New York State EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

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:
P.S. 150 Christopher	332300010150	NYC Geographic District #23	St. Nick's Alliance	Cohort 2	https://infohub.nyced.org/reports/scholars-and-schools/school-receivership

Superintendent	School Principal (If new, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD	% scholars designated as both ELL & SWD
Khalek Kirkland	Tracey Quarles	1/6/2018	Dr. Desmond K. Blackburn, Deputy Chancellor of School Leadership; Sharon	0K,01,02,03,04,05, SE	N/A	157	11%	26%	16.67%

			Rencher, Senior Executive Director of State/Federal Education Policy; Dr. Tanicia Rivera, Senior Director of State School Improvement Interventions						

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 scholar achievement and ensure that each and every one of our scholars 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 scholar well-being by supporting schools to create an Ecosystem of C.A.R.E. (Connect, Affirm, Respond, Empower) for the whole child that affirms scholar identity and voice, ensures physical and emotional safety, and supports scholars 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 scholar experience
- Career Pathways Initiative - creating career-connected learning and pathways for all our scholars to help activate their passion and sense of purpose.
- Ensuring that all scholars 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 one of our scholars is getting strong, phonics-based literacy instruction from the 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 scholars.

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 scholar 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 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 scholar 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 articulating explicit support for scholar 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 scholars and those at risk for not meeting State academic standards.
- District and school staff should *assess the impact* of identified lead strategies on scholar 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 scholar 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.
ELA Revisions to curriculum units and pacing calendars aligned to priority and supporting standards to ensure learning recovery based on identified scholar needs.	G	The ILT continues revisions to curriculum units and pacing calendars aligned to priority and supporting standards to ensure learning acceleration based on identified scholar needs. This planning has supported the lead strategies during this time of the school year. - We continue to integrate technology and innovative technological instructional practices into every lesson. - Ongoing and aggressive progress monitoring to inform all instructional decisions and assess progress toward goals. - We place a specific emphasis on monitoring the academic performance of our SWDs, as they continue to perform lower than their general education peers. - Ongoing professional development focused on specific problems of practice. - Effective implementation of a 4-tier RTI program. - On-going monitoring of instruction with immediate and actionable feedback. - Implementation of AIM, a district initiative to support phonics and phonemic awareness-based instruction. - Identifies AIS periods (4x) a week to support scholars. - Extending phonics instruction throughout the grades to help close the gap. IReady - 56% of all scholars approaching, on or above grade level on the iReady exam. - 34% of SWDs approaching, on or above grade level on the iReady exam. Acadience - 63% of scholars in grades K through 3 are approaching, on or above grade level in Acadience.

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.
Math Revisions to curriculum units and pacing calendars aligned to priority and supporting standards to ensure learning recovery based on identified scholar needs.	G	The ILT is revising curriculum units and pacing calendars aligned to priority and supporting standards to ensure learning acceleration based on identified scholar needs. Some lead strategies consist of: - We are embedding technology and innovative technological instructional practices into every lesson. - We conduct ongoing and aggressive progress monitoring to inform all instructional decisions and assess progress toward goals. - We place a specific emphasis on monitoring the academic performance of our SWDs, as they continue to perform lower than their general education peers. - We facilitate ongoing professional development focused on specific problems of practice. - We effectively implement a 4-tier RTI program. - There is ongoing monitoring of instruction with immediate and actionable feedback. - We are consistently revising the math framework. - Implementation of Zearn, a district initiative to support scholars. - Math clubs for SWD and ENL scholars to support conceptual understanding of math concepts. iReady - 47% of all scholars approaching, on or above grade level. - 13% of SWDs approaching, on, or above grade level.
3. Creating and maintaining a welcoming and affirming environment.	G	The strategies we used are aligned with the Supportive Environment and CRSE Framework. After a comprehensive data review and in-depth needs assessments, we collaborated with the ILT, SLT inclusive members of our district team to devise a Comprehensive Educational Plan to address our needs, identify root causes, and select the specific strategies needed to continue to move our school forward. - We create and maintain a welcoming and affirming environment (Morning Mindfulness, Open door policy, access to administration, arrival and dismissal outreach from administration) - There is an ongoing collaboration between all stakeholders (SLT, CET, ILT, St. Nicks Alliance)

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.
		- Open communication to give stakeholders a voice in identifying their needs and ensuring systems and supports are in place to respond to them. - There is the availability of support that responds to social and emotional needs. (Additional Social Worker, Handle with Care program, Girls and Boys groups, Mindfulness Morning, Brain breaks)

Chronic Absenteeism. Creating and maintaining a welcoming and affirming environment.	G	The attendance team meets weekly to support monitoring and tracking scholar' attendance. Some strategies implemented are:
		- We create and maintain a welcoming and affirming environment.
		- We provide ongoing support aligned to specific family needs through our tiered Chronic Absenteeism program.
		- We increase frequency monitoring, outreach, and response to attendance data and trends.
		- Success mentors are assigned to Tier II and Tier !!! scholar to communicate with scholars and parents
		- Celebrations that promote and celebrate daily school attendance and most improved attendance.
		- School leaders developed a 3-Tiered Attendance Support plan and assigned specific support for scholars identified within each tier.
		Supports include the following actions:
		  • Tier 2 scholar: Communicating to the assigned teacher weekly that the child is potentially at-risk for chronic absenteeism, and that attendance should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance.
		  • Tier 3 scholars: Success mentors are assigned and provided daily contact with scholars and families to provide support to promote and encourage daily attendance.
		- Host PD for school staff to illustrate the link between increasing attendance and increasing scholar outcomes.
		- We continually distribute and explain School Attendance Plan and attendance policies to all staff, scholars, and families throughout the year.
		- Teachers visually track attendance in their classrooms using an attendance chart and provide incentives for scholars with 100% attendance and most improved attendance on a weekly basis.

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.
		- Monthly attendance letters are sent home stating the scholar's attendance for the month and restating the correlation between attendance and academic success. - Monthly check-ins are done with Tier 2 families to see if additional support services and resources are needed to support scholar attendance. - Attendance team meets weekly to track, analyze and respond to attendance data of chronically absent scholars. - We host monthly assemblies to acknowledge scholars, classes with 100% attendance, and the most improvement in attendance and tardiness. - School hosts monthly gatherings for scholars who have 100% attendance for the month (movie party, ice cream day, etc.).

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.	● 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, scholar learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
3-8 ELA All scholars MGP	G	We aggressively monitor benchmark data and make adjustments to our action plan as needed. **Key Strategies:** - Implementation of a research-based literacy curriculum, a standards-aligned curriculum that includes instructional support to meet the needs of all learners.	**The following data supports continued progress toward meeting this indicato**r: Beginning of Year ELA screener data reveals the following: - I-Ready(K-5): 56% of all scholars are approaching, on or above grade level (Grades K-5) - Acadience (K-3): 63% of scholars are approaching, on or above grade level (Grades K-3) - Trends from further analysis reveal subgroup performance across grades as follows:

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● 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, scholar learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		- School leaders and ILT created a literacy framework that outlines the instructional expectations for the literacy block, including domain-specific, academic vocabulary instruction, and CRSE best practices. - School leaders engage staff in on-going professional development focused on effective literacy practices - ILT engage in weekly professional development sessions to build their capacity in Rigorous Curriculum design to analyze and modify units of study to ensure that they are standards-aligned, include instructional scaffolds, CRSE strategies and common assessments aligned to the rigor and structure of the NYS ELA exam.	- SWDs and ELLs are performing significantly lower than their general education peers MOY ELA screener data reveals the following: - iReady (K-5) 56% of all scholars are approaching, on or above grade level. - Acadience (K-2) 63% of all scholars in grades K-3 are approaching, on or above grade level. - Although the SWDs and ELLs are performing lower than their general education peers, They are progressing. In addition to our current practices noted, we have made the following adjustments to improve academic performance: - Priority and focus standards were identified based on analysis of Beginning of Year and MOY data. - Pacing calendars have been revised to prioritize priority standards and priority Domains and Clusters for testing. - Partnership with SOLVED Education to analyze and modify curriculum maps.

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		- teachers engage in weekly teacher team meetings where they look at data to drive instruction and share best practices - Administrators engage staff in cycles of on-going, high-quality professional development designed to enhance instructional practices aligned to our instructional focus 3c- Engaging scholar in Learning of Danielson's Framework for Teaching and other effective teaching strategies as outlined in the School-wide Professional Development Plan. - Teachers leverage information from scholars' IEPs to plan for required adaptations to instruction. - Administrators and ILT ensure resources inclusive of dual language	- Tier 2 and 3 supports have been revised to deepen alignment to scholar's need

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● 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, scholar learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		libraries, visual vocabulary cards, bilingual dictionaries, computers and listening centers that support meeting the needs of SWDs, English Language Learners, and scholars in Temporary Housing - Teachers analyze BOY and MOY data after each benchmark assessment and use the Benchmark Data Analysis Report to create instructional plans that respond to scholars' needs. Instructional plans included scholars who have been identified to receive Tier 2 and Tier 3 academic interventions. ILT reviews data and provides feedback to strengthen the instructional plans. - Administrators engage in monthly learning walks to monitor the implementation and impact of	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● 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, scholar learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		instructional strategies and provide teachers with actionable feedback to improve their pedagogy. - District Initiative of AIM Science of Reading to support phonics and phonemic awareness instruction	
3-8 Math All scholars MGP	G	**Key Strategies** ● Revisions to math curriculum units and pacing calendars aligned to priority and supporting standards to ensure learning recovery based on identified scholar needs. ● There is ongoing monitoring of instruction with immediate and actionable feedback.	**The following data support continued progress toward meeting this indicato**r: ● We are implementing Zearn, a district initiative to support scholars. ● We provide math clubs for SWD and ENL scholars to support conceptual understanding of math concepts. MOY ELA screener data reveals the following: ● iReady (K-5) 56% of all scholars are approaching, on or above grade level.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● 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, scholar learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			• Acadience (K-2) 63% of all scholars in grades K-3 are approaching, on or above grade level.
3-8 ELA All scholars Core Subject PI	G	**Key Strategies:** • ILT engage in weekly professional development sessions to build their capacity in Rigorous Curriculum. • Revisions to the ELA curriculum units and pacing calendars aligned to priority and supporting standards to ensure learning recovery based on identified scholar needs.	**The following data support continued progress toward meeting this indicato**r: Below is our most recent DRA Data: ● 42% of scholars are approaching, on or above grade level reading. ● 66% of scholars with IEP are approaching, on or above grade level reading. ● 33% of ENL scholars are approaching, on or above grade level reading.

| 3-8 Math All scholars Core Subject PI | G | We are aggressively monitoring benchmark data and made adjustments to our action plan as needed.

Key Strategies:
• School leaders create a plan of action to ensure effective implementation of Envision math curriculum
• School leaders and ILT revised the mathematics framework that outlines the instructional expectations for the math block, including domain-specific, academic vocabulary instruction, and CRSE strategies.
• ILT engage in weekly professional development sessions to build their capacity in Rigorous Curriculum design to analyze and modify units of study to ensure that they are standards-aligned, include instructional scaffolds, and common assessments aligned to the rigor and structure of the NYS math exam.
• School leaders are engaging staff in ongoing, high-quality professional development cycles designed to enhance instructional practices aligned to our instructional focus - Engaging teachers in learning Danielson's Framework for Teaching and other effective teaching strategies as outlined | **The following data supports continued progress toward meeting this indicato**r:

As evidenced by Q1 to Q2 data results, the strategies that we've implemented have allowed us to continue to make strides in improving the math academic performance of our scholars.   We will continue to ensure:
- Teachers engage in ongoing professional development to improve their pedagogical practices aligned to our instructional principles and priorities.
- Math units are revised to include CRSE materials and resources aligned to scholar needs and interests.
- Daily use of AVID strategies to ensure college and career readiness
- Daily Math drills before the instruction is implemented.
- Partner with National Teacher Network (NTN) lead to provide targeted math support to struggling teachers.
- Administrators and ILT will conduct bi-weekly learning walks to identify instructional trends that will inform professional learning.
- We place a specific emphasis on monitoring the academic performance of our SWDs, as they continue to perform lower than their general education peers. |

	- in the School-wide Professional Development Plan. - School leaders collaborate with SWD Liaison at the District office to engage teachers of SWDs and ENL in a monthly series on Specially Designed Instruction. - Teachers leverage information from scholars' IEPs to plan for required adaptations to instruction. - Teachers used frequent formative assessment data and progress monitoring in order to determine those scholars who require modification to instruction. - Teachers engage in monthly data analysis meetings using the Data-Driven Dialogue and Making Meaning protocol to analyze scholar work products and use the Instructional Plan Template to create an instructional plan that responds to scholar needs.	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● 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, scholar learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
Grades 4 and 8 Science All scholars Core Subject P	G	We aggressively monitored benchmark data and made adjustments to our action plan as needed. **Key Strategies:** - Teachers engage in professional learning on effectively implementing the Amplify science core curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower scholars to think, read, write and argue like real scientists and engineers. - Instructional leadership Team analyzed the 4th-grade science units and pacing calendars and modified them as needed to ensure alignment with the content and rigor of the NYS exam.	**The following data support continued progress toward meeting this indicato**r: Science instruction continues to thrive at our school. We will continue to ensure that: - Amplify units of study that are aligned to the NGLS. They include hands-on investigations, literacy-rich activities, and interactive digital tools to empower scholars to think, read, write and argue like real scientists and engineers. - Instructional leadership Team analyzes the 4th-grade science units and pacing calendars and modifies them as needed to ensure alignment with the content and rigor of NGLS. - All scholars will be engaged in science instruction 2-3 days a week and engage in hands-on learning activities. - Administration and staff will tier scholars to provide additional support to scholars during the academic afterschool and test prep academy. - School community will host science workshops for families.

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		- Test Prep Academy was offered to all 4th-grade scholars. - 4th-grade extended day tutoring focused on preparation for the science exam was offered to all 4th-grade scholars.	- scholars will engage in monthly STEM instruction in the school's STEM lab.
EM Chronic Absenteeism - All scholars	G	We monitored attendance data weekly and make adjustments to our action plan as needed. **Key Strategies:** - School leaders developed a 3-Tiered Attendance Support plan and assigned specific support for scholars identified within each tier. Supports include the following actions: • Tier 2 scholar - Communicating to the assigned teacher weekly that the child is potentially at-risk for chronic absenteeism, and that attendance	The following data supports continued progress toward meeting this indicator: Recent Chronic Absenteeism Data revealed: - Scholars who were chronically absent and at risk of being chronically absent will be given Tier 3 support. - Success mentors will engage with the families monthly to identify and respond to attendance needs. - School leaders will partner with CBO (St. Nicks Alliance) to provide additional supports for families in tier 3. - Attendance team will develop monthly PDs for all parents and school staff to illustrate the link between attendance and the impact on increasing scholars' outcomes.

Receivership, Quarterly Report #2 2022 – 2023 School Year
(As required under Section 211(f) of NYS Ed. Law)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● 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, scholar learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance. ● Tier 3 scholars – Success mentors are assigned and provided daily contact with scholars and families to provide support to promote and encourage daily attendance. - We host PD for school staff to illustrate the link between increasing attendance and increasing scholar outcomes. - Distribute and explain School Attendance Plan and attendance policies to all staff, scholars, and families.	- Attendance team will track attendance daily, analyze and respond to attendance data of scholars who are chronically absent. - Attendance protocol will be revised to include identification and outreach to families of absent scholars by 9am daily. - Partner with CBO (St. Nicks Alliance) to offer greater attendance and improvement incentives. - School leaders will partner with district attendance points to monitor attendance and implement any applicable best practices. - New attendance teacher was appointed to our school community to conduct home visits and contact parents. The attendance average has increased from November 2022 to January 2023 from 86% to 88% showing an increase. Our YTD attendance rate as of 1/20/2023 is as follows: All grades = 88%. Our chronic absenteeism average rate is 15%. Attendance averages each month:

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		- Attendance Team visually tracked the attendance of scholars, providing incentives for scholars with 100% attendance and most improved attendance on a weekly basis. - School community sends home monthly attendance letters stating the scholar's attendance for the month and restating the correlation between attendance and academic success. - Monthly check-ins with Tier 2 families to see if additional support services and resources were needed to support scholar's attendance. - Attendance team meets weekly to track, analyze and respond to attendance data of chronically absent scholars. - School hosted monthly assemblies to acknowledge scholars, classes with	November 82% December 89% January 89% Subgroups attendance averages each month: ELL: November 2022 86%, December 2022 88%, January 2023 91% SWD: November 2022 86%, December 2022 90%, January 2023 91% STH: November 2022 86%, December 2022 90%, January 2023 88% The Average Daily Attendance (ADA) and Chronic Absenteeism Rates (CAR) for our subgroups are as follows: ELL: ADA - 86% CAR – 17% SWD: ADA - 88% CAR – 9% STH: ADA - 88% CAR – 14%

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● 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, scholar learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		100% attendance, and most improvement in attendance and tardiness. - Opening of a school store where scholars can spend their PRIDE bucks for incentives	
School Safety - ES/MS	G	**Key Strategies:** We have implemented the following steps to support meeting this DII: - All staff is trained in de-escalation strategies and Brain Power wellness to support the social-emotional needs of scholars - School leaders unpack previous Online Occurrence Reporting System (OORS) incident data with staff during the beginning of the school year, provide OORS data, and engage teachers in	**The following data supports continued progress toward meeting this indicato**r: 2022-2023 Incident Level and Infraction Summary Period of analysis 7/1/2022 – 1/27/2023 October 2022: 1 Level 5 infraction November 2022: 1 Level 3 infraction in December 2022: 1 Level 3 infraction and 1 level 4 infraction.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● 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, scholar learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		conversations to dispel the perception that scholars are not safe around their school and traveling between home and school. Safety protocols are clearly communicated to scholars, staff, and families throughout the year. - PBIS program is utilized school-wide and includes a strategic focus on the school's PRIDE core values. The program includes the incorporation of a PRIDE focus during monthly assemblies that are discussed and celebrated by all staff members. - School-wide mindfulness mornings are conducted daily during morning community circle meetings where scholars engage in self-awareness and self-regulation strategies.	January 2023: 1 Level 2 infraction and 4 level 3 infractions. Most infractions occurred during the afterschool program from 2 PM - 3 PM. A new afterschool director has been onboarded, and afterschool staff has been retrained on safety protocols and procedures. Restorative practices have also been implemented during the afterschool program to prevent additional infractions. Mock NYC School Survey reveals the following: ● 3.50% positive rate for all safety questions Trends include: ● Some staff members are still concerned about safety in the neighborhood and equate the concern of the neighborhood to safety within our school; however, results reveal most perceptions have shifted, evidenced in the higher percent positive overall safety scores

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● 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, scholar learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		- Mock safety surveys were administered to identify and respond to staff, scholar, and family safety concerns. - Scholars are identified, tiered, and receive targeted support based on their social and emotional needs.	In addition to our current practices noted, we have made the following adjustments to further ensure school safety: - Use of DESSA SEL screeners are used to identify students' emotional needs and tiered supports - Staff engage in ongoing training focused on utilizing SEL and CRSE resources and strategies - Administrators and the SEL team engage in monthly Supportive Environment Learning walks (SEL) to analyze the implementation and impact of SEL initiatives. The SEL inventory rubric establishes expectations and monitors impact during the SEL learning walks. - SEL team creates and implements a structure for student government inclusive of campaigning, voting, and monthly meetings of elected students to hear student concerns and collaborate for solutions.

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?	• 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, scholar learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
Plan for and implement Community School Model	G	The community schools model and accompanying support have been implemented fully. We aggressively monitored benchmark data and made adjustments to our action plan as needed. **Key Strategies:** • Maintaining a full-time Community Schools Director • Onboarding new CSD	**The following data support continued progress toward meeting this indicato**r: We continue to strengthen our Community School Model by ensuring the following: • Continued collaboration between the Community School Director, CBO (St. Nicks Alliance), and administrators. • Continued implementation of Community Need Survey to identify and respond to community needs.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	• 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, scholar learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		• Daily collaboration between school administrators and Community School Director • Community Schools meetings and progress monitoring sessions • Extended learning time • Quarterly surveys to identify community needs	• Conduct outreach to determine what additional services are available to families within our school community. • Partnering with vendors and companies to provide additional services to families within our school community.
Family and Community Engagement (DTSDE Tenet 6)	G	We aggressively monitor benchmark data and made adjustments to our action plan as needed. **Key Strategies:** • Parent Coordinator sends home parent surveys that allow parents to identify workshop topics that would empower them to support their child's educational needs and scheduling preferences to allow the	**The following data supports continued progress toward meeting this indicato**r: We continue to evaluate our practices in alignment with the indicators of each phase of Tenet 6 of the DTSDE Family Engagement Rubric. • Parent Coordinator, Community School Director, administrators and CET team will collaborate to identify and respond to family needs.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	● 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, scholar learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		school to offer workshops that parents want to attend and accommodate their schedules. ● The school offers monthly workshops and information sessions to empower parents to support their children's education at home. Topics from the Parent Survey are incorporated throughout the first part of the year. ● To increase participation and attendance, workshops are offered at varied times to accommodate parents preferred scheduling. ● Parent Coordinator creates and distributes a monthly calendar outlining monthly family events and workshops.	● The Community School Director weekly meets with and develops relationships with neighborhood CBOs that provided support to parents and invited them to present at a monthly workshop. ● Use of school website, app and phone messenger system to ensure families receive information from a variety of sources and in their home language. ● School will continue to offer parent workshops and family events to keep families informed of scholar performance, provide available resources, promote family engagement and provide family with resources to support their child's education at home.

Receivership, Quarterly Report #2 2022 – 2023 School Year
 (As required under Section 211(f) of NYS Ed. Law)

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	● 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, scholar learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		● Our school distributes monthly newsletters to inform parents of school events, academic updates, and upcoming workshops. ● Principal hosts monthly Parent-Principal meetings to discuss the school's progress towards goals, parent's concerns, and action steps parents can take to help their scholars meet their goals. ● School social media sites are updated weekly to keep parents informed of school events, academic updates, and upcoming workshops. ● Parent Coordinator and Guidance Counselor work with families to identify specific needs that may arise and support them with accessing	

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	● 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, scholar learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		community organizations and businesses to address their needs. ● Quarterly Town Hall Meetings were held inclusive of families, school staff, community leaders, and community organizations to discuss challenges and solutions to families face and to inform families of the various supports available within the school and community to support their needs. ● CET team meets monthly to discuss, coordinate and implement school-wide events and ensure the community needs are met. ● SLT and CET engage in a comprehensive needs assessment to analyze the impact of the family engagement plan, and the plan will	

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	● 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, scholar learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		be revised in response to what the data reveals. • School communication is translated into the student's home language.	
Providing 200 Hours of quality Extended Day Learning Time (ELT)	G	**Key Strategies:** • We utilized funding from our Community School funding to support providing extended day academic and social-emotional programming available for all scholars. • Accelerated learning opportunities were also offered to our students performing on and above the level.	**The following data support continued progress toward meeting this indicato**r: After-school is offered to all 157 students to provide additional academic and social-emotional support to all scholars. Students attend afterschool with PS 150 for academic instruction, and the CBO provides enrichment support and activities.

Receivership, Quarterly Report #2 2022 – 2023 School Year
 (As required under Section 211(f) of NYS Ed. Law)

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	● 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, scholar learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
Average Proficiency Rating Math, Self-Contained	G	**Key Strategies:** • School leaders create a plan of action to ensure effective implementation of Envision math curriculum. • Implementation of Zearn math program. • School leaders and ILT revised the mathematics framework that outlines the instructional expectations for the math block, including domain-specific, academic vocabulary instruction and CRSE strategies. • Small Group instruction with all SWDs. • Math Club for SWDs and ENL scholars. • ILT engages in bi-weekly data dives in math to monitor the effectiveness of small-group instruction.	**The following data support continued progress toward meeting this indicato**r: • We have students in general education (Grades K and 3) and self-contained (Grade 5). • Scholars in self-contained classes are mainstreamed based on the content level. • Two scholars have been mainstreamed into grade 5 ELA classes, and one scholar is mainstreamed in grade 5 math classes. • 26% of the school community are SWDs. • 12% of the school community is ENL.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	- 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, scholar learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		• SWDs and ENL scholars has SWAG periods for AIS and small group instruction.	
NYC School Survey: Rigorous Instruction - ES/MS	G	**Key Strategies:** • Ongoing professional development. • ILT members engage in bi-weekly data dives in math to monitor the effectiveness of small-group instruction. • Revisions to the ELA and math curriculum units and pacing calendars aligned to priority and supporting standards to ensure learning recovery based on identified scholar needs.	**The following data support continued progress toward meeting this indicato**r: Professional Development was held throughout this quarter and is facilitated by school leaders and members of ILT. Professional development is designed by gathering data from instructional leadership walks and identifying common trends. Our latest PD was around preparing to launch a new district initiative like the math program, ZEARN, to support math instruction. Professional development topics: 1. Aim Initiative: Reading as a Science 2. Zearn: Understanding Math 3. Unpacking I-Reading and Simulation data with action steps

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	
● List the constituent categories of stakeholders that have participated as CET members during this reporting period. ● Include any changes made to the CET's membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members.	Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school's improvement plan.

CET meetings are held on the third Thursday of every month at 2:45 PM. CET stakeholders/members include:
 	
 School Leader
 Parent Coordinator
 UFT Representative
 PA president
 Title 1 chairperson
 Parents
	The CET continues to meet virtually monthly to collaborate, review data, discuss CEP goals, analyze multiple data points, identify and discuss community needs and discuss plans of action to ensure that we are meeting the needs of our community. We will continue to monitor progress toward our goals and make adjustments to our action plan as needed.
	
	 Topics of Discussion:
	   - Sensory room planning updates
	   - Mental Health Clinics for families
	   - Parent Teacher Conferences
	   - Increase parent engagement for each event. (Different times of the day for events)

Receivership, Quarterly Report #2 2022 – 2023 School Year
(As required under Section 211(f) of NYS Ed. Law)

Part V - *Receivership Powers*

Powers of the Receiver
Provide a summary of the use of the School Receiver's powers <u>during this reporting period.</u>

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

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

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

Part VI – *Assurance and Attestation*

By signing below, I attest 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 Commissioners Regulation §100.19.

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____

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

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Title of CET Representative: _____

Date: _____

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

Updated November 2022