

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. 327 Dr. Rose B. English	332300010327	NYC Geographic District #23	Pathways 2 Leadership	Cohort 2	https://infohub.nyced.org/reports/students-and-schools/school-receivership

Superintendent	School Principal (If new, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD	% Students designated as both ELL & SWD

Dr. Khalek Kirkland	Joy Sanders	8/29/2022	<p>Dr. Desmond K. Blackburn, Deputy Chancellor of School Leadership</p> <p>Sharon Rencher, Senior Executive Director of State/Federal Education Policy</p> <p>Dr. Tanicia Rivera, Senior Director of State School Improvement Interventions</p>	3K, Pre-K, K, 1, 2, 3, 4, 5	N/A	276	11%	19%	30%
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Executive Summary

Please provide a plain-language summary of this completed report to reflect changes and progress made during this reporting period and to describe how actions were taken to implement lead strategies, engage the community, and enact Receivership powers. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*. Applicable links must be made publicly available prior to submitting the report.

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that 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 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 student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #2 is an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school’s 2022-2023 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning*. This should include a clear *focus on how evidence* guides decisions and an articulation of explicit supports for student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

- The district should ensure that the implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
- District and school staff should *assess the impact* of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve *long-term sustainable growth*.

Part I –Lead Strategies for Improvement

Lead Strategies for School Improvement

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

**Quarterly Report #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.
Implementing Refined and Revised ELA Instructional Strategies	G	<p>Our school uses the aligned Wonders curriculum units and pacing calendars to priority and support standards. This ensures that all our students are receiving a standards-based education and are prepared for the upcoming ELA exam in the Spring. There is differentiated instruction taking place daily using innovative technological instructional practices to support our sub-groups (SWDs, ELLs) of students. We have implemented the following strategies:</p> <ul style="list-style-type: none"> • Teachers are engaging in progress monitoring to inform all instructional decisions and assess progress towards standards mastery. • Our weekly professional development sessions provided by school administration and district team members focus on higher order thinking skills, questioning and discussions techniques and effective implementation of a 4-tier RTI program. • We monitor instruction by conducting classroom walkthroughs and observations using the Advance platform. This is done on an ongoing basis, and we provide immediate feedback to each teacher. • Students are organized by tiers to address their differing needs. The strategies we use are aligned with high-leverage practices outlined in the Six Keys to School Improvement. These practices are aligned with high-leverage practices outlined in the Six Keys to School Improvement, as well as the CRSE Framework and Support Environment Framework. • All teachers are receiving training in the AIM Institute, a district wide initiative on the Science of Reading • ILT members update our PD calendar to address the professional needs of each teacher. • We use district wide iReady ELA assessment data to create Tier 1, 2, and 3 interventions to support students with what they needed. After a comprehensive data review and in-depth needs assessments, we collaborate with ILT, SLT inclusive of members from our district, and District Support Team to devise a Comprehensive Educational Plan to

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
		<p>address our needs, identify root causes, and select the specific strategies needed to continue to move our school forward.</p> <ul style="list-style-type: none"> • Teachers implement school-wide ELA practice: <ul style="list-style-type: none"> - R-Reading independently - E- Enrichment & Technology (iReady) - A- Academic Language - D- Direct teaching (Guided Reading) <p>This practice has helped teachers improve and increase student engagement.</p>
Implementing Refined and Revised Math Instructional Strategies	G	<p>We revised the Envision curriculum units and pacing calendars and aligned them to priority and supporting standards using MTSS strategies.</p> <ul style="list-style-type: none"> • We differentiate instruction using the integration of technology and innovative technological instructional practices, to support our sub-group (SWDs, ELLs) of students. • Teachers implement school-wide Math practice: <ul style="list-style-type: none"> - M-Meet the teacher (Guided Math) - A- Advanced (State exam practice) - T- Technology (iReady) - HI- Hands-on (Fluency) • On-going monitoring of instruction with immediate and actionable feedback. Using Envisions Math with fidelity on the lower grade levels and incorporating Higher Order Thinking Questioning and Discussion into lesson planning and instruction. We use learning centers to address Tier 1, 2, and 3 interventions. The strategies we use are aligned with high-leverage practices outlined in the Six Keys to School Improvement and the CRSE Framework and Support Environment Framework. members from our District Support 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.

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
Creating and maintaining a Welcoming and Affirming Environment	G	Our school creates and maintains a welcoming and affirming environment. Staff members, including administrators, greet students and their families in the morning during arrival. There are ongoing collaborations and forums to identify student/family needs such as food insecurities, clothing needs, academic needs, social-emotional, and chronic absences. We are implementing strategies that will strengthen relationships and empower families to partner with us and support meeting our DIIs. We are analyzing various data points, including parent attendance sheets for, workshops and survey results to monitor the effectiveness of current strategies and will revise plans of action that respond to what the data reveals.
Reducing Chronic Absenteeism	G	<p>We are providing ongoing support aligned to specific family needs through our tiered Chronic Absenteeism program, conducting regular home visits, implementing Home Instruction to support students who cannot attend school (physically) due to medical conditions, inviting parents to our bi-weekly At-Risk parent meeting, incentives for attending school include but is not limited to: monthly attendance celebrations for students with 100% attendance, prizes, giveaways, the Atten-Dance, and celebrations that promote daily school attendance, as well as most improved attendance.</p> <p>Attendance averages each month:</p> <ul style="list-style-type: none"> • November 2022 82% • December 2022 84% • January 2023 88% <p>Subgroups attendance averages each month:</p> <ul style="list-style-type: none"> • ELL: November 2022, December 2022, January 2023 • SWD: November 2022, December 2022, January 2023 • STH: November 2022, December 2022, January 2023 <p>The chronically absent average rate is 19%</p> <p>The attendance average has increased from November 2022 to January 2023. The Chronically absent rate has decreased from November 2022 to January 2023.</p>

Part II – Demonstrable Improvement Indicators-Level 1

Level 1 Indicators

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

**Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during
November 1, 2022 – January 20, 2023**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • 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 Students MGP	G	<p>Specific Strategies and Action Steps Implemented</p> <p>A comprehensive reorganization of the ELA block took place, and the school is organizing What I Need (W.I.N) periods in order to provide small group instruction. W.I.N periods focus on small group instruction, language acquisition, and critical thinking with support in becoming efficient readers and problem solvers.</p>	<p>The following data support continued progress toward meeting this indicator:</p> <p>Below is the SPIRES Proficiency Data for our students with disabilities as of January 3rd:</p> <p>Letter Sound Grade 1: 50% Grade 2: 70%</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> Professional learning has been designed to provide learning around each component in small-group instruction. School leaders and the Instructional Learning Team (ILT) engage in weekly learning walks to diagnose clear and concise Learning Objectives that align with student's tasks and monitor the implementation and impact of professional development and provide teachers with actionable feedback to improve their instructional practices Teachers are using lessons from the iReady Teacher Toolbox (Grades K-5). Our Tier 2 and Tier 3 students reading below grade level are identified using Acadience, Wonders, and iReady Diagnostic data. Students, within their tiers, receive targeted instruction to improve their vocabulary, fluency, reading comprehension, and writing skills. 	<p>Grade 3: 100% Grade 4: 90% Grade 5: 100% Overall: 82%</p> <p>Decoding Grade 1: 5% Grade 2: 75% Grade 3: 90% Grade 4: 85% Grade 5: 100% Overall: 71%</p> <p>Reading Comprehension Grade 1: 0% Grade 2: 5% Grade 3: 15% Grade 4: 25% Grade 5: 75%</p>

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		<p>Interventions include the Wonders Intervention Program, SPIRE Intervention, Orton Gillingham, and Great Leaps Program.</p> <ul style="list-style-type: none"> Teachers integrate daily writing throughout all content areas in order to provide students with multiple opportunities to express their thinking and share ideas. 	<p>Overall: 24%</p> <p>Grades K-5 Wonders Data: <u>Kindergarten Phonological and Phonemic Awareness:</u> BOY - Tier 1 (80% -100%): 6% Tier 2 (60% - 79%): 0% Tier 3 (0% - 59%): 94%</p> <p>MOY Tier 1 (80% -100%): 18% Tier 2 (60% - 79%): 24% Tier 3 (0% - 59%): 58%</p> <p><u>Grade 1 Phonological and Phonemic Awareness</u> BOY - Tier 1 (80% -100%): 9% Tier 2 (60% - 79%): 18% Tier 3 (0% - 59%): 73%</p>

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			<p>MOY Tier 1 (80% -100%): 21% Tier 2 (60% - 79%): 28% Tier 3 (0% - 59%): 51%</p> <p><u>Grade 2 Phonological and Phonemic Awareness</u> BOY - Tier 1 (80% -100%): 26% Tier 2 (60% - 79%): 53% Tier 3 (0% - 59%): 21%</p> <p>MOY Tier 1 (80% -100%): 52% Tier 2 (60% - 79%): 20% Tier 3 (0% - 59%): 20%</p> <p><u>Grade 3 Comprehension & Vocabulary</u></p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			<p>BOY - Tier 1 (80% -100%): 40% Tier 2 (60% - 79%): 30% Tier 3 (0% - 59%): 30%</p> <p>MOY Tier 1 (80% -100%): 60% Tier 2 (60% - 79%): 20% Tier 3 (0% - 59%): 20%</p> <p><u>Grade 4 Comprehension & Vocabulary</u></p> <p>BOY - Tier 1 (80% -100%): 0% Tier 2 (60% - 79%): 7% Tier 3 (0% - 59%): 93%</p> <p>MOY Tier 1 (80% -100%): 0% Tier 2 (60% - 79%): 23%</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			<p>Tier 3 (0% - 59%): 77%</p> <p><u>Grade 5 Comprehension & Vocabulary</u></p> <p>BOY -</p> <p>Tier 1 (80% -100%): 13%</p> <p>Tier 2 (60% - 79%): 13%</p> <p>Tier 3 (0% - 59%): 74%</p> <p>MOY</p> <p>Tier 1 (80% -100%): 17%</p> <p>Tier 2 (60% - 79%): 17%</p> <p>Tier 3 (0% - 59%): 66%</p> <p>iReady: Reading Middle of Year (MOY) Diagnostic Students Assessed/Total: 186/218</p> <ul style="list-style-type: none"> • 8% of all students in Grades K-5 are Mid or Above Grade Level (15 out of 218)

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			<ul style="list-style-type: none"> • 12% of all students in Grades K-5 are Early on Grade Level (23 out of 218) • 45% of all students in Grades K-5 are One Grade Level Below (83 out of 218) • 24% of all students in Grades K-5 are Two Grade Levels Below (44 out of 218) • 11% of all students in Grades K-5 are One Grade Level Below (21 out of 218) • Our writing cluster teacher provides daily writing instruction and understanding of writing i.e., structure, development, and inquiry. • We recently administered the iReady Reading Middle of Year (MOY) Diagnostic that assessed the following

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			<p>domains: Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension (Overall), Literature, and Informational Text.</p> <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> • Partnering with the district instructional team (AIS Coordinator and District Achievement Instructional Specialist) work with teachers at least once a week. in ways that can increase student engagement and Higher Thinking skills. • The special education liaison and the AIS coordinator conduct learning walks weekly with school leaders to help provide teachers with feedback on assessing students' learning.
3-8 ELA All Students Core Subject PI	G	Specific Strategies and Action Steps Implemented	The following data support continued progress toward meeting this indicator:

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		<ul style="list-style-type: none"> • We are utilizing the same strategies that are utilized for all students at MGP • Teachers participate in common planning weekly • PD is provided by school leaders for staff to help support small group instruction • Members of the ILT and school leaders review student data weekly to address trends and needs • Parents participate in Literacy Night. Parents learn about the strategies and standards that we are teaching students. In addition, parents have the opportunity during Literacy Night to participate in read-aloud and literacy-related games. 	<ul style="list-style-type: none"> • The iReady Reading Middle of Year (MOY) Diagnostic data that supports this indicator is noted in Demonstrable Improvement Indicator 3-8 ELA All Students MGP. <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> • Our school is partnering with the district-level special education director to help teachers create specially designed instruction for SWD. • ILT members and administrators review student assessment results weekly. • Engaging teachers in professional development inclusive of instructional rounds designed to build capacity in instructional strategies that increase rigor and foster critical thinking, such as using Higher Order Thinking questioning & discussion, as well as formative assessments during instruction to check for understanding.

<p>3-8 Math All Students Core Subject PI</p>	<p>G</p>	<p>Specific Strategies and Action Steps Implemented</p> <ul style="list-style-type: none"> • We are using Envisions 2.0 Benchmark Assessment and iReady Diagnostic data to tier students for intervention and enrichment instruction using a 4-tier approach. • Teachers use a defined Envisions 2.0's math 100-minute Math Block structure/routine inclusive of Show and Share, visual Representation, assessment, and differentiation for Tier 1 instruction. Instructional strategies utilized and assessed in Tier 1 will determine the need for more targeted interventions that occur in Tier 2. • Instructional walks are used to diagnose clear and concise learning objectives that align with the student's tasks. • We are using tasks from prior released NYS Math exam questions (Grades 3-5), Illustrative Math, and the iReady Teacher Toolbox (Grades K-2). 	<p>The following data support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Our teachers design lesson plans using the principles of UDL/SDI and explicit instruction to address all students' learning needs. • We recently administered the iReady Math Middle of Year (MOY) Diagnostic that assessed the following domains: Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry. <p>iReady: Math M.O.Y. Diagnostic Students Assessed/Total: 181/217</p> <ul style="list-style-type: none"> • 3% of all students in Grades K-5 are Mid or Above Grade Level • 4% of all students Grades K-5 are Early on Grade Level • 55% of all students Grades K-5 are One Grade Level Below • 90% of Grade K students are One Grade Level Below <p>Adjustments Made Based on Data:</p> <ul style="list-style-type: none"> • Revising units of students to incorporate CRSE, MTSS, and SEL strategies and resources. • Engaging teachers in professional development, including instructional rounds designed to build capacity in instructional strategies that increase rigor and build conceptual understanding.
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Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • 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 Students Core Subject PI	G	<p>Specific Strategies and Action Steps Implemented</p> <p>Use of a digital standards-based curriculum (Amplify Science) that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students across grades to think, read, write, and argue/discuss like real scientists and engineers.</p> <ul style="list-style-type: none"> • Science is built into the daily schedule and taught every day. • ILT analyzes 4th-grade science units and pacing calendars and modifies as needed to ensure alignment with the content and rigor of the NYS exam. • Teachers engage in monthly science professional learning provided by the district and central offices. 	<p>The following data support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Teachers are utilizing the Amplify curriculum to provide daily science instruction while making modifications to the curriculum as needed. • We offer science after-school test prep, which will be implemented to support students in mastering the NYS science exam. • We utilize Measuring UP text during science lessons to prepare students for the upcoming exams. • We have a dedicated science cluster teacher that provides hands-on science instruction (labs) to students in grades 3-5. Students work in small groups on science investigations.

<p>EM Chronic Absenteeism - All Students</p>	<p>Y</p>	<p>Specific Strategies and Action Steps Implemented</p> <ul style="list-style-type: none"> • We are using a tiered system of support to identify and meet family needs to ensure regular school attendance using the following system: <ul style="list-style-type: none"> - Tier 3 Students: Staff who serve as mentors for tier 3 students (students who have % or lower attendance). Staff support families by connecting with agencies that can remedy family medical issues that prevent students from attending school regularly. - Tier 2 Students: Offer more direct support to our scholars by having made daily outreach to families and record the outcomes on a tracker spreadsheet to progress monitor and review for further support, as needed. • Attendance Supports/Success mentors are assigned to groups of students or a classroom. The Attendance Support staff works with their assigned students and their families to provide technological support and social-emotional support and encourage families to have students attend school. • Students and classes receive shout-outs and certificates for attendance. Shout-outs are posted on our website, social media, and YouTube channel. • Implementing Home Instruction to support students who cannot attend school due to medical conditions. • Invite parents to our bi-weekly At-Risk parent meetings and workshops. 	<p>The following data support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Our attendance team meets weekly to discuss attendance data, and brainstorm and implement strategies and incentives to improve chronically absent student attendance and engagement. We are using a shared document that contains updated contact information for families. • In collaboration with the district attendance teacher, we are conducting regular home visits. • During our after-school program, the Community-Based Organization (CBO) P2L - Pathways to Leadership (P2L) Community Schools Director supports attendance efforts by encouraging families to have children actively attend school, and daily data verification and correction (if applicable) is conducted in order to ensure correct attendance data. • We are offering monthly incentives, i.e., ice cream socials, for students with perfect and most improved attendance. During the month of December, students with 100% attendance during the first semester will be invited to breakfast with the principal and receive a bike or scooter. <p>The attendance average has increased from November 2022 to January 2023 from 82% to 88%, showing a 6% increase. Our YTD attendance rate as of 1/20/2023 is as follows: All grades = 85%. Our chronic absenteeism average rate is 53%.</p> <p>Attendance averages each month:</p> <ul style="list-style-type: none"> • November 2022 82%
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- Incentives for attending school include but are not limited to monthly attendance celebrations for students with 100% attendance, prizes, giveaways, and the Atten-Dance.
- Daily and weekly announcements are made identifying classes that have perfect attendance. The class received a huge class certificate and possession of Earl, our school mascot/stuffed animal.
- Monthly student awards are given at our Wacky Wednesday ceremony highlighting students with perfect and most improved attendance.

- December 2022 84%
- January 2023 88%

Subgroups attendance averages each month:

- ELL: November 2022 77%, December 2022 88%, January 2023 88%
- SWD: November 2022 78%, December 2022 80%, January 2023 83%
- STH: November 2022 78%, December 2022 84%, January 2023 88%

The daily attendance and chronic absenteeism rates for our subgroups are as follows:

- ELL: ADA - 93.5% CA – 51.4%
- SWD: ADA - 84.6% CA – 67.9%
- STH: ADA - 88.4% CA – 65.8%

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • 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 ELP Success Ratio - All Students	G	<p>Specific Strategies and Action Steps Implemented</p> <ul style="list-style-type: none"> • Kindergarten students receive small group instruction from their classroom teachers and speech teachers (volunteering one period of service three days a week. • We have begun to utilize Foundations in the mornings for 30 minutes with a transition to Wonders. 	<p>The following data support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • The data that support ELP Success Ratio for students in grades 3-5 are indicated above: iReady ELA and Math Middle of the Year data. • Since the start of the school year, teachers have engaged in the following professional development: Snowballing, Plan of Attack, Skills Checklist, Center Protocols, Workshop Model, Unpacking Guided Reading, Small Group Instruction, Progress Monitoring, Schoolwide Instructional Strategies in ELA and math.
School Safety - ES/MS	G	<p>Specific Strategies and Action Steps Implemented</p> <p>Positive Behavior Intervention System (PBIS):</p> <ul style="list-style-type: none"> • 2022-2023 Game room Initiative • Core Values are taught and reinforced – Respect, Responsibility, 	<p>The following data support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • According to the Online Occurrence Reporting System (OORS) data analysis from (November 1, 2022 - Present):

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> • Safety and Support • School-wide ClassDojo incentive points • Students earn Eagle Bucks for following core values • PBIS store (monthly shopping) • Monthly incentives • Monthly Wacky Wednesday assemblies • Social-emotional lunch activities <p>Social Emotional supports:</p> <ul style="list-style-type: none"> • School Based Support Team (SBST): School Psychologist, Social Worker, Guidance Counselor, STH Social Worker • Therapist - Brooklyn Center for Psychotherapy • Restorative circles • Sanford Harmony trained (all staff) 30-minute school-wide SEL. daily instruction 	<ul style="list-style-type: none"> - Principal suspension: 0 total - Teacher removals: 3 total - Level 5 infractions: 0 total - Level 4 infractions: 14 total - Level 3 infractions: 3 total - Level 2 infractions: 3 total - Level 1 infractions: 3 total - Highest occurrence location: Classroom (10 total) - Median occurrence location: Gymnasium (6 total) - Lowest occurrence locations: Bathroom (1 total), Entrance/Exit (1 total), Residence (1 total), School Playground (1 total) <ul style="list-style-type: none"> • We continue to review OORS data to make real-time adjustments to meet the student’s needs while keeping members of our school community safe. • We engage in bi-weekly SIT Team meetings to discuss "at-risk" students and possible strategies that can be used in and out of the classroom to support students in

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> • Mindfulness with Guidance Counselor - mindful minute • Majority of staff receiving training in LSCI & TCIS 	<ul style="list-style-type: none"> regulating emotions, increasing frustration tolerance, expanding their expressive language, and strengthening peer relationships. • In-class push-ins and monthly S.E.L. educational workshops are provided by our school's Guidance Counselor and Social workers. • The Pupil Personnel Team (PPT) meets monthly to review the number of infractions using the Online Occurrence Reporting System (OORS) and our in-house Online Behavioral Referral System. The data is used to identify students who are having difficulty in common areas. <p>Trends: As a result of social-emotional support, there has been a decrease in infractions.</p>

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 of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
Plan for and implement Community School Model	G	<p>Specific Strategies and Action Steps Implemented</p> <ul style="list-style-type: none"> • We continue to expand our ability to communicate with parents in additional languages. Academic resources and 	<p>The following data support continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Our monthly parent surveys demonstrate an improvement in parental engagement and participation. • All families receive communications via our remote platforms.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<p>communication are offered in multiple languages.</p> <ul style="list-style-type: none"> • Community School Director collaborates with School Administration, Parent Coordinator, P2L Director, PTSA, Teachers, and other school teams (Attendance, PBIS, School Safety) to provide additional social-emotional learning. • Monthly Parent Nights are held onsite and/or remotely after school to facilitate parent-student-school engagement and to promote a positive, welcoming school environment. i.e., family literacy night, family fitness night, etc. • PTSA facilitates monthly parent meetings on-site and/or remotely to share important information with the parent body. Title I 	<ul style="list-style-type: none"> • We have 100% attendance during our SLT/CET meetings. • Parents receive monthly attendance letters. <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> • We are working with our District Family Leadership Coordinator to get volunteers certified to support our classrooms. • We continue to promote students utilizing the calming space to support SEL. • We are continuing community outreach to inform of food pantry. • We continue to analyze data and need assessment surveys and adjust as needed to ensure we are responding to the needs of our community.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • 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.
		PAC hosts monthly workshops based on parent interest surveys.	

<p>Family and Community Engagement (DTSDE Tenet 6)</p>	<p>G</p>	<p>Specific Strategies and Action Steps Implemented</p> <ul style="list-style-type: none"> • We continue to expand our ability to communicate with parents in additional languages. Academic resources and communication are offered in multiple languages. • Parents receive information on multiple platforms, on-site or/and virtually. • Parents receive daily phone calls/check-ins from teachers and their attendance support. Remotely, they attend various events, such as virtual town halls. • We survey parents monthly to receive feedback on the support that they need. • Parents receive information on multiple platforms, on-site or/and virtually. Parents receive daily phone calls/check-ins from teachers and their Attendance Supports. Remotely, they attend the various platforms: and virtual town halls and participate in virtual support groups. We also communicate with parents via the 327 APP, Google Classroom, email, class dojo, school messenger, 327 website, 327 social media, and our 327 YouTube Channel. • SLT/CET meet on-site or/and remotely monthly to discuss, coordinate and implement school-wide events to ensure that the PS 327 community's needs are met. 	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • We have continued to expand our ability to communicate with parents in additional languages and across multiple digital platforms. • We are working with our District Family Leadership Coordinator to get volunteers certified to support our classrooms. • As a result of our success, in addition to the strategies noted, we continue to analyze data and needs assessment surveys and adjust as needed to ensure we are responding to the needs of our community. <p>Below are the results from the parent survey collected using the Survey Monkey Platform:</p> <p>The School Leader and Staff communicate high expectations for my child(ren).</p> <p>21.05% of parents Strongly Agree 36.14% of our parents Agree 26.32% neither agree nor disagree 10.53% Disagree 5.26% Strongly Disagree</p> <p>The School Leader and Staff emphasize college and career readiness.</p> <p>21.05% of parents Strongly Agree 15.79% of our parents Agree 52.63% neither agree nor disagree</p>
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			<p>5.62% Disagree 5.26% Strongly Disagree</p> <p>The school provides many opportunities for me to communicate about my child(ren)s academic performance.</p> <p>31.58% of parents Strongly Agree 36.84% of our parents Agree 5.26% neither agree nor disagree 21.05% Disagree 5.26% Strongly Disagree</p> <p>The school offers workshops and training that help me support my child(ren)s academic success.</p> <p>26.32% of our parents Strongly Agree 26.32% of our parents Agree 15.79% neither agree nor disagree 21.05% Disagree 10.53% Strongly Disagree</p> <p>The school communicates how my child is progressing throughout the year.</p> <p>36.84% of parents Strongly Agree 36.84% of our parents Agree 21.05% neither agree nor disagree 5.26% Disagree 00.00% Strongly Disagree</p>
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Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • 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.
Providing 200 Hours of quality Extended Day Learning Time (ELT)	G	<p>Specific Strategies and Action Steps Implemented</p> <ul style="list-style-type: none"> • Parents participate in virtual support groups. We also communicate with parents via the 327 APP, Google Classroom, email, class dojo, school messenger, 327 website, 327 social media, and our 327 YouTube Channel. • SLT/CET meet on-site or/and remotely monthly to discuss, coordinate and implement school-wide events to ensure that the PS 327 community’s needs are met. • Community School Director collaborates with School Administration, Parent Coordinator, P2L Director, PTSA, Teachers, and other school teams (Attendance, PBIS, School Safety) to 	<p>The following data support continued progress toward meeting this indicator:</p> <p>The Pathways to Leadership After School Program services all our students Mondays, Tuesdays, and Fridays. There are 170 students enrolled in the program. During those days, our students are engaged in an enrichment program that includes martial arts, dance, and most recently, visual arts.</p> <p>The program is dedicated to our Tier 2 students on Wednesdays and Thursdays. The students receive ELA and Mathematics academic intervention on those days through the iReady platform.</p> <p>The extended day program takes place from 2:35 pm - 5:30 pm.</p>

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<p>provide additional social-emotional learning and college readiness supports in alignment with AVID strategies to address students' needs.</p> <ul style="list-style-type: none"> • A multitude of Parent Nights are held onsite and/or remotely after school to facilitate parent-student-school engagement and to promote a positive, welcoming school environment. i.e., family literacy night, family fitness night, etc. • PTSA facilitates monthly parent meetings on-site and/or remotely to share important information with the parent body. Title I PAC hosts monthly workshops based on parent interest surveys. 	

<p>Average Proficiency Rating ELA, SETSS</p>	<p>G</p>	<p>Specific Strategies and Action Steps Implemented</p> <ul style="list-style-type: none"> • Partnering with the district instructional team to engage teachers (10) in Specially Designed Instruction (SDI) professional development series. • In addition to explicit instruction aligned to standards, instructional scaffolds are utilized to support our students with disabilities and MLLs. Instructional scaffolds include but are not limited to manipulatives, graphic organizers, reading fluency drills, sentence stems, etc. 	<p>The following data support continued progress toward meeting this indicator:</p> <p>The results below are based on interventions currently administered.</p> <ul style="list-style-type: none"> • 82% of SWDs are proficient in letter-sound recognition. The results show a 45% increase from 47% in Quarter 1 to 87% in Quarter 2. • 71% of SWDs can decode using various strategies. The results show a 45% increase from 47% in Quarter 1 to 87% in Quarter 2. • 24% of SWDs can fluently read a text with minimal support. The results show a 22% increase from 2% in Quarter 1 to 24% in Quarter 2. <p>We are continuing to implement the following:</p> <ul style="list-style-type: none"> • Partnering with the district instructional team to engage teachers in SDI professional development series focused on instructional strategies to meet the needs of all learners • Revising units of study to incorporate CRSE, MTSS, and SEL strategies and resources • Engaging teachers in professional development inclusive of instructional rounds designed to build capacity in instructional strategies that increase rigor and foster critical thinking.
<p>Average Proficiency Rating Math, Self-Contained</p>	<p>G</p>	<p>Specific Strategies and Action Steps Implemented</p> <p>iReady Diagnostic data are used to tier students for intervention and enrichment instruction using a 4-tier approach.</p>	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Professional learning has been designed to focus on each component of the math block as well as math instructional strategies.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> • Teachers are continuing to use a defined Envisions 2.0's math 70-minute math block structure and routine inclusive of Show and Share, Visual Representation, Assessment, and Differentiation for Tier 1 instruction. Instructional strategies utilized and assessed in Tier 1 determine the need for more targeted interventions that occur in Tier 2. • Teachers are designing lessons using the principles of UDL/SDI. • Teachers are using explicit instruction to address all students' learning needs. • School leaders and ILT will engage in weekly learning walks and student engagement remote classroom visits to monitor and support the implementation and impact of professional development and provide teachers with actionable 	<ul style="list-style-type: none"> • Teachers are providing differentiated math instruction focused on problem solving strategies, math fluency, real world math task, math vocabulary, and the utilization of visual representations that assist students in developing an understanding of mathematical concepts. • Our teachers use instructional scaffolds, including but not limited to manipulatives, graphic organizers, flashcards, math fluency drills, and games. <p>Adjustments Made Based on Data:</p> <ul style="list-style-type: none"> • We are continuing to partner with the district instructional team to engage teachers in SDI professional development series. • Revising units of student to incorporate CRSE and SEL strategies and resources. • Engaging teachers in professional development inclusive of instructional rounds designed to build capacity in instructional strategies that increase rigor and build conceptual understanding.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • 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.
		feedback to improve their instructional practices in the area of math.	
NYC School Survey: Supportive Environment - ES/MS	G	<p><i>Specific Strategies and Action Steps Implemented</i></p> <ul style="list-style-type: none"> • Our PPT developed activities that emphasize social and emotional competencies; PBIS bucks are distributed for positive behavior • Our PPT-designed activities for students are fun and engaging. The activities are used as part of a reward system 	<p>The following data support continued progress toward meeting this indicator:</p> <p>Most recently, the school administered a parent survey via survey monkey. Below are the results:</p> <ul style="list-style-type: none"> • 100% of our students have the opportunity to earning bucks for positive behavior • 80% participation in Wacky Wednesdays

Part IV – Community Engagement Team (CET)

Community Engagement Team (CET)

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

Report Out of 2022-23 CET Plan Implementation

<ul style="list-style-type: none"> List the constituent categories of stakeholders that have participated as CET members during this reporting period. Include any changes made to the CET’s membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members. 	<p>Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school’s improvement plan.</p>
<p>The categories of stakeholders that have participated as CET members include the following:</p> <ul style="list-style-type: none"> Parents Teachers School leaders Parent Coordinator Social Worker Guidance Counselor <p>There have been no new members added to the CET’s membership since the submission of the Quarter 1 Receivership Report.</p>	<p>Through the recommendations made by the CET since Quarter 1 reporting, the Schools Improvement Plan reflects an extensive response to strategically addressing and supporting the students as they receive social, emotional, and academic learning. The CET recommended:</p> <ul style="list-style-type: none"> Social/emotional learning for students and staff Ongoing professional development for staff Parental support workshops Evening events for families that will integrate learning with fun engaging activities

Part V - Receivership Powers

Powers of the Receiver

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

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

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

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

Part VI – Assurance and Attestation

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

Name of Receiver (Print): _____
 Signature of Receiver: _____
 Date: _____

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

Name of CET Representative (Print): _____
 Signature of CET Representative: _____
 Title of CET Representative: _____
 Date: _____

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

Updated November 2022