

## 2022-2023 Receivership School Quarterly Report #1

Report Period: *July 21, 2022 to October 31, 2022*

**All sections of the report must be completed by fully responding to each prompt.**

The reporting portion of this document is a self-assessment of the **implementation and outcomes of key strategies** related to Receivership, and as such, is not considered a formal evaluation 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:
23K150: PS 150 The Christopher School	332300010150	NYC Geographic District #23	St. Nick's Alliance	Cohort 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
Dr. Khalek Kirkland	Dr. Tracey Quarles	1/6/2018	Dr. Desmond K. Blackburn, Deputy Chancellor of School Leadership Sharon Rencher, Senior Executive Director of State/Federal Education Policy Dr. Tancia Rivera, Senior Director of SIG Implementation & Quality Assurance Jenna Krueger, Director of State/Federal Program Implementation	PK-05	N/A	143	8.4%	21.7%	1.4%

## 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*. **Any links included 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 each and every one of our students graduates on the pathway to a rewarding career and long-term economic security, equipped to be a positive force for change in our community and city. This vision is grounded in the Chancellor’s Four Pillars for Building Trust in NYC Public Schools and focuses on a reimagined school experience that prioritizes student well-being by supporting schools to create an Ecosystem of C.A.R.E. (Connect, Affirm, Respond, Empower) for the whole child that affirms student identity and voice, ensures physical and emotional safety, and supports students in reaching their full potential.

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

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

#### 1. Reimagining the student experience

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

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

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

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

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

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

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

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

**Directions for Parts I, II, and III** - District and school staff should respond to 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 #1 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 #1 with Reflection on Lead Strategies Utilized during July 21, 2022 – October 31, 2022

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.
Implementing Refined and Revised ELA Instructional Strategies	G	PS 150 has been consistently reviewing and refining the ELA instructional strategies being used in the classroom to ensure both quality and consistency. The leadership team has provided training to new teachers to ensure their understanding of the NGLS and instructional expectations for ELA implementation. The strategies we used are aligned to high leverage practices outlined in the Six Keys to School Improvement, as well as the CRSE Framework and Support Environment Framework. After a comprehensive data review and in depth needs assessments, we collaborate with the ILT, SLT inclusive of members from our district team to devise a Comprehensive Educational Plan to address our need, identify root causes and select the specific strategies needed to continue to move our school forward. Implementation of the strategies has led to a 3% increase in ELA proficiency for All Students and an 18% increase in proficiency for Multilingual Learners on the NYS ELA exam.
Implementing Refined and Revised Math Instructional Strategies	G	PS 150 has been consistently reviewing and refining the Math instructional strategies being used in the classroom to ensure both quality and consistency. The leadership team provides training to onboard new teachers with the lead Math strategies, clear understanding of the NGLS and instructional expectations of the school. The strategies we used are aligned to high leverage practices outlined in the Six Keys to School Improvement, as well as the CRSE Framework and Support Environment Framework. After a comprehensive data review and in depth needs assessments, we collaborate with the ILT, SLT inclusive of members from our district team to devise a Comprehensive Educational Plan to address our need, identify root causes and

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.
		select the specific strategies needed to continue to move our school forward. Implementation of the strategies has led to a 9% increase in Math proficiency for Multilingual learners and maintained proficiency levels for All Students on the NYS Math Exam.
Creating and maintaining a Welcoming and Affirming Environment	G	Creating and maintaining a welcoming and affirming environment will continue to be a leading strategy for PS 150. We have made it a priority to maintain ongoing collaboration between all stakeholders and provide a wide range of supports that respond to social-emotional needs. As a result of these strategies, the NYC School Survey reflected very strong results. In the category of "Strong Relationships with Families", PS 150 scored 100%, a 4% increase from the previous year.
Reducing Chronic Absenteeism	G	This strategy continues to be a lead strategy for PS 150 for the 2022-2023 school year. The 2021-2022 school year was particularly challenging with many absences that were directly linked to the COVID-19 pandemic. As a result, chronic absenteeism was a real challenge. We feel confident that with the aggressive attendance initiatives in place along with less disruption from COVID-19 and the surrounding public health policies, the Chronic Absenteeism rate will significantly decline. At the time of reporting, the YTD attendance is 89% and the Chronic Absenteeism rate is 17%.

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

### **Level 1 Indicators**

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

### **Quarterly Report #1 Reflection on Activities Completed for this Indicator during July 21, 2022 – October 31, 2022**

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 <b>specific data/evidence</b> used to determine progress and impact 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 <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available prior</b> to submitting the report.</li> </ul>
3-8 Chronic Absenteeism- All Scholars	G	<p><b>Specific Strategies and Action Steps Implemented</b></p> <ul style="list-style-type: none"> <li>● Tiered Attendance Plan to provide targeted assistance to families of scholars who are chronically absent or at risk for chronic absenteeism</li> <li>● Weekly attendance meetings with School staff, Attendance Teacher, and Community School Director</li> <li>● Attendance tracker to monitor daily attendance and outreach</li> <li>● Support from Community Associate and SBST to contact families (Daily)</li> <li>● Partnership with St. Nicks Alliance (CBO)</li> <li>● School Messenger and Class Dojo</li> <li>● PBIS&lt; Monthly attendance, most improved, and character trait assemblies</li> <li>● Weekly Incentives for scholars</li> <li>● School store with PRIDE Bucks</li> <li>● Monthly incentives for families of students with perfect and/or improved attendance</li> </ul>	<p><b>Data Trends/Evidence</b></p> <ul style="list-style-type: none"> <li>● Current YTD Attendance: 89%</li> <li>● Current YTD Chronic Absenteeism: 17%</li> </ul> <p><b>Adjustments Made Based on Data</b></p> <ul style="list-style-type: none"> <li>● Based on the '21-'22 Chronic Absenteeism rate of 57%, PS 150 developed an aggressive plan to connect families with attendance support. This is tiered based on attendance rate and is updated weekly.</li> </ul>

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<b>Grades 4 and 8 Science - All Scholars Core Subject Performance Index</b>	G	<p><b><i>Specific Strategies and Action Steps Implemented</i></b></p> <ul style="list-style-type: none"> <li>● Under administration supervision professors implement Amplify as a science core curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write and argue like real scientists and engineers.</li> <li>● 4<sup>th</sup>-grade scholars are given an extra period of science instruction and hands-on lab experiences</li> </ul>	<p><b><i>Data Trends/Evidence</i></b></p> <ul style="list-style-type: none"> <li>● 2022 NYS Science Test results reflect 61% of scholars achieving proficiency levels (3-4)</li> <li>● Mock Science Assessments will be administered in November 2022.</li> </ul> <p><b><i>Adjustments Made Based on Data</i></b></p> <ul style="list-style-type: none"> <li>● Data will be collected, analyzed, and disaggregated to inform instruction.</li> </ul>
<b>School Safety</b>	G	<p><b><i>Specific Strategies and Action Steps Implemented</i></b></p> <ul style="list-style-type: none"> <li>● PBIS Program</li> <li>● Daily Mindfulness Mornings and Community Circle</li> <li>● Supports from partnerships with Brain Power, Green Generations, Century 21 Grant, and St. Nicks Alliance Program, and supports</li> </ul>	<p><b><i>Data Trends/Evidence</i></b></p> <ul style="list-style-type: none"> <li>● NYC School Survey results indicate 85% positive responses to questions regarding School Safety. <ul style="list-style-type: none"> <li>○ 100% of school staff responded positively to the prompt “My students are safe in the hallways, bathrooms, locker rooms, and cafeteria of this school.”</li> <li>○ 100% of school staff responded positively to the prompt “My students are safe in my class.”</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>● Daily School chant that incorporates our school's core values</li> <li>● School safety agents conduct perimeter checks prior to the start of the school day as well as at dismissal and report to administration.</li> <li>● Fall School Community survey was administered</li> <li>● Zero suspensions for the school year</li> <li>● Safety protocols are clearly communicated to scholars, staff, and families throughout the school year.</li> </ul>	<ul style="list-style-type: none"> <li>○ 70% of school staff responded positively to the prompt "My students are safe outside around this school."</li> <li>○ 70% of school staff responded positively to the prompt "My students are safe traveling between home and this school."</li> </ul> <p><b>Adjustments Made Based on Data</b></p> <ul style="list-style-type: none"> <li>● Partnership with NYPD Youth Division - provides monthly check-ins</li> <li>● Morning intake and dismissal procedures are provided by school staff.</li> <li>● Continue open door policy to parents and staff.</li> <li>● Continue to build parent relationships with the school community</li> </ul>
<b>3-8 Math All Scholars Core Subject Performance Index</b>	G	<p><b>Specific Strategies and Action Steps Implemented</b></p> <ul style="list-style-type: none"> <li>● Implementation of enVisions math program and ongoing professional development on effective implementation</li> <li>● Administration of pre-and post-standard aligned classroom assessments</li> <li>● Revisions and continued use of school-wide instructional look-for documents.</li> </ul>	<p><b>Data Trends/Evidence</b></p> <ul style="list-style-type: none"> <li>● 12% Levels 3-4 on NYS ELA Exam for All Students <ul style="list-style-type: none"> <li>○ This represents maintained proficiency (0% increase or decrease) from 2019 data</li> </ul> </li> <li>● 9% Levels 3-4 on NYS ELA Exam for Multilingual Learners <ul style="list-style-type: none"> <li>○ This represents a 9% increase from the 2019 data</li> </ul> </li> <li>● 0% Levels 3-4 on NYS ELA Exam for Students with Disabilities <ul style="list-style-type: none"> <li>○ This represents a 4% decrease from the 2019 data</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>● Teacher professional development focused on Specially Designed Instruction by district SWD/Math Specialists and hands-on support from NTN and district Instructional leads</li> <li>● Use of virtual math manipulative and platforms such as Pear Deck to enhance student engagement</li> <li>● School-wide data chats</li> <li>● Aggressive progress monitoring and analysis of student performance data inclusive of subgroup performance to inform instructional decisions</li> <li>● Targeted small group instruction aligned to student need</li> <li>● District AIS Coordinator support</li> <li>● After School Instructional programs and Holiday tutoring, SWD Focus group</li> </ul> <p>Ongoing observation and feedback cycles</p>	<ul style="list-style-type: none"> <li>● Diagnostic assessments are in the process of being conducted and results are being analyzed for Beginning of the Year baseline data.</li> </ul> <p><b>Adjustments Made Based on Data</b></p> <ul style="list-style-type: none"> <li>● Students with Disabilities had a 4% decrease in proficiency based on the NYS Math exam. We believe this was a result of staffing issues last school year. This year, fully qualified Special Education teachers are on staff to support these students.</li> <li>● District AIS Coordinator support and SWD specialist support</li> <li>● SWD Math Club facilitated by our IEP teacher</li> </ul>
<b>3-8 ELA All Scholars MGP</b>	G	<b>Specific Strategies and Action Steps Implemented</b>	<p><b>Data Trends/Evidence</b></p> <ul style="list-style-type: none"> <li>● 20% Levels 3-4 on NYS ELA Exam for All Students</li> </ul>

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		<ul style="list-style-type: none"> <li>● Wonders Reading Program (Core Curriculum and Interventions)</li> <li>● Instructional Look fors document</li> <li>● PD around Unpacking and Understanding NGLS, creating performance-based standard-aligned lessons, and Guided Reading practices</li> <li>● District specialists provide professional learning cycles throughout the school year for the school community to strengthen instructional practices.</li> <li>● Differentiated professional development for Special education teachers to support instructional practices and observational rounds</li> <li>● Teacher inter-visitations and instructional rounds to identify best instructional practices</li> <li>● Bi-Weekly data chats (iReady) and teacher team meetings</li> </ul>	<ul style="list-style-type: none"> <li>○ This represents a 3% increase from 2019 data (last year for which NYS Exam data is available)</li> <li>● 18% Levels 3-4 on NYS ELA Exam for Multilingual Learners <ul style="list-style-type: none"> <li>○ This represents a 18% increase from 2019 data</li> </ul> </li> <li>● 10% Levels 3-4 on NYS ELA Exam for Students with Disabilities <ul style="list-style-type: none"> <li>○ This represents a 4% decrease from 2019 data</li> </ul> </li> <li>● Diagnostic assessments are in the process of being conducted and results are being analyzed for Beginning of the Year baseline data.</li> </ul> <p><b>Adjustments Made Based on Data</b></p> <ul style="list-style-type: none"> <li>● Students with Disabilities had a 4% decrease in proficiency based on the NYS ELA exam. We believe this was a result of staffing issues last school year. This year, fully qualified Special Education teachers are on staff to support these students.</li> <li>● Modifying Guided Reading practices in the classroom</li> </ul>

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		<ul style="list-style-type: none"> <li>● Modify curriculum maps and pacing calendars based on weekly data chats and teacher teams meetings</li> <li>● Supports through different partnerships (SOLVED education, OTUS, St. Nicks Alliance, and district instructional supports)</li> <li>● After School Instructional programs and Holiday tutoring, SWD Focus group</li> <li>● Aggressive progress monitoring and analysis of student performance data inclusive of subgroup performance to inform instructional decisions</li> <li>● District AIS Coordinator support</li> <li>● Targeted small group instruction aligned to student need</li> <li>● Regular observation and feedback cycles using Danielson’s Framework for instruction</li> </ul>	
<b>3-8 Math All Scholars MGP</b>	G	<b><i>Specific Strategies and Action Steps Implemented</i></b>	<b><i>Data Trends/Evidence</i></b> <ul style="list-style-type: none"> <li>● 12% Levels 3-4 on NYS ELA Exam for All Students</li> </ul>

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		<ul style="list-style-type: none"> <li>● Implementation of enVisions math program and ongoing professional development on effective implementation</li> <li>● Administration of pre and post-standard aligned classroom assessments</li> <li>● Revisions and continued use of school-wide instructional look-for documents.</li> <li>● Teacher professional development focused on Specially Designed Instruction by district SWD/Math Specialists and hands-on support from NTN and district Instructional leads</li> <li>● Use of virtual math manipulative and platforms such as Pear Deck to enhance student engagement</li> <li>● School-wide data chats</li> <li>● Aggressive progress monitoring and analysis of student performance data inclusive of subgroup performance to inform instructional decisions</li> <li>● Targeted small group instruction aligned to student need</li> </ul>	<ul style="list-style-type: none"> <li>○ This represents maintained proficiency (0% increase or decrease) from 2019 data</li> <li>● 9% Levels 3-4 on NYS ELA Exam for Multilingual Learners <ul style="list-style-type: none"> <li>○ This represents a 9% increase from 2019 data</li> </ul> </li> <li>● 0% Levels 3-4 on NYS ELA Exam for Students with Disabilities <ul style="list-style-type: none"> <li>○ This represents a 4% decrease from 2019 data</li> </ul> </li> <li>● Diagnostic assessments are in the process of being conducted and results are being analyzed for Beginning of the Year baseline data.</li> </ul> <p><b>Adjustments Made Based on Data</b></p> <ul style="list-style-type: none"> <li>● Students with Disabilities had a 4% decrease in proficiency based on the NYS Math exam. We believe this was a result of staffing issues last school year. This year, fully qualified Special Education teachers are on staff to support these students.</li> <li>● District AIS Coordinator support and SWD specialist support</li> <li>● SWD Math Club facilitated by our IEP teacher</li> </ul>

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<b>3-8 ELA All Scholars Core Subject Performance Index</b>	G	<p><b><i>Specific Strategies and Action Steps Implemented</i></b></p> <ul style="list-style-type: none"> <li>● Wonders Reading Program (Core Curriculum and Interventions)</li> <li>● Instructional Look fors document</li> <li>● PD around Unpacking and Understanding NGLS, creating performance-based standard-aligned lessons, and Guided Reading practices</li> <li>● Differentiated professional development for Special education teachers to support instructional practices and observational rounds</li> <li>● Teacher inter-visitations and instructional rounds to identify best instructional practices</li> <li>● Bi-Weekly data chats (iReady) and teacher team meetings</li> </ul>	<p><b><i>Data Trends/Evidence</i></b></p> <ul style="list-style-type: none"> <li>● 20% Levels 3-4 on NYS ELA Exam for All Students <ul style="list-style-type: none"> <li>○ This represents a 3% increase from 2019 data (last year for which NYS Exam data is available)</li> </ul> </li> <li>● 18% Levels 3-4 on NYS ELA Exam for Multilingual Learners <ul style="list-style-type: none"> <li>○ This represents an 18% increase from the 2019 data</li> </ul> </li> <li>● 10% Levels 3-4 on NYS ELA Exam for Students with Disabilities <ul style="list-style-type: none"> <li>○ This represents a 4% decrease from the 2019 data</li> </ul> </li> <li>● Diagnostic assessments are in the process of being conducted and results are being analyzed for Beginning of the Year baseline data.</li> </ul> <p><b><i>Adjustments Made Based on Data</i></b></p> <ul style="list-style-type: none"> <li>● Students with Disabilities had a 4% decrease in proficiency based on the NYS ELA exam. We believe this was a result of staffing issues last school year. This year, fully qualified Special Education teachers are on staff to support these students.</li> <li>● Modifying Guided Reading practices in the classroom</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 <b>specific data/evidence</b> used to determine progress and impact 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 <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available prior</b> to submitting the report.</li> </ul>
		<ul style="list-style-type: none"> <li>● Modify curriculum maps and pacing calendars based on weekly data chats and teacher teams meetings</li> <li>● Supports through different partnerships (SOLVED education, OTUS, St. Nicks Alliance, and district instructional supports)</li> <li>● After School Instructional programs and Holiday tutoring, SWD Focus group</li> <li>● Aggressive progress monitoring and analysis of student performance data inclusive of subgroup performance to inform instructional decisions</li> <li>● District AIS Coordinator support</li> <li>● Targeted small group instruction aligned to student need</li> <li>● Regular observation and feedback cycles using Danielson’s Framework for instruction</li> </ul>	<ul style="list-style-type: none"> <li>● District specialists provide professional learning cycles throughout the school year for the school community to strengthen instructional practices.</li> </ul>

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

**Level 2 Indicators**

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

**Quarterly Report #1 Reflection on Activities Completed for this Indicator during  
July 21, 2022 – October 31, 2022**

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"> <li>• Provide the <b>specific data/evidence</b> used to determine progress and impact 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 <b>corresponding data</b> used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available prior</b> to submitting the report.</li> </ul>
<b>DTSDE Tenet 6: Family Engagement</b>	G	<p><b>Specific Strategies and Action Steps Implemented</b></p> <ul style="list-style-type: none"> <li>• Parent Coordinator provides direct support to families</li> <li>• Provide families with monthly newsletters and workshops on how to support learning at home</li> <li>• Adopt a classroom initiative where two parents are selected to support the classroom.</li> </ul>	<p><b>Data Trends/Evidence</b></p> <ul style="list-style-type: none"> <li>• According to the 2022 NYC School Survey, 90% of families responded positively to questions about Parent Involvement in School. <ul style="list-style-type: none"> <li>○ 94% responded favorably to the prompt “Since the beginning of the school year, how often have you communicated with your child’s teacher about your child’s performance?”</li> <li>○ 97% responded favorably to the prompt “Since the beginning of the school year, how often have you seen your child’s projects, artwork, homework, tests, or quizzes?”</li> </ul> </li> </ul>

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"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact 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 <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available prior</b> to submitting the report.</li> </ul>
		<ul style="list-style-type: none"> <li>● Provide in-person and virtual monthly meetings</li> <li>● Provide parent academy to support SEL, Remote learning for quarantined scholars</li> <li>● Open-door Policy (in-person and virtually) with administration</li> <li>● Partner with CBO for parent supports (St. Nicks Alliance Program, Kinvolve, Green Generations, Brain Power Wellness)</li> <li>● Full Community School Model</li> <li>● Partnership with DOE/Department of Mental Health Services</li> </ul>	<ul style="list-style-type: none"> <li>○ 72% responded favorably to the prompt “During the school year, have you attended a general school meeting or school event (virtually or in-person)?”</li> <li>○ 87% responded favorably to the prompt “During the school year, have you attended a regularly scheduled parent-teacher conference (virtually or in-person) with your child’s teacher?”</li> <li>○ 100% responded favorably to the prompt “My child’s teacher gives me opportunities to share what I know about my child.”</li> </ul> <p><b>Adjustments Made Based on Data</b></p> <ul style="list-style-type: none"> <li>● We are providing more opportunities for parents to be involved in the school community. This includes monthly newsletters and workshops, virtual monthly meetings, and an open-door policy with parents and administration. Additionally, we are using OTUS, School Messenger, and Class Dojo to communicate with parents.</li> </ul>
<b>Plan for and Implement Community School Model</b>	G	<p><b>Specific Strategies and Action Steps Implemented</b></p> <ul style="list-style-type: none"> <li>● St. Nicks Alliance continues to provide the students at Christopher Elementary School (23K150) in grades K-5 with an array of opportunities in the following content areas: STEM, Literacy, Performance &amp; Visual Arts, Sports &amp; Movement, Culinary</li> </ul>	<p><b>Data Trends/Evidence</b></p> <ul style="list-style-type: none"> <li>● 100% of students have access to the resources available via the Community School Model.</li> </ul> <p><b>Adjustments Made Based on Data</b></p> <p>We will continue to strengthen our Community School Model by ensuring:</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"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact 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 <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available prior</b> to submitting the report.</li> </ul>
		<p>Arts, Yoga, Martial Arts, Leadership Development, Family Events, and Saturday Academy.</p> <ul style="list-style-type: none"> <li>● Extracurricular academic and social-emotional activities are being conducted for all scholars after school and on weekends</li> <li>● Additional supports are being provided for families, including vision and dental health support</li> </ul>	<ul style="list-style-type: none"> <li>● Continued collaboration between the Community School Director, CBO, and administrators.</li> <li>● Continued implementation of Community Need Survey to identify and respond to community needs.</li> <li>● Conduct outreach to determine what additional services are available to families within our school community.</li> <li>● Partnering with vendors and companies to provide additional services to families within our school community.</li> </ul>
<b>Providing 200 hours of Extended Day Learning time (ELT)</b>	G	<p><b><i>Specific Strategies and Action Steps Implemented</i></b></p> <ul style="list-style-type: none"> <li>● PS 150 provides after-school Extended Learning Time for 17.5 hrs./week</li> <li>● Saturday Academy runs for 21 weeks for 3 hours/day.</li> <li>● In partnership with the CBO (St. Nicks Alliance), a licensed teacher works with the afterschool program to provide instructional opportunities, in which scholars are engaged in small group standard-aligned instruction.</li> </ul>	<p><b><i>Data Trends/Evidence</i></b></p> <ul style="list-style-type: none"> <li>● PS 150 provided 693 hours of ELT for students in grades K-5 during the 2021-2022 school year.</li> <li>● 100% of students have access to ELT opportunities both after school and on the weekend.</li> </ul> <p><b><i>Adjustments Made Based on Data</i></b></p> <ul style="list-style-type: none"> <li>● The PS 150 team uses teacher surveys in addition to regular progress monitoring in order to continually address student needs. The team analyzes data from the sources outlined above in order to triangulate data and create and adjust grouping. Support is provided through individual tutoring and small group instruction, adapting lessons and work periods to respond to the needs of students.</li> </ul>

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"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact 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 <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available prior</b> to submitting the report.</li> </ul>
		<ul style="list-style-type: none"> <li>● Assessment data is utilized to create small groups for ELT instruction.</li> </ul>	
<b>Average Proficiency Rating Math, Self Contained</b>	G	<p><b><i>Specific Strategies and Action Steps Implemented</i></b></p> <ul style="list-style-type: none"> <li>● Implementation of enVisions math program and ongoing professional development on effective implementation</li> <li>● Administration of pre and post-standard aligned classroom assessments</li> <li>● Revisions and continued use of school-wide instructional look-for documents.</li> <li>● Teacher professional development focused on Specially Designed Instruction by district SWD/Math Specialists and hands-on support from NTN and district Instructional leads</li> <li>● Use of virtual math manipulative and platforms such as Pear Deck to enhance student engagement</li> <li>● School-wide data chats</li> <li>● Aggressive progress monitoring and analysis of student performance data</li> </ul>	<p><b><i>Data Trends/Evidence</i></b></p> <ul style="list-style-type: none"> <li>● 12% Levels 3-4 on NYS ELA Exam for All Students <ul style="list-style-type: none"> <li>○ This represents maintained proficiency (0% increase or decrease) from 2019 data</li> </ul> </li> <li>● 9% Levels 3-4 on NYS ELA Exam for Multilingual Learners <ul style="list-style-type: none"> <li>○ This represents a 9% increase from the 2019 data</li> </ul> </li> <li>● 0% Levels 3-4 on NYS ELA Exam for Students with Disabilities <ul style="list-style-type: none"> <li>○ This represents a 4% decrease from the 2019 data</li> </ul> </li> <li>● Diagnostic assessments are in the process of being conducted and results are being analyzed for Beginning of the Year baseline data.</li> </ul> <p><b><i>Adjustments Made Based on Data</i></b></p> <ul style="list-style-type: none"> <li>● Fully qualified special educators have been put into teaching positions to support Students with Disabilities.</li> <li>● Self-contained math club is being led by a special educator and is being used to monitor math progress for SWD who are in self-contained classes.</li> </ul>

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"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact 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 <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available prior</b> to submitting the report.</li> </ul>
		inclusive of subgroup performance to inform instructional decisions <ul style="list-style-type: none"> <li>● Targeted small group instruction aligned to student need</li> <li>● After School Instructional programs and Holiday tutoring, SWD Focus group</li> <li>● Ongoing observation and feedback cycles</li> </ul>	<ul style="list-style-type: none"> <li>● District specialists provide professional learning cycles throughout the school year for the school community to strengthen instructional practices.</li> </ul>
<b>NYC School Survey: Rigorous Instruction</b>	<b>G</b>	<b><i>Specific Strategies and Action Steps Implemented</i></b> <ul style="list-style-type: none"> <li>● Wonders Reading Program (Core Curriculum and Interventions)</li> <li>● Instructional Look fors document</li> <li>● PD around Unpacking and Understanding NGLS, creating performance-based standard-aligned lessons, and Guided Reading practices</li> <li>● Differentiated professional development for Special education teachers to support instructional practices and observational rounds</li> <li>● Teacher inter-visitations and instructional rounds to identify best instructional practices</li> </ul>	<b><i>Data Trends/Evidence</i></b> <ul style="list-style-type: none"> <li>● 2022 NYC School Survey shows 81% positive response rate to Academic Press questions, reflecting the extent to which students and teachers experience a strong emphasis on academic success and adherence to specific standards of achievement.               <ul style="list-style-type: none"> <li>○ 100% of school staff responded favorably to the prompt “In this school, the staff believes that all students can learn, including English language learners (ELLs), Emergent Multilingual Learners (EMLLs), and students with disabilities.”</li> <li>○ 87% of school staff responded favorably to the prompt “How many students in your class feel challenged?”</li> <li>○ 75% of school staff responded favorably to the prompt “How many students in your classes have to work hard to do well?”</li> <li>○ 60% of school staff responded favorably to the prompt “How many students in your classes respond to challenging questions in class?”</li> </ul> </li> </ul>

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"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact 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 <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available prior</b> to submitting the report.</li> </ul>
		<ul style="list-style-type: none"> <li>● Bi-Weekly data chats (iReady) and teacher team meetings</li> <li>● Modify curriculum maps and pacing calendars based on weekly data chats and teacher teams meetings</li> <li>● Supports through different partnerships (SOLVED education, OTUS, St. Nicks Alliance, and district instructional supports)</li> <li>● After School Instructional programs and Holiday tutoring, SWD Focus group</li> <li>● Aggressive progress monitoring and analysis of student performance data inclusive of subgroup performance to inform instructional decisions</li> <li>● District AIS Coordinator support</li> <li>● Targeted small group instruction aligned to student need</li> <li>● Regular observation and feedback cycles using Danielson’s Framework for instruction</li> </ul>	<p><b>Adjustments Made Based on Data</b></p> <ul style="list-style-type: none"> <li>● Professional Development Plan has been developed based on feedback from teachers and NYC School Survey. Topics include: <ul style="list-style-type: none"> <li>○ Unpacking the Priority Standards and Next Generation Learning Standards</li> <li>○ Effective implementation of Standardized Instruction</li> <li>○ Explicit modeling of instruction and Vocabulary Instruction</li> <li>○ Small Group Differentiated Instruction</li> <li>○ Engaging Student in Learning (3c) Danielson’s Framework for Teaching</li> <li>○ Specially Designed Instruction and UDL</li> <li>○ Responsive Classroom Practices (SBST)</li> <li>○ Effective Phonics Instruction (Partnership with Educational Epiphany and Literacy Coach)</li> <li>○ District Office Professional Learning Communities</li> </ul> </li> <li>● District specialists provide professional learning cycles throughout the school year for the school community to strengthen instructional practices.</li> </ul>

## Part IV – Community Engagement Team (CET)

### Community Engagement Team (CET)

*The role of the Community Engagement Team is to serve as an active thought partner in contributing to, and supporting the development of, recommendations for school improvement by **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, 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 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 implementation of the school’s improvement plan.</p>
<p>CET meetings are held on the third Thursday of every month at 2:45 pm. CET stakeholders/members include:</p> <ul style="list-style-type: none"> <li>Parents</li> <li>Parent Coordinator</li> <li>UFT Representative</li> <li>DC37 representatives</li> <li>PA president</li> <li>Title 1 chairperson</li> <li></li> </ul> <p>There following are new CET members:</p> <ul style="list-style-type: none"> <li>Parents</li> <li>PA President</li> <li>Title 1</li> </ul>	<p>A suggestion was made at the Receivership Public Hearing held on October 24<sup>th</sup> to include more family activities such as talent shows. CET has agreed to incorporate such activities into our Monthly Family Events. CET will continue to meet monthly during the 2022-23 school year to collaborate, review data, discuss CEP goals, analyze multiple data points, identify and discuss community needs and discuss plans of actions to ensure that we are meeting the needs of our community. We will continue to monitor progress towards our goals and make adjustments to our action plan as needed.</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 and 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 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 the Community Engagement Teams, as per Commissioner's Regulation §100.19 have been met.

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, if necessary, its 2022-2023 Community Engagement Team plan and membership.

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