through school-wide professional learning and weekly department team meetings. Target group MLL.</p> <ul style="list-style-type: none"> <li>● ELA Instructional Achievement Coach met with (ILT) to plan the implementation of specific strategies. This will be accomplished via co-facilitate school-wide professional development focused on shared literacy protocols aligned to the <a href="#">Writing Revolution Method</a> and vocabulary development of tier 3 words. Additionally, the coach provided targeted support to lead teachers and the English Department, supporting curriculum development, common assessments, data analysis, and pedagogical practices through one-on-one</li> </ul>	<ul style="list-style-type: none"> <li>○ 94.08% ELA</li> <li>● 2 of 83 current 11th graders have ELA Regents waivers or passing Regents grades.</li> <li>● 43 of 51 current 12th graders have ELA Regents waivers or passing Regents grades.</li> </ul> <p><b><u>Strategies and Action Steps that support the data:</u></b></p> <ul style="list-style-type: none"> <li>● Instructional Leadership Team (ILT) meets biweekly on Wednesdays at 8:00 am starting 9/15/22 to create systems and structures to promote and implement academic discourse with specific accountable talking stems as access for all students.</li> <li>● The ILT meets biweekly and develops a collaborative system for the 200 hours of ELT to assist all students in passing ELA by mastering the standards; quarterly assessments are administered to monitor progress coordinated with marking periods.</li> <li>● Double periods of ELA for most students with two teachers for additional support</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 1 and Quarter 2. 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>
		coaching support. Bi-weekly coaching professional development. <ul style="list-style-type: none"> <li>● Updated Writing Revolution Vocabulary Protocol with ILT.</li> <li>● Programmed double periods of ELA for most students with two teachers for additional support</li> </ul>	Reassessments and interventions coordinate with Data Wise teams per PLCs. <ul style="list-style-type: none"> <li>● Students complete quarterly assessments aligned to the ELA Regents and school-wide teaching strategies. This data is analyzed, and the curriculum is adjusted based on the quarterly assessments' trends, patterns, and growth areas observed.</li> <li>● Evaluate inquiry planning cycle results and begin rolling out best practices that can be used after they have been implemented during the initial inquiry process. <a href="#">LINK TO ASSESSMENT PLAN</a></li> <li>● ELT will be implemented by 9/12/22- 6/13/23</li> </ul>
HS Math All Students PI	G	<p><b>Goal:</b> By June 2023, there will be a 5% Increase, from 57% to 64% of All Students passing the NYS Math Regents.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>● Math teachers and administrators attended the Algebra for All (A4A) Summer Planning Institute.</li> </ul>	<p><b>Data Trends:</b></p> <ul style="list-style-type: none"> <li>● Based on mock exams, we are currently at 92 PI, which exceeds the target PI of 90.1</li> <li>● Based on Regents Waiver Data and high school math rates (All students), we are currently at a 92.18% pass rate for math (All students).</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 1 and Quarter 2. 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>● Math teachers, Instructional Coach, AP integrated math curriculum focusing on blended learning, A4A rigorous strategies.</li> <li>● Teacher teams, including SWD and ESL teachers, along with the math teachers, created units that include Writing Revolution strategies to support the understanding of tier 3 vocabulary words.</li> <li>● We have implemented Algebra for All initiatives throughout curriculum planning to continue to bolster pass rates for future students.</li> <li>● In addition, math teachers have continued to be guided by district Math coaches who strive to increase rigor regardless of whether students are in-person or remote learning.</li> </ul>	<ul style="list-style-type: none"> <li>● In addition, math teachers continue to be guided by district Math coaches, who strive to increase rigor regardless of whether students are in-person or remote learning.</li> <li>● The ILT has continued reviewing units, scope, and sequences to ensure that performance tasks are rigorous and scaffolded for all SWDs and ESL students.</li> <li>● As we are an all-new arrival school, dual language classes have been programmed within math classes.</li> <li>● Based on Regents aligned assessments, our estimated PI is 92 for all students in June 2023.</li> <li>● Q2 scholarship rates: <ul style="list-style-type: none"> <li>○ 92.18% Math</li> </ul> </li> </ul> <p><b><u>Key Strategies that support the data:</u></b></p> <ul style="list-style-type: none"> <li>● ILT has reviewed units monthly to ensure complex rigorous tasks are scaffolded to ensure access for all and challenge to all.</li> <li>● ILT meets quarterly to analyze and plan the language demands of each math unit of study to include language goals for each unit with a focus on content-specific <a href="#">vocabulary -tier 3 words</a>.</li> </ul>

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		<ul style="list-style-type: none"> <li>As we are an all-new arrival school, dual language classes have been programmed within math classes.</li> </ul>	<ul style="list-style-type: none"> <li>The ILT has continued reviewing units, scope, and sequences to ensure that performance tasks are rigorous and scaffolded for all SWDs and ESL students.</li> <li>The ILT has continued to monitor professional learning to ensure ESL students are provided scaffolds to acquire Tier 3, content-specific vocabulary words.</li> <li>Based on Regents aligned assessments, our estimated PI is 92 for all students in June 2023.</li> </ul>
College, Career, and Civic Readiness Index - All Students	G	<p><b>Goal:</b> By June 2023, the College, Career, and Civic Readiness Index for all students will increase 2% in comparison to the baseline of 89.6%, which exceeds the DII of 66.5%.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>Principal programmed students with time in the Extended Learning Time program for Geometry, Algebra II, A.P. Spanish Literature, and Language.</li> <li>The guidance team, in collaboration with the student government, created a College and</li> </ul>	<p><b>Data Trend as of September 30, 2022:</b></p> <ul style="list-style-type: none"> <li>Total Number of Students Registered in AP Spanish Language and Literature: 28</li> <li>Projected Advanced Regents Diploma: 12</li> <li>Projected Regents Diploma: 42</li> <li>Projected Bi-literacy Seal: 15</li> <li>Projected Civics Seal: 42</li> <li>Projected CDOS Endorsement: Pending</li> </ul> <p><b>Key Strategies that support the data trend:</b></p>

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		<p>Career Google Classroom for weekly and monthly assignments as applicable.</p> <ul style="list-style-type: none"> <li>● Administrators ensured the school maintains one staff credentialed in comprehensive college and career advising.</li> <li>● The guidance counselor assigned to cohort Y monitored student-level matriculation milestone completion in 11th and 12th grades (SAT completion and registration, postsecondary application completion, financial aid application completion, postsecondary enrollment).</li> <li>● Teacher teams including SWD and ESL teachers along with the math teachers reviewed units to include Writing Revolution strategies to support the understanding of tier 3 vocabulary words and complex and</li> </ul>	<ul style="list-style-type: none"> <li>● Administrators, District APPA, and guidance counselors reviewed cohort data.</li> <li>● Guidance counselors continued to hold conferences with the students to establish a post-secondary planning scope and sequence with target knowledge, experiences, and outcomes for each grade level.</li> <li>● The administration <a href="#">Implemented the assessment plan using Datawise protocol to monitor the students progress toward Regent aligned skills in Geometry and Algebra II.</a> We will continue to:</li> <li>● Ensure students are enrolled and are planning to sit for the Advanced Placement (AP) exams for the 2 AP exams that are offered.</li> <li>● Ensure students meet the requirements to earn the Billiteracy, Civics Seal Diploma, and CDOS endorsement.</li> <li>● Provide students with Regents prep support after school and on Saturdays.</li> <li>● Hold conferences with students and families to monitor progress to graduation.</li> </ul>

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		<p>choose which words to use in the 7-step vocabulary protocol.</p> <ul style="list-style-type: none"> <li>• <a href="#">Vertical alignment of the Spanish curriculum with the AP courses. Programmed students for Spanish based on Language acquisition levels towards a World Language or AP exams.</a></li> <li>• Guidance counselors programmed students to Advanced math and LOTE courses in order to meet the criteria for an Advanced Regents diploma.</li> <li>• The school leader created a Biliteracy and Civics Seal team to assess and monitor potential candidates to obtain the credentials.</li> </ul>	
HS Chronic Absenteeism - All Students	G	<p><b>Goal:</b> By June 2023, the school will have a 4% decrease in Chronic Absenteeism Rate in comparison to the 42% rate in the SY 2018-19.</p>	<p><b>Data Trends:</b></p> <ul style="list-style-type: none"> <li>• Chronic Absenteeism rate by cohort data from New Visions: 32%</li> </ul>

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		<p><b><u>Key Strategies implemented:</u></b></p> <ul style="list-style-type: none"> <li>Staff conducted weekly attendance meetings using ATS reports, New Visions Data Tool, and Insight tools and skills learned in professional development to closely monitor individual student attendance, and subgroups of students, and develop action plans to improve attendance.</li> <li>Agenda Items Included:               <ul style="list-style-type: none"> <li>Reinforcement of Excellent Attendance via perfect attendance awards celebrations</li> <li>Improving Attendance</li> <li>Routinely track interventions for chronic absenteeism</li> <li>Provide one on one support to students who are seeking a different educational and academic placement.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Class of 23 = 32%</li> <li>- Class of 24 = 29%</li> <li>- Class of 25 = 40%</li> <li>- Class of 26 = 26%</li> <li>Number of Students in the YTD Attendance Rate categories:               <ul style="list-style-type: none"> <li>- 95.01-100%: 176</li> <li>- 90.01-95%: 81</li> <li>- 80.01-90%: 62</li> <li>- 60.01-80%: 39</li> <li>- 60% or less: 22</li> </ul> </li> </ul> <p><b><u>Key Strategies that support the data trend:</u></b></p> <ul style="list-style-type: none"> <li>Use curricular materials aligned to Culturally Responsiveness, Sustaining Education, resources that reflect students' lives and experiences, and diverse perspectives, racially, culturally, and linguistically. Students feel valued, accepted, understood, and respected in class. Students will be engaged in authentic learning and motivated to attend school regularly.</li> </ul>



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		<ul style="list-style-type: none"> <li>• Communicated and explained school attendance plan and attendance policies at registration, parent conferences, Parent Association meetings, professional development meetings, department meetings, School Leadership Team meetings, and student assemblies.</li> <li>• Guidance counselors provided individual and group counseling support to identified students and made referrals to the School Social Worker or an outside agency as needed.</li> <li>• Partnered with CBO to reward and strengthen positive attendance and punctuality, through the lens of positive behavior reinforcement. These incentives included recognition activities, school-wide celebrations, trips, luncheons, youth</li> </ul>	<ul style="list-style-type: none"> <li>• Hold weekly attendance meetings using ATS reports, New Visions Data Tool, and Insight tools and skills learned in professional development to closely monitor individual student attendance and subgroups of students and develop action plans to improve attendance.</li> <li>• Partner with CBO and Student Government Council to develop community-centered communications campaigns on the importance of attendance and create short-term and long-term attendance initiatives.</li> <li>• Reward and strengthen positive attendance and punctuality, through the lens of positive behavior reinforcement and celebrations. These incentives include recognition activities, school-wide celebrations, trips, luncheons, youth employment, and/or community service opportunities.</li> <li>• Follow the Attendance plan and track the effectiveness of interventions. The Attendance team will determine Tier 1, Tier 2, and Tier 3 interventions, the focus of each, and categorize students accordingly. On a weekly basis, the team will use the New Visions Data Tool and Insight to address: Reinforcement</li> </ul>



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		<p>employment and/or community service opportunities.</p> <ul style="list-style-type: none"> <li>• Teachers and guidance counselors collaborated in the outreach to parents/guardians and discussed outcomes during grade-level meetings (KIDCONNECT).</li> </ul>	<p>of Excellent Attendance, Address Improvement, Identify students decreasing attendance, Chronic Absenteeism by Subgroups, and coordinate how to best provide one on one support to students who are seeking a different educational and academic placement.</p> <ul style="list-style-type: none"> <li>○ KIDCONNECT mentoring program started in October, in which teachers monitor identified students on a weekly basis and do check-ins with them daily. The target population for this initiative is students with a YTD attendance rate of 70-89%</li> </ul> <p><b>The following data support continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>• In September 2022, the school chronic absenteeism rate was 42% in comparison to 32% on January 4, 2023. In order to address the issue, in addition to the strategies planned for this school year, we implemented the following: <ul style="list-style-type: none"> <li>○ Created an Outreach team to monitor students' attendance and progress toward a 91% YTD attendance rate</li> </ul> </li> </ul>

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			<ul style="list-style-type: none"> <li>○ At-risk counseling by a school social worker and clinical psychologist funded by the CBO.</li> <li>○ Reviewed students' attendance during KIDCONNECT meetings with teachers and guidance counselors and set monthly goals by grade level.</li> <li>○ At the end of the marking period, we will continue to hold attendance celebrations.</li> </ul>
HS Science All Students PI	G	<p><b>Goal:</b> By June 2023, there will be a 2.5-point Increase in the Performance Index, from 164.24 to 168.4 as measured by the All of the Students in science.</p> <p><b>Key Strategies that were implemented:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Created systems and structures to promote and implement academic discourse with specific accountable talking stems as access for all students.</a></li> </ul>	<p><b>Data Trends:</b></p> <ul style="list-style-type: none"> <li>• Based on Regents waiver data and Science pass rates (all students) and mock Regents, we are currently at a 170.4 performance index for Science (all students). We have implemented several interventions in order to meet this index by June 2023: <ul style="list-style-type: none"> <li>• In order to bolster academic discourse utilizing content-specific vocabulary, all science teachers have incorporated accountable talk stems.</li> <li>• Professional learning series for science continued to focus on bringing tools to each science classroom that aid</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>• Developed cycles of professional learning to support teachers with planning instruction to elevate academic discourse during partner discussions, book club discussions, student-facilitated whole-class conversations, teacher-facilitated conversations, and/or Socratic Seminar. (Instructional Team will meet bi-monthly)</li> <li>• Instructional coaches and administrators provided feedback and support to teachers to improve their materials and resources to support the curriculum (monthly).</li> <li>• Included students in instructional walkthroughs to inform decision-making about creating positive, strengths-based environments.</li> </ul>	<p>teachers in creating classrooms where student-facilitated whole-class conversations, teacher-facilitated conversations, Omni Learn, and/or Socratic Seminar exist.</p> <ul style="list-style-type: none"> <li>• As part of district-based initiatives, students have been part of the decision-making process regarding future instructional initiatives via the SGO (student government organization).</li> <li>• Q2 scholarship rates: - 85.7% Science</li> <li>• 167 students have earned Regent's credit for earth science by passing the exam previously or via Waiver.</li> </ul> <p><b><u>Key Strategies that support the data trend:</u></b></p> <ul style="list-style-type: none"> <li>• Utilized systems and structures to promote and implement academic discourse with specific accountable talking stems as access for all students.</li> <li>• Provided time for teachers to review and update their curricula in teams.</li> </ul>

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HS Social Studies All Students PI	G	<p><b>Goals:</b> Utilizing the key strategies below, students will improve to a performance index of 177.4 by June 2023.</p> <ul style="list-style-type: none"> <li>● Teacher teams selected at least one study unit to revise, implement, and incorporate racially, culturally, and linguistically diverse content and resources.</li> <li>● Created a schedule and structure for School Leadership and/or Instructional Leadership teams to analyze data and review progress toward equity goals.</li> <li>● Teachers incorporated expanded class libraries with well-selected books, materials, and resources from publishers that specialize in diverse content.</li> <li>● Conducted Implicit Bias Awareness workshop with all staff.</li> <li>● Created a CCSR school equity team.</li> </ul>	<p><b>Data trends that support continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>● Based on Regents aligned assessments, we are at a performance index of 178.</li> <li>● Current Total Social Studies students that will earn credit in January 2023 upon passing the class: 83 of 83 = 100%</li> <li>● 8 students in the 11<sup>th</sup>-grade class currently have a waiver for the US Regents</li> <li>● 43 students in the 12<sup>th</sup>-grade class currently have a waiver for the US Regents</li> <li>● 83 students will earn Regent's credit in US history and are eligible for the US Waiver.</li> <li>● We have implemented CRE (Culturally Responsive Education in order to bolster curriculum accessibility for students and increase engagement during daily instruction.</li> <li>● Curriculum has also been updated to align with New Visions standards (Regents-based, skill-driven).</li> </ul>

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		<ul style="list-style-type: none"> <li>● Engaged in instructional walkthroughs within teacher teams to norm instructional strategies for positive, strengths-based environments.</li> <li>● Designated time in team meetings and school-wide professional development to identify the practice and process improvements that progress monitoring data indicate are necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Professional learning has been data-driven, whereby teachers examine student results around regents' specific skills and create targeted lesson interventions.</li> <li>● Interventions have served the entire community of ESL students by increasing the interaction with tier 3 content-specific vocabulary words.</li> <li>● Writing Revolution writing strategies have also been incorporated throughout the curriculum in order to scaffold writing performance for ESL and non-ESL students.</li> <li>● Q2 scholarship rates: <ul style="list-style-type: none"> <li>○ 91.70% of Social Studies</li> </ul> </li> </ul> <p><b>Goals:</b> Utilizing the key strategies below, students will use to meet or exceed the performance index of 177.4 by June 2023.</p> <ul style="list-style-type: none"> <li>● <a href="#">Teacher teams researched and selected curriculum materials and resources that are written and developed by racially, culturally, and linguistically diverse authors, that promote multiple perspectives and robust student-to-student discussion, discourse, and debate.</a></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 1 and Quarter 2. 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>• All units of study have been revised to incorporate content and resources that are racially, culturally, and linguistically diverse.</li> <li>• Utilized dates in Assessment Plan to schedule and structure for School Leadership and/or Instructional Leadership teams to analyze data and review progress toward equity goals.</li> <li>• Teachers incorporated expanded class digital libraries with well-selected books, materials, and resources from publishers that specialize in diverse content.</li> <li>• Conducted Implicit Bias Awareness workshop with all staff.</li> <li>• Continued school equity team with Sara and Lopez.</li> <li>• Engaged in instructional walkthroughs within teacher teams to norm instructional strategies for positive, strengths-based environments.</li> <li>• Designated time in team meetings and school wide professional development to identify the practice and process improvements that progress monitoring data indicate are necessary Via Assessment Plan</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 1 and Quarter 2. 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>
2017 Total Cohort 6-Year Grad Rate - All Students	G	<p><b>Goal:</b> By June 2023, the 6-Year Graduation Rate for all students will increase 1% in comparison to the baseline graduation rate of 83%.</p> <p><b>Key Strategies that support the data trend:</b></p> <ul style="list-style-type: none"> <li>The guidance counselor discharged the student who returned to his country of origin.</li> </ul>	<p><b>Key Strategies continued for SY22-23:</b> Due to their success, all strategies utilized in the left column will be re-implemented in SY22-23.</p> <p><b>Data Trends:</b></p> <ul style="list-style-type: none"> <li>2020-2021 Graduation Rate: 91.6%</li> <li>Number of Active Students in Cohort W: 0</li> </ul> <p>No adjustments are required at this time.</p>
School Safety - HS	G	<p><b>Goal:</b> By June 2023, we will decrease our safety issues to 3.35 with the ongoing staff and student workshops in the areas of:</p> <ul style="list-style-type: none"> <li>Child abuse</li> <li>Cyber safety</li> <li>Respect for all</li> <li>Trauma-Informed Teaching Training</li> <li>Digital citizenship</li> </ul>	<p><b>Data Trend</b></p> <ul style="list-style-type: none"> <li>0% student suspension rate as pr OSYD OORS report</li> <li>0% of suspended students have been suspended more than once, per OSYD OORS report.</li> </ul> <p><b>Key Strategies that support the data trends:</b></p> <ul style="list-style-type: none"> <li>Implementation of the NYCDOE SEL Initiative and DESSA screener.</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 1 and Quarter 2. 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><b><u>Key Strategies:</u></b> Ongoing Staff and student workshops in the areas of:</p> <ul style="list-style-type: none"> <li>• Student-to-student harassment</li> <li>• KIDCONNECT conferences, including teachers and counselors, were held to develop action plans that will promote students' success as needed.</li> <li>• Guidance intervention for potential at-risk behavior identified.</li> <li>• Referral to Social Worker services or Guidance counselor individual and/ or group counseling.</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to Social Worker services or Guidance counselor individual and/ or group counseling.</li> <li>• Respect For All Week celebration and Poster contest.</li> <li>• Guidance Counselors Town Halls and Classroom presentations on SEL skills.</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 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 #2 Reflection on Activities Completed for this Indicator Level during  
November 1, 2022 – January 20, 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 1 and Quarter 2. 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>
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<p>Plan for and implement Community School Model</p>	<p>G</p>	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> <li>• Monitor all students' progress toward graduation, lower chronic absenteeism, and ensure they know their progress.</li> </ul> <p><b>Key Strategies - 21<sup>st</sup> Century Community School</b></p> <p>Partnership with East Side House (ESH) provides our school with access to the following programs:</p> <ul style="list-style-type: none"> <li>• Stella Adler - Under the auspices of, the Office of Community Schools 21<sup>st</sup> Century Program, Stella Adler Acting Studios offers our students a unique opportunity to engage in high-quality, innovative, and engaging class activities on Theater. Students learn skills such as teamwork, collaboration, working off of and building on the cues of others, planning, and creative expression. Students use active listening, and movement, to express themselves and think critically about how to best represent concepts, ideas, or themes to an audience, in addition to improving their English Language and public speaking skills. This class also contributes to the social-emotional</li> </ul>	<p>East Side House Settlement is our CBO under the 21st Century grant.</p> <p>Students in “insecure housing” total: 83</p> <ul style="list-style-type: none"> <li>• Temporary Housing: 13</li> <li>• Shelter: 23</li> <li>• Doubled up: 46</li> </ul> <p>James Monroe Campus Health Clinic: School has a community clinic that provides a doctor and dentist monthly.</p> <p>ASPIRA: A peer tutoring program in collaboration with ASPIRA provided to identify at-risk STH, SWD, and ML/ELL students.</p> <p>The CBO will continue to collaborate with attendance improvement supports based on attendance rate as well as:</p> <ul style="list-style-type: none"> <li>• KIDCONNECT conferences to assess students' needs and develop individualized action plans that will promote growth and success.</li> <li>• Success mentor program for all students struggling with attendance led by CBO for attendance improvement purposes.</li> <li>• Coat and food drive as a resource for STH and families in need.</li> <li>• Referral to outside agencies as needed for STH.</li> <li>• After school and Saturday, ELA and math academic support for STH, SWD, and at-risk ML/ELL students.</li> <li>• Lead Agency Facilitation of Community Resources for families: <ul style="list-style-type: none"> <li>- Food Pantry</li> <li>- Housing and Emergency Housing services</li> <li>- Covid-19 Testing and vaccine information</li> </ul> </li> </ul>
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		<p>development of students through interactions that validate their unique perspectives and fosters their sense of self.</p> <ul style="list-style-type: none"> <li>● Omni Learning: Provides students taking Living Environment, Forensics Science, and Chemistry classes through innovative hands-on science labs that reinforce lessons taught by teachers.</li> <li>● Success Mentoring - ESH staff mentors students with YTD Attendance of 90-93%.</li> <li>● Health Connections - A clinical psychologist provides SEL workshops and therapy services.</li> </ul>	<ul style="list-style-type: none"> <li>- Employment Support.</li> <li>- ESOL weekday/evening/weekends Virtual Adult ESOL (English for Speakers of Other Languages classes)</li> <li>● College and Career Ambassador program for parents; The CBO will provide parents with critical workshops and resources relevant to our students' college and career development.</li> </ul>
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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 1 and Quarter 2. 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>
Family and Community Engagement (DTSDE Tenet 6)	G	<p><b>Goal:</b> Our goal is to improve communication among all school community members, including students, parents, and staff, via several media-based forums, Google Meet, Instagram, HSWC website, to share information effectively and better learn of the needs and wants of the community members.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>● School’s Self-Assessment document</li> <li>● Attendance sheets and minutes of PA meetings</li> <li>● Attend the biweekly community meetings to discuss hot topics.</li> <li>● Attendance log to the “Meet the Principal” monthly. meetings</li> <li>● EZ Report portal attendance report for 21<sup>st</sup> Century programs</li> </ul>	<p><b>The following initiatives support continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>● Evening College and Career Readiness workshops, and Adult ESOL (English for Speakers of Other Languages) classes, and computer skills classes will begin on January 6, 2023. Potential Number of Parents Participating: 10</li> <li>● Monthly Virtual PA meetings with an average of 70 parents participating.</li> <li>● Daily outreach to parents and guardians regarding students’ attendance</li> <li>● Monthly virtual meetings with the principal</li> <li>● Interview with the administration as part of the Over-the-counter registration protocol.</li> <li>● Parents are invited via email and text to attend the Gogreen academic celebration at the end of each school year term</li> <li>● We utilize social media such as Instagram to inform students and parents about important dates and events. In addition, a</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 1 and Quarter 2. 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>staff is assigned to update our school website with current information.</p> <ul style="list-style-type: none"> <li>• Annual HSWC Multicultural event scheduled for May 20, 2023</li> <li>• Parent-Teacher Virtual Conference: 100% of parents participated</li> </ul>
2018 Total Cohort 4-Year Grad Rate - Hispanic Students	G	<p><b>Goal:</b> By June 2023, the 4-Year Graduation Rate for Hispanic students will increase 10% in comparison to the baseline graduation rate of 49%.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• The guidance team and Administration utilized the ATS Report, and New Visions data portals to monitor students' progress to graduation.</li> <li>• The guidance team reviewed the data collected and developed graduation</li> </ul>	<p><b>Date Trend:</b></p> <ul style="list-style-type: none"> <li>• Total Number of Hispanic students in the cohort: 50</li> <li>• Potential June Grads: 45 (90% Graduation Rate) Early graduates: 4</li> </ul> <p>The following initiatives support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> <li>• Use of Insight and New Visions data tools to track graduation progress, student engagement, attendance.</li> <li>• Ongoing 1:1 student conference to ensure knowledge of progress towards graduation.</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 1 and Quarter 2. 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>plans with the students during the ongoing one-on-one individual academic conferences.</p> <ul style="list-style-type: none"> <li>• Guidance counselors referred students to alternative programs such as YABC, or for individual/ group counseling as needed.</li> <li>• Administration and District APPA met with the guidance counselors to review the class of 2023 and adjust students' programs as needed.</li> <li>• Teachers <a href="#">Planned for instruction that includes multiple entry points for students (e.g. multiple means of representation and expression).</a></li> <li>• Guidance Counselors and NYSITELL coordinators informed ELLs/MLLs and their families of alternative ways to accumulate credits, especially if they</li> </ul>	<ul style="list-style-type: none"> <li>• Academic intervention groups targeting students at risk of falling behind in course credits.</li> <li>• Monthly town hall meeting to address academic achievements.</li> <li>• Referrals to alternative pathways for graduation.</li> </ul> <p>The Guidance Team continues to:</p> <ul style="list-style-type: none"> <li>• Review students' programs to ensure they are programmed to meet graduation requirements.</li> <li>• Ensure all students are provided with the academic and assessment support necessary to meet commencement expectations, such as Regents prep, tutoring, AIS, and Mock Regents.</li> <li>• Monitor all students' progress toward graduation; ensure students know their progress toward graduation by the Accreditation Team.</li> </ul> <p>School leaders will continue to implement the following:</p> <ul style="list-style-type: none"> <li>• Ensure common protocols such as annotation strategies and Writing Revolution are used across all content areas - The</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 1 and Quarter 2. 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>
		enter high school as new arrivals during the registration conference.	<p>Instructional Cabinet that includes the lead teacher in each department will develop how to include these strategies in their department meetings.</p> <ul style="list-style-type: none"> <li>• Ensure all students have access to high quality rigorous instruction from teachers who know the standards and curriculum.</li> </ul> <p>Teachers will continue to implement the following:</p> <ul style="list-style-type: none"> <li>• Plan for instruction that includes multiple entry points for students (e.g., multiple means of representation and expression).</li> </ul>
Providing 200 Hours of quality Extended Day Learning Time (ELT)	G	<p><b>Goal:</b> By June 2023, we will provide 200 ELTs to help our students in completing credit deficits and support lagging skills via targeted interventions.</p> <ul style="list-style-type: none"> <li>• 200 hours of ELT are offered to all students.</li> </ul>	<p><b>Data Trends:</b></p> <ul style="list-style-type: none"> <li>• As of September 2022, the total number of students programmed for ELT is 303.</li> <li>• SAT Prep started in February 2022. This increased students' confidence, English class grades, and Regent's pass rate.</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 1 and Quarter 2. 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>• Student enrollment</li> <li>• Student attendance rate</li> <li>• EZ Report</li> </ul>	<ul style="list-style-type: none"> <li>• ELT/Afterschool classes provide Regents-aligned, standards-based, targeted intervention in small groups. These take place M-TH for 90 mins each day. ELLS programs take place on Saturdays.</li> <li>• We have continued to provide extended learning and are on track to providing 200 hours of ELTs by the end of June to help our students in completing credit deficits and support lagging skills via targeted interventions. In addition, Enrichment classes in Music, Mindfulness, and Physical Activities are offered after school</li> </ul>
College, Career and Civic Readiness Index - ELL Students	G	<p><b>Goal:</b> By June 2023, the College, Career, and Civic Readiness Index for all students will increase 2% in comparison to the baseline of 87.6%.</p> <p><b><u>Key Strategies that have been implemented:</u></b></p>	<p><b>The following data supports continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>• Total Number of Students Registered in AP Spanish Language and Literature: 28</li> <li>• Projected Advanced Regents Diploma: 11</li> <li>• Projected Regents Diploma: 42</li> <li>• Projected Bi-literacy Seal: 15</li> <li>• Projected Civics Seal: 41</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 1 and Quarter 2. 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>• Provided students with time in the Extended Learning Time program and Saturday Academy for individualized SAT practice.</li> <li>• The guidance team, in collaboration with the student government, created a College and Career Google classroom for weekly and monthly assignments as applicable.</li> <li>• Ensured the school maintains one staff credentialed in comprehensive college and career advising.</li> <li>• Developed a tracking system and monitored student-level matriculation milestone completion in 11th and 12th grades (SAT completion, postsecondary application completion, financial aid application completion, and postsecondary enrollment).</li> <li>• Held conferences with the students to establish a post-secondary planning scope</li> </ul>	<ul style="list-style-type: none"> <li>• Projected CDOS Endorsement: Pending</li> </ul> <p><b><u>Key Strategies that were implemented to support the data trends:</u></b></p> <p>In order to increase the number of students enrolled and passing math college-level classes, we will continue to implement the following:</p> <ul style="list-style-type: none"> <li>• The guidance team, in collaboration with the student government, continued to post weekly and monthly assignments in the College and Career Google Classroom with resources, NYS graduation requirements, and types of diplomas and endorsements.</li> <li>• Monthly monitor New Vision graduation tracking system.</li> <li>• Math teachers, Instructional Coaches, and AP will integrate A4A rigorous strategies math curriculum.</li> <li>• ILT reviewed units monthly to ensure complex rigorous tasks are scaffolded to ensure access for all and challenge to all.</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 1 and Quarter 2. 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>and sequence with target knowledge, experiences, and outcomes for each grade level.</p> <ul style="list-style-type: none"> <li>● Implemented the assessment plan using Datawise protocol to monitor the student’s progress toward Regents aligned Geometry and Algebra II skills.</li> <li>● Provided one-on-one college and career readiness counseling in 9th and 10th grades with school-based college and career counselors daily, weekly, and monthly.</li> <li>● Vertical alignment of the Spanish curriculum with the advanced placement courses. Program students for Spanish based on Language acquisition levels towards a World Language or AP exams.</li> </ul>	<ul style="list-style-type: none"> <li>● Identified students that meet Biliteracy criteria and program accordingly. Hold conferences with students to explain the biliteracy seal process.</li> </ul> <p>The Guidance Team will continue to:</p> <ul style="list-style-type: none"> <li>● Hold monthly, grade-level town halls on NYS Graduation requirements and diploma endorsements.</li> <li>● Develop family benchmarks for post-secondary planning for each semester of each grade and communicate them in parent-teacher conferences, report card materials, and in print materials sent home.</li> <li>● Quarterly, and as needed, we hold conferences with the students to establish a post-secondary planning scope and sequence with target knowledge, experiences, and outcomes for each grade level.</li> <li>● Embed postsecondary planning workshops in existing events (PTA, parent-teacher conferences, celebrations, performances, and sporting events) to ensure all families receive key information at each grade level; monitored family</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 1 and Quarter 2. 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>participation in determining additional tiers of outreach and support needed.</p>

**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"> <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>
<ul style="list-style-type: none"> <li>PA President</li> <li>SLT Chairperson</li> <li>Title I Parent Advisory Council Chairperson</li> <li>Student Representative</li> <li>Student Representative</li> <li>Student Representative</li> <li>Community-Based Organization Representative</li> <li>Teacher</li> <li>Teacher/UFT Union Representative</li> <li>Principal</li> </ul> <p>New UFT Representative for SY22-23: David Wald</p>	<p>School leaders continue to work with all stakeholders, including parents, teachers, and student government.</p> <p><b>November 2022</b></p> <ul style="list-style-type: none"> <li>Principal reported the following: <ul style="list-style-type: none"> <li>125 parents attended the school’s Receivership Hearing</li> <li>CBO signed a new contract with the school for 5 years.</li> <li>We are continuing to look for an ELA teacher and have started discussions with Teach for America in order to prevent a shortage in the future</li> <li>Cell phone policies with students</li> <li>AP courses being offered</li> </ul> </li> <li>UFT: <ul style="list-style-type: none"> <li>Detailed all the skills being taught in the current cycle of Data Wise</li> </ul> </li> </ul>

<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>
	<ul style="list-style-type: none"> <li>Discussed upcoming Multicultural Day and the need for parent involvement</li> <li>Discussed Prose renewal for 5 more years</li> <li>Parents:             <ul style="list-style-type: none"> <li>Parents want more communication between them and the guidance team</li> </ul> </li> <li>Students:             <ul style="list-style-type: none"> <li>Pouches seem to be working but need clear rules for when they will be unlocked at the end of the day.</li> <li>SGO is planning activities in order to boost student attendance and completing student led bulletin boards</li> </ul> </li> </ul> <p><b>December 2022</b></p> <ul style="list-style-type: none"> <li>Parents read previous minutes</li> <li>Principal discussed upcoming C-30 and training             <ul style="list-style-type: none"> <li>Discuss the interview process</li> <li>Interviews 5 candidates</li> <li>Closing remarks</li> </ul> </li> </ul> <p><b>January 2023</b></p> <ul style="list-style-type: none"> <li>Scheduled for 01.26.23</li> </ul>

**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. NYCDOE is considering any elements of the revised CEP and SIG plans that require changes to the collective bargaining agreements, for example, mandatory participation of all school staff in summer professional development activities. We are planning and conducting engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.

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 the Receivership status and solicit public input and recommendations.

**Part VI – Assurance and Attestation**

By signing below, I attest to the fact that the information in this Receivership Quarterly Report is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and Community Engagement Team criteria have been met as necessary and required per Commissioner's 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.***

Updated November 2022