

## 2022-2023 Receivership School Quarterly Report #1

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

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

The reporting portion of this document is a self-assessment of the **implementation and outcomes of key strategies** related to Receivership, and as such, is not considered a formal evaluation via the New York State Education Department. Once finalized and accepted, this document in its entirety ***must be posted*** in a conspicuous place on the district website. All responses should directly align with, or be adaptations to, previously approved intervention plans and **require explicit engagement and input from community engagement teams.**

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
High School of World Cultures	321200011550	NYC Geographical District #12	21 <sup>st</sup> Century Community School CBO-East Side House Settlement	Cohort 2	<a href="https://infohub.nyced.org/reports/students-and-schools/school-receivership">https://infohub.nyced.org/reports/students-and-schools/school-receivership</a>

Superintendent	School Principal (If new, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD	% Students designated as both ELL & SWD
Renee Peart	Ramon Namnum	6/4/2004	Dr. Desmond K. Blackburn, Deputy Chancellor of School Leadership Sharon Rencher, Senior Executive Director of State/Federal Education Policy Dr. Tania Rivera, Senior Director of SIG Implementation & Quality Assurance Adrienne Phifer, Director of State/Federal Program Implementation	9, 10, 11, 12	84%	355	93.24%	1.4%	1.4%

## Executive Summary

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

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that each and every one of our students graduates on the pathway to a rewarding career and long-term economic security, equipped to be a positive force for change in our community and city. This vision is grounded in the Chancellor’s Four Pillars for Building Trust in NYC Public Schools and focuses on a reimagined school experience that prioritizes student well-being by supporting schools to create an Ecosystem of C.A.R.E. (Connect, Affirm, Respond, Empower) for the whole child that affirms student identity and voice, ensures physical and emotional safety, and supports students in reaching their full potential.

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

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

#### 1. Reimagining the student experience

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

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

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

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

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

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

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

**Directions for Parts I, II, and III** - District and school staff should respond to the sections of this document by both analyzing and summarizing the steps taken to implement lead strategies during the first quarter. Include processes that were **used to assess the impact** of strategies implemented on student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #1 is an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school’s 2022-2023 Continuation Plan, as part of an ongoing process of *continuous and comprehensive planning*. This should include a clear **focus on how evidence** guides decisions and an articulation of explicit supports for student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

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

## Part I –Lead Strategies for Improvement

### Lead Strategies for School Improvement

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

### Quarterly Report #1 with Reflection on Lead Strategies Utilized during July 21, 2022 – October 31, 2022

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
<p><b>4-year Graduation Rate:</b></p> <ul style="list-style-type: none"> <li>● Ongoing 1:1 student conference</li> <li>● Transcript review</li> <li>● Track progress to graduation in the New Vision and Insight NYCDOE portals</li> </ul>	Green	<p><b>Target: 4-year Graduation Rate for All</b></p> <p><b>Context for Strategy:</b> In order for students to graduate they must be programmed properly. HSWC requires a thorough and accurate transcript review and update process. This in turn leads to students choosing a major of Spanish (Biliteracy Seal), Culinary (CDOS) Business (CDOS), and/or academic track (advanced Regents with College Now options)</p> <p><b>Programming alignment: The school Master Schedule was designed for the Fall 2022 term, and we continue to do the following:</b></p> <ul style="list-style-type: none"> <li>● Accurate transcript reviews and updates from the native country within 15 days of entry to HSWC allow us to program students to meet graduation requirements.</li> <li>● The guidance counselors meet with the Administration in September to review the graduation data in the Insight NYCDOE portals to track graduation progress, student engagement, and attendance. The team continues to schedule and adjust students' programs based on their needs.</li> <li>● Guidance counselors hold 1:1 student conferences with students in the class of 2023 to ensure knowledge of progress towards the highest level of graduation, endorsements, etc.</li> </ul>

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
<p><b>Chronic Absenteeism Rate: 39%</b></p> <ul style="list-style-type: none"> <li>• Continuous Targeted Outreach to all students who are absent daily and</li> <li>• Tier 2 and 3 students counseling and success mentoring services by cohort</li> <li>• Weekly Attendance Meetings</li> <li>• Monthly Attendance Celebration</li> </ul>	Green	<p><b>Target: Chronic Absenteeism Rate</b></p> <p><b>Context for Strategy:</b> As a result of the support provided to our school community last school year due to the trauma experienced during the Covid pandemic, there is a shift in our school culture. As of October 19th, 61% of our students have missed only 1-2 days of school since September 8th, 2022, in comparison with 64% last year. Mentoring services as well as additional attendance support teams are still essential to meeting student needs. In addition:</p> <ul style="list-style-type: none"> <li>• Continuous Daily Outreach with all students who are absent</li> <li>• Weekly Attendance Team meetings to review data and monitor students' attendance.</li> <li>• Weekly teacher outreach to families to discuss students' academic status, including attendance by teachers</li> <li>• Monthly Attendance Celebrations for Perfect and Most Improved Attendance.</li> <li>• Guidance counselors' students' referral to Social Worker as needed.</li> </ul> <p><b>Interventions by Attendance Rate:</b></p> <p><b>Students with attendance rates below 90% are reviewed during attendance meetings on a weekly basis as follows:</b></p> <p>0-69.9% YTD: These students are monitored and mentored by our guidance counselors, on a daily basis for two weeks following the return from long-term absences. Interventions: outreach and referrals to outside agencies, teletherapy or mental health counseling as appropriate, alternative programs, tutoring, and individual or group counseling.</p> <p>70-89.9% YTD: outreach and individual and/ or group counseling are provided to these students by the Social Worker.</p> <p>90-93%% YTD: outreach and KID CONNECT Success Mentoring program is implemented by CBO staff and Weekly Attendance Recognition Incentive program.</p> <p>91-100% YTD: monitored by the AP and celebrated during GoGreen academic celebration events at the end of the academic school term.</p>

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
<p><b>ELA</b></p> <ul style="list-style-type: none"> <li>Double periods of ELA or Social Studies in each grade including Writing Revolution common protocols (annotations, vocabulary, sentence starters, half writes, with ESL strategies)</li> </ul>	Green	<p><b>Target: ELA</b></p> <p><b>Context for Strategy:</b> Our school is an all-new arrival school consisting of students with interrupted formal education (SIFE) who are in the process of learning English for the first time. These strategies are research-based to support language learners and bridge gaps in student learning and implemented:</p> <ul style="list-style-type: none"> <li>Double periods of ELA or Social Studies in each grade including <a href="#">Writing Revolution common protocols</a> (annotations, vocabulary, sentence starters, half writes, with <a href="#">SIOP ESL strategies</a>)</li> </ul> <p><b>Data Trend:</b></p> <ul style="list-style-type: none"> <li>Based on Regents Waiver data and ELA rates, we are currently at a 95.9 performance index for ELA. We have implemented double-period ELA classes for all at-risk students. We have also implemented a supplemental course for SIFE students to target gaps in instruction.</li> <li>Scholarship rates are not available until 10/31/22. This will be updated in the Q2 Report.</li> </ul> <p>Other Data:</p> <ul style="list-style-type: none"> <li>2 of 83 current 11th graders have ELA Regents Waivers</li> </ul>
<p><b>Math</b></p> <ul style="list-style-type: none"> <li>Algebra Double Periods of Algebra and bilingual math teachers trained in Algebra for All and use New Vision Curriculum and are guided by district coaches.</li> </ul>	Green	<p><b>Target: Math</b></p> <p><b>Context for Strategy:</b> Our school is an all-new arrival school consisting of students with interrupted formal education (SIFE) who are in the process of learning English for the first time. Students require additional time for teachers to bridge gaps in student understanding. The following have been implemented:</p> <ul style="list-style-type: none"> <li>Algebra Double Periods of Algebra and bilingual math teachers trained in Algebra for All and use Illustrative Math Curriculum. Our teachers are guided by district coaches.</li> </ul> <p><b>Data Trend:</b></p>



Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
		<ul style="list-style-type: none"> <li>Based on Regents Waiver Data and HS Math rates (All students), we were at a 66% pass rate for Math (All students) in June.</li> <li>69 of the current 83 students in the 11th grade have waivers for Algebra.</li> <li>48 of the current 51 students in the 12th grade have waivers for Algebra.</li> <li>Scholarship rates are not available until 10/31/22. This will be updated in the Q2 Report.</li> </ul>

## Part II – Demonstrable Improvement Indicators-Level 1

### Level 1 Indicators

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

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

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available before</b> submitting the report.</li> </ul>
2021 Total Cohort (10th Graders) Passing Math Regents	Green	<b>Goal:</b> By June 2023, High School Math for the 2019 Cohort will Increase 2, from 62 to 64, as measured by NYS Math Exam Results.	<b>Data Trend:</b>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available before</b> submitting the report.</li> </ul>
		<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>● Math teachers and administrators attended the Algebra for All (A4A) Summer Planning Institute.</li> <li>● Math teachers, Instructional Coach, AP integrated math curriculum focusing on blended learning, A4A rigorous strategies.</li> <li>● ILT reviewed units monthly to ensure complex rigorous tasks are scaffolded to ensure access for all and challenge to all.</li> <li>● Teacher teams including SWD and ESL teachers along with the math teachers created units that include Writing Revolution strategies to support the understanding of tier <a href="#">3 vocabulary words and complex</a>.</li> <li>● Evaluated: ILT met quarterly to analyze and plan the language demands of each math unit of study to include language goals for each</li> </ul>	<p><b>The following data supports continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>● Based on Regents Waiver Data and HS Math rates (All students), we are currently at an 89.7% pass rate for Math (All students) which exceeds the DII Target of 64%.</li> <li>● Scholarship rates are not available until 10/31/22. This will be updated in the Q2 Report.</li> </ul> <p><b>Key Strategies that support data trends:</b></p> <ul style="list-style-type: none"> <li>● In addition, Math teachers continue to be guided by district Math coaches which strive to increase rigor regardless of whether students are in-person learning or remote learning.</li> <li>● The ILT continues to monitor professional learning to ensure ESL students are provided scaffolds to acquire Tier 3, content-specific vocabulary words.</li> </ul>



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available before</b> submitting the report.</li> </ul>
		<p>unit with a focus on content-specific vocabulary tier 3 words.</p> <ul style="list-style-type: none"> <li>● As we are an all-new arrival school, dual language classes have been programmed within math classes.</li> <li>● We have implemented Algebra for All initiatives throughout curriculum planning to continue to bolster pass rates for future students.</li> </ul>	
2020 Total Cohort (11th Graders) Passing ELA Regents	Green	<p><b>Goal:</b> By June 2023, there will be an increase in the 11th Grade Cohort Y passing the ELA Regents from a baseline of 47% to 48% which exceeds the DII target of 42%.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>● Double periods of ELA or Social Studies in each grade including <a href="#">Writing Revolution common protocols</a> (annotations,</li> </ul>	<p><b>Data Trend:</b> Based on ELA scholarship rates and mock exams, we are currently at a 95.9-performance index for ELA. We have implemented double-period ELA classes for all at-risk students. We have also implemented a supplemental course for SIFE students to target gaps in instruction.</p> <ul style="list-style-type: none"> <li>● Based on ELA Regents Waivers and passing score data for cohort Y, we are currently at an 89.2% passing rate in comparison to 47% in 2018-19 SY (48 out of 56 current 11th graders have ELA Regents Waivers, and 2 students passed the CC ELA Regents with a score above 80)</li> </ul>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available before</b> submitting the report.</li> </ul>
		<p>vocabulary, sentence starters, half writes, with ESL SIOP strategies). As previously mentioned, these strategies are research-based to support language learners and bridge gaps in student learning.</p> <ul style="list-style-type: none"> <li>● Our school consists of students with interrupted formal education (SIFE) and are in the process of learning English for the first time. These strategies are research-based to support language learners and bridge gaps in student learning. The following has been implemented:</li> </ul>	<ul style="list-style-type: none"> <li>● Scholarship rates are not available until 10/31/22. This will be updated in the Q2 Report.</li> <li>● Other Data: 2 of 83 current 11th graders have ELA Regents Waivers</li> </ul>
2019 Total Cohort 4-Year Grad Rate -All Students	Green	<p><b>Goal:</b> By June 2023, the 4-Year Graduation Rate for all students will increase 20% in comparison to the baseline graduation rate of 54% which exceeds the DII target of 49%.</p> <p><b>Key Strategies:</b> <b>We will continue to:</b></p>	<p><b>Data Trend:</b></p> <ul style="list-style-type: none"> <li>o Total Number of students in the cohort: 59</li> <li>o Total number of active students: 50</li> <li>o Total number of early graduates: 4</li> <li>o <b>Potential June Grads: 85% Graduation Rate</b> <ul style="list-style-type: none"> <li>● Potential Non-grads: 5</li> </ul> </li> </ul>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available before</b> submitting the report.</li> </ul>
		<ul style="list-style-type: none"> <li>● The guidance team and Administration utilized the ATS Report, and New Visions data portals to monitor students' progress to graduation.</li> <li>● The guidance team reviewed the data collected and developed graduation plans with the students during the on-going one-on-one individual academic conferences.</li> <li>● Guidance counselors referred students to alternative programs such as YABC, or for individual/ group counseling as needed.</li> <li>● Administration met with the guidance counselors to review the class of 2023 and adjust students' programs as needed.</li> <li>● Teachers <a href="#">Planned for instruction that includes multiple entry points for students (e.g. multiple means of representation and expression).</a></li> <li>● Guidance Counselors and NYSITELL Coordinator informed ELLs/MLLs and their families of alternative ways to accumulate</li> </ul>	<p><b><u>Key Strategies that support data trend that were implemented:</u></b> In order for students to graduate they must be programmed properly. HSWC requires a thorough and accurate transcript review and update process. This in turn leads to students choosing a major of Spanish (Biliteracy Seal), Civics Readiness Seal, Culinary (CDOS) Business (CDOS), and/or academic track (advanced Regents with College Now options). We will continue to implement the strategies planned for this school year. Students in cohort Y were programmed for ELA support class after school to improve their language skills. We are utilizing the New Vision Graduation Track report to monitor our students' progress to graduation.</p> <p><b>We have and will continue to:</b></p> <ul style="list-style-type: none"> <li>● Utilize the New Vision Graduation Tracker that supports guidance counselors and ELLs/MLLs in planning for graduation.</li> <li>● Quarterly, monitor all students' progress toward graduation; ensure students know their progress toward graduation.</li> <li>● Quarterly, inform ELLs/MLLs and their families of alternative ways to accumulate credits, especially if they enter high school as new arrivals.</li> </ul>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available before</b> submitting the report.</li> </ul>
		<p>credits, especially if they enter high school as new arrivals during registration conference.</p> <ul style="list-style-type: none"> <li>● Utilizing the New Visions curriculum, administrators ensured all students have access to high-quality rigorous instruction from teachers who know the standards and curriculum.</li> </ul>	
2018 Total Cohort 5-Year Grad Rate -All Students	Green	<p><b>Goal:</b> By June 2023, the 5-Year Graduation Rate for all students will increase 25% in comparison to the baseline graduation rate of 59% which exceeds the DII target of 67%.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>● The guidance counselor assigned to cohort X provided individual conferences to the active students to develop and monitor an academic plan.</li> <li>● The guidance counselor referred the student to alternative programs such as YABC as needed.</li> </ul>	<p><b>Data Trend:</b></p> <ul style="list-style-type: none"> <li>● Number of active students in cohort X: 2</li> <li>● Graduation Rate: 84.6%</li> </ul> <p><b>Key Strategies that support data trend:</b> Individualized academic plans are developed and monitored for the active student in cohort X. All active cohort students will meet graduation requirements by June 2023.</p> <p><b>We will continue to:</b></p> <ul style="list-style-type: none"> <li>● Utilize the New Vision Graduation Tracker that supports guidance counselors and ELLs/MLLs in planning for graduation.</li> </ul>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available before</b> submitting the report.</li> </ul>
		<ul style="list-style-type: none"> <li>● The guidance counselor engaged in weekly outreach to monitor students' academic progress.</li> <li>● The Administration and guidance counselor reviewed the student's program to align to NYS graduation requirements.</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor all students' progress toward graduation; ensure students know their progress toward graduation by the Accreditation Team on a monthly basis.</li> <li>● Plan for daily instruction that includes multiple entry points for students (e.g., multiple means of representation and expression).</li> <li>● Quarterly: Monitor all students' progress toward graduation; ensure students know their progress toward graduation.</li> <li>● Quarterly: Inform ELLs/MLLs and their families of alternative ways to accumulate credits, especially if they enter high school as new arrivals.</li> <li>● Ensure common protocols such as annotation strategies and Writing Revolution are used across all content areas. The Instructional Cabinet that includes the lead teacher in each department will develop how to include these strategies in their departmental meetings.</li> <li>● Ensure all students are provided with the academic and assessment support necessary to meet commencement expectations, such as Regents prep, tutoring, AIS, Mock Regents.</li> </ul>
HS ELA All Students PI	Green	<b>Goal:</b> By June 2023, there will be an increase in HS ELA All Students Performance Index of 95.9 which meets the DII Target of 84.	<b>Data Trend:</b>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available before</b> submitting the report.</li> </ul>
		<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>● Created systems and structures via Instructional Leadership Team (ILT) to promote and implement blended learning with academic discourse with specific <a href="#">accountable talking stems</a> as access for all students through school-wide professional learning and weekly department team meetings. Target group MLL.</li> <li>● ELA Instructional Achievement Coach met with (ILT) to plan the implementation of specific strategies. This will be accomplished via co-facilitated school-wide professional development focused on shared literacy protocols aligned to the <a href="#">Writing Revolution Method</a> and vocabulary development of tier 3 words. Additionally, the coach provided targeted support to lead teachers and the</li> </ul>	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> <li>● Based on Regents Waiver Data and ELA rates, we are currently at a 84-performance index for ELA which meets the DII Target of 84. We have implemented double period ELA classes for all at risk students.</li> <li>● Scholarship rates not available until 10/31/22. This will be updated in the Q2 Report.</li> </ul> <p><b>Other Data:</b></p> <ul style="list-style-type: none"> <li>● 2 of 83 current 11th graders have ELA Regents Waivers or passing Regents grades</li> <li>● 43 of 51 current 12th graders have ELA Regents Waivers or passing Regents grades</li> </ul> <p><b><u>Strategies and Action Steps that support the data:</u></b></p> <ul style="list-style-type: none"> <li>● Instructional Leadership Team (ILT) meets biweekly on Wednesdays at 8:00 am starting 9/15/22 to create systems and structures to promote and implement academic discourse with specific <a href="#">accountable talking stems</a> as access for all students.</li> </ul>



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available before</b> submitting the report.</li> </ul>
		<p>English Department, supporting curriculum development, common assessments, data analysis, and pedagogical practices through one-on-one coaching support. Bi-weekly coaching professional development.</p> <ul style="list-style-type: none"> <li>● Updated Writing Revolution Vocabulary Protocol with ILT.</li> <li>● Programmed double periods of ELA for most students with two teachers for additional support</li> </ul>	<ul style="list-style-type: none"> <li>● The ILT meets biweekly and develops a collaborative system for the 200 hours of ELT to assist all students in passing ELA by mastering the standards. ELT will be implemented by 9/12/22- 6/13/23. Quarterly assessments are administered to monitor progress coordinated with marking periods.</li> </ul> <p>Reassessments and interventions coordinate with Data Wise teams per PLCs.</p> <ul style="list-style-type: none"> <li>● Students complete quarterly assessments aligned to the ELA Regents and school-wide teaching strategies. This data is analyzed, and the curriculum is adjusted based on the trends, patterns, and areas of growth that were observed through the quarterly assessments.</li> <li>● Evaluate inquiry planning cycle results and begin rolling out best practices that can be used after they have been implemented during the initial inquiry process.</li> </ul>
HS Math All Students PI	Green	<p><b>Goal:</b> By June 2023, there will be a 5% Increase, from 57% to 64% of the All Students passing the NYS Math Regents.</p>	<p><b>Data trend:</b></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"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available before</b> submitting the report.</li> </ul>
		<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>● Math teachers and administrators attended the Algebra for All (A4A) Summer Planning Institute.</li> <li>● Math teachers, Instructional Coach, AP integrated math curriculum focusing on blended learning, A4A rigorous strategies.</li> <li>● Teacher teams including SWD and ESL teachers along with the math teachers created units that include Writing Revolution strategies to support the understanding of tier <a href="#">3 vocabulary words and complex</a>.</li> <li>● We have implemented Algebra for All initiatives throughout curriculum planning in order to continue to bolster pass rates for future students.</li> <li>● In addition, Math teachers have continued to be guided by district Math coaches which strives to increase rigor regardless of whether</li> </ul>	<ul style="list-style-type: none"> <li>● Based on Mock Exams, we are currently at 92.4 PI which exceeds the target PI of 91.6.</li> <li>● Based on Regents Waiver Data and HS Math rates (All students), we are currently at an 89.7% pass rate for Math (All students) which exceeds the DII Target of 64%.</li> <li>● Based on Regents aligned assessments our estimated PI is 92.4 for all students in June 2023.</li> <li>● Scholarship rates not available until 10/31/22. This will be updated in the Q2 Report.</li> <li>● Based on Regents aligned assessments our estimated PI is 92.4 for all students in June 2023.</li> </ul>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available before</b> submitting the report.</li> </ul>
		<p>students are in-person learning or remote learning.</p> <ul style="list-style-type: none"> <li>● As we are an all-new arrival school, dual language classes have been programmed within math classes.</li> <li>● ILT has reviewed units monthly to ensure complex rigorous tasks are scaffolded to ensure access for all and challenge to all.</li> <li>● ILT meets quarterly to analyze and plan the language demands of each math unit of study to include language goals for each unit with a focus on content specific <a href="#">vocabulary -tier 3 words</a>.</li> <li>● The ILT has continued to monitor professional learning to ensure ESL students are provided scaffolds to acquire Tier 3, content specific vocabulary words.</li> </ul>	
College, Career and Civic Readiness Index -All Students	Green	<p><b>Goal:</b> By June 2023, the College, Career, and Civic Readiness Index for all students will increase 2% in comparison to the baseline of 89.6% which exceeds the DII of 66.5%.</p>	<p><b>Data Trend as of September 30, 2022:</b></p> <ul style="list-style-type: none"> <li>o Total Number of Students Registered in AP Spanish Language and Literature: 28</li> <li>o Projected Advanced Regents Diploma: 12</li> <li>o Projected Regents Diploma: 68</li> </ul>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available before</b> submitting the report.</li> </ul>
		<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>● Principal programmed students with time in the Extended Learning Time program for Geometry, Algebra II, A.P. Spanish Literature, and Language.</li> <li>● The guidance team in collaboration with the student government created a College and Career Google Classroom for weekly and monthly assignments as applicable.</li> <li>● Administrators ensured the school maintains one staff credentialed in comprehensive college and career advising.</li> <li>● The guidance counselor held conferences with the students to establish a post-secondary planning scope and sequence with target knowledge, experiences, and outcomes for each grade level.</li> <li>● Teacher teams including SWD and ESL teachers along with the math teachers reviewed units to include Writing Revolution strategies to support the understanding of tier 3 vocabulary words and complex and choose</li> </ul>	<ul style="list-style-type: none"> <li>○ Projected Bi-literacy Seal: 15.</li> <li>○ Projected Civics Seal: 42</li> <li>○ Projected CDOS Endorsement: Pending</li> </ul> <p><b>Key Strategies that support the data trend:</b></p> <ul style="list-style-type: none"> <li>● The guidance counselor assigned to cohort Y developed a tracking system to monitor student-level matriculation milestone completion in 11th and 12th grades (SAT completion, postsecondary application completion, financial aid application completion, postsecondary enrollment).</li> <li>● The guidance counselor assigned to cohort Y developed family benchmarks for post-secondary planning for each semester of each grade and communicated them sent home.</li> <li>● Guidance counselor developed family benchmarks for post-secondary planning for each semester of each grade and communicated them in parent-teacher conferences, report card materials, and in print materials sent home.</li> <li>● The Biliteracy team identified students that meet biliteracy criteria and program accordingly and held conferences with students to explain the biliteracy seal process.</li> <li>● We will continue to:</li> </ul>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available before</b> submitting the report.</li> </ul>
		<p>which words to use in the 7-step vocabulary protocol.</p> <ul style="list-style-type: none"> <li>● Vertical alignment of the Spanish curriculum, with the AP courses. Programmed students for Spanish based on language acquisition levels toward a World Language or AP exams.</li> <li>● Guidance counselors programmed students to Advanced math and LOTE courses in order to meet the criteria for Advanced Regents diploma.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure students are enrolled and are planning to sit for the Advanced Placement (AP) exams for the 2 AP exams that are offered.</li> <li>- Provide students with Regents prep support after school and on Saturdays.</li> </ul>
HS Chronic Absenteeism -All Students	Green	<p><b>Goal:</b> By June 2023, the school will have a 4% decrease in Chronic Absenteeism Rate in comparison to the 42% rate in the SY 2018-19 which exceeds the DII target of 37%.</p> <p><b><u>Key Strategies implemented:</u></b></p> <ul style="list-style-type: none"> <li>● Administrators provided professional training to teachers to effectively use the Chronic Absenteeism Tracking Tool using the New</li> </ul>	<p><b><u>Data Trend:</u></b></p> <p><b>Chronic Absenteeism rate by cohort data from New Visions</b></p> <ul style="list-style-type: none"> <li>○ Class of 23 = 87%</li> <li>○ Class of 24 = 85%</li> <li>○ Class of 25 = 86%</li> <li>○ Class of 26 = 91%</li> </ul> <p>Number of Students in the YTD Attendance Rate categories: 95.01-100%: 155</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"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available before</b> submitting the report.</li> </ul>
		<p>Visions Data Tool, such as the Heat Map and Insight.</p> <ul style="list-style-type: none"> <li>● Staff conducted weekly attendance meetings using ATS reports, New Visions Data Tool and Insight tools and skills learned in professional development to closely monitor individual student attendance, subgroups of students, and develop action plans to improve attendance.</li> </ul> <p><b>Agenda Items Included:</b></p> <ul style="list-style-type: none"> <li>● Reinforcement of Excellent Attendance via perfect attendance awards celebrations</li> <li>● Improving Attendance</li> <li>● Routinely track interventions for chronic absenteeism</li> <li>● Provide one on one support to students who are seeking a different educational and academic placement.</li> <li>● Guidance counselors provided individual and group counseling support to identified</li> </ul>	<p>90.01-95%: 59 80.01-90%: 65 60.01-80: 48 60% or less: 29</p> <p><b><u>Key Strategies that support the data trend:</u></b></p> <p><b>We have continued to and will continue to:</b></p> <ul style="list-style-type: none"> <li>○ Use curricular materials aligned to Culturally Responsive and Sustaining Education, and resources that reflect students' lives and experiences, diverse perspectives, racially, culturally, and linguistically. As students feel they are valued, accepted, understood, and respected in class. Students will be engaged in authentic learning and motivated to attend school regularly.</li> <li>○ Communicate and explain school attendance plan and attendance policies at registration, parent conferences, Parent Association meetings, professional development meetings, department meetings, School Leadership Team meetings, student assemblies.</li> <li>○ Partner with CBO and Student Government Council to develop community-centered communications campaigns on importance of</li> </ul>



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available before</b> submitting the report.</li> </ul>
		<p>students and made referral to the School Social Worker or an outside agency as needed.</p> <ul style="list-style-type: none"> <li>● Teachers and guidance counselors collaborated in the outreach to parents/guardians and discussed outcomes during grade level meetings (KIDCONNECT).</li> <li>● <b>The Attendance team implemented the following Interventions by Attendance Rate:</b></li> </ul> <p><u>0-69% YTD:</u> These students have been monitored and mentored by our guidance counselors, on a daily basis for two weeks following the return from long term absences. Interventions: outreach and referrals to outside agencies, tele-therapy or mental health counseling as appropriate, alternative programs, tutoring, and individual or group counseling. Monitored by guidance counselors and the attendance teacher.</p>	<p>attendance and create short-term and long-term attendance initiatives.</p> <ul style="list-style-type: none"> <li>○ Reward and strengthen positive attendance and punctuality, through the lens of positive behavior reinforcement and celebrations. These incentives include recognition activities, school-wide celebrations, trips, luncheons, youth employment and/or, and community service opportunities.</li> <li>○ Follow the Attendance plan and track the effectiveness of interventions. The Attendance team will determine Tier 1, Tier 2, and Tier 3 interventions, the focus of each, and categorize students accordingly. On a weekly basis the team will use the New Visions Data Tool and Insight to address: Reinforcement of Excellent Attendance, Address Improvement, Identify students decreasing attendance, Chronic Absenteeism by Subgroups, and coordinate how to best provide one on one support to students who are seeking a different educational and academic placement.</li> <li>○ KIDCONNECT mentoring program started in October in which teachers monitor identified students on a weekly basis and do check-ins with them daily. The target population for this initiative is students with a YTD attendance rate 70-89%</li> </ul>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available before</b> submitting the report.</li> </ul>
		<p><u>70-89% YTD</u>: Teachers and guidance counselors reached out to families, and individual and/ or group counseling was provided to these students as needed.</p> <p><u>90-93% YTD</u>: CBO met with the students and provided weekly attendance incentives.</p> <p><u>94-100%</u>: monitored by the AP and celebrated during GoGreen academic celebration events at the end of the marking period.</p>	<p><b>The following data supports continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>● In September 2022, the school chronic absenteeism rate was 42% in comparison to 64% in September 2021. In order to address the issue, in addition to the strategies planned for this school year, we implemented the following: <ul style="list-style-type: none"> <li>○ Created an Outreach team to monitor students' attendance and progress towards 91% YTD attendance rate</li> <li>○ At-risk counseling by school social worker and clinical psychologist funded by the CBO.</li> <li>○ Reviewed students' attendance during KIDCONNECT meetings with teachers and guidance counselors and set monthly goals by grade level.</li> <li>○ Every end of the marking period, we will continue to hold attendance celebrations.</li> </ul> </li> </ul>
HS Science All Students PI	Green	<p><b>Goal:</b> By June 2023, there will be a 2.5-point Increase in the Performance Index, from 164.24 to 168.4 as measured by the All of the Students in science.</p>	<p><b>Data Trend:</b></p> <ul style="list-style-type: none"> <li>● Based on Regents waiver data and Science pass rates (all students) and mock Regents we are currently at a <b>169-performance index</b> for Science (all students) which meets the DII Target of 168.4. We have</li> </ul>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available before</b> submitting the report.</li> </ul>
		<p><b>Key Strategies that were implemented:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Created systems and structures to promote and implement academic discourse with specific accountable talking stems as access for all students.</a></li> <li>● Instructional coaches and administrators provided feedback and support to teachers to improve their materials and resources to support the curriculum (monthly).</li> <li>● Included students in instructional walkthroughs to inform decision making about creating positive, strengths-based environments.</li> <li>● Gave time for teachers to review and update their curricula in teams.</li> </ul>	<p>implemented several interventions in order to meet this index by June 2023:</p> <ul style="list-style-type: none"> <li>○ In order to bolster academic discourse utilizing content specific vocabulary all science teachers have incorporated accountable talk stems.</li> <li>○ Professional learning series for science continued to focus on bringing tools to each science classroom which aid teachers in creating classrooms where student-facilitated whole-class conversations, teacher facilitated conversations, Omni Learn and/or Socratic Seminar exist.</li> <li>○ As part of district-based initiatives, students have been made a part of the decision-making process regarding future instructional initiatives via the SGO (student government organization).</li> <li>○ Scholarship rates not available until 10/31/22. This will be updated in the Q2 Report.</li> <li>○ 167 students have earned Regent's credit for earth science by passing the exam previously or via Waiver.</li> </ul>

<p>HS Social Studies All Students PI</p>	<p>Green</p>	<p><b>Goals:</b> Utilizing the key strategies below, students will improve to a performance index of 177.4 by June 2023.</p> <ul style="list-style-type: none"> <li>• Teacher teams selected at least one unit of study to revise and implement, to incorporate content and resources that are racially, culturally, and linguistically diverse.</li> <li>• Created a schedule and structure for School Leadership and/or Instructional Leadership teams to analyze data and review progress towards equity goals.</li> <li>• Teachers incorporated expanded class libraries with well selected books, materials, and resources from publishers that specialize in diverse content.</li> <li>• Conducted Implicit Bias Awareness workshop with all staff.</li> <li>• Created a CCSR school equity team.</li> <li>• Engaged in instructional walkthroughs within teacher teams to norm instructional strategies for positive, strengths-based environments.</li> <li>• Designated time in team meetings and school-wide professional development to identify the practice and process improvements that progress monitoring data indicate are necessary.</li> </ul>	<p><b>Data trends that support continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>• Based on Regents aligned assessments we are at a performance index of 184.5 which exceeds the DII Target of 177.4</li> <li>• Current Total Social Studies students that will earn credit in January 2023 upon passing the class: 83 of 83 = 100%</li> <li>• 8 students in the 11<sup>th</sup>-grade class currently have a waiver for the US Regents</li> <li>• 43 students in the 12<sup>th</sup>-grade class currently have a waiver for the US Regents</li> <li>• 83 students will earn Regent's credit in US history and are eligible for the US Waiver.</li> <li>• We have implemented CRE (Culturally Responsive Education in order to bolster curriculum accessibility for students and increase engagement during daily instruction.</li> <li>• Curriculum has also been updated to align with New Visions standards (regents-based, skill-driven).</li> <li>• Professional learning has been data-driven, whereby teachers examine student results around regents' specific skills and create targeted lesson interventions.</li> <li>• Interventions have served the entire community of ESL students by increasing the interaction with tier 3 content-specific vocabulary words.</li> <li>• Writing Revolution writing strategies have also been incorporated throughout the curriculum in order to scaffold writing performance for ESL and non-ESL students.</li> <li>• Scholarship rates are not available until 10/31/22. This will be updated in the Q2 Report.</li> </ul>
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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"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available before</b> submitting the report.</li> </ul>
2017 Total Cohort 6-Year Grad Rate -All Students	Green	<p><b>Goal:</b> By June 2023, the 6-Year Graduation Rate for all students will increase 1% in comparison to the baseline graduation rate of 83% which exceeds the DII target of 74%.</p> <p><b><u>Key Strategies that support the data trend:</u></b></p> <ul style="list-style-type: none"> <li>● The guidance counselor assigned to cohort W provided individual conferences to the active student to develop and monitor an academic plan.</li> <li>● The guidance counselor referred the student to alternative programs such as YABC as needed.</li> <li>● The guidance counselor engaged in weekly outreach to monitor students' academic progress.</li> <li>● The Administration and guidance counselor reviewed the student's program to align with NYS graduation requirements.</li> </ul>	<p><b><u>Key Strategies continued for SY22-23:</u></b> Due to their success, all strategies utilized in the left column will be re-implemented in SY22-23.</p> <p><b><u>Data Informed Rationale:</u></b></p> <p><b><u>Data Trend</u></b></p> <ul style="list-style-type: none"> <li>● 2020-2021 Graduation Rate: 91.6%</li> <li>● Number of Active Students in Cohort W: 1</li> <li>● The candidate to graduate in cohort W will graduate by June 2023.</li> </ul> <p>No adjustments are required at this time.</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"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be <b>made publicly available before</b> submitting the report.</li> </ul>
School Safety -HS	Green	<p><b>Goal:</b> By June 2023 we will decrease our safety issues to 3.35 with the ongoing Staff and student workshops in the areas of:</p> <ul style="list-style-type: none"> <li>● Child abuse</li> <li>● Cyber safety</li> <li>● Respect for all</li> <li>● Trauma Informed Teaching Trainings</li> <li>● Digital citizenship</li> </ul> <p><b>Key Strategies:</b> Ongoing Staff and student workshops in the areas of:</p> <ul style="list-style-type: none"> <li>● Child abuse</li> <li>● Respect for all</li> <li>● KIDCONNECT conferences including teachers and counselors held to develop action plans that will promote students' success as needed.</li> </ul>	<p><b>Data Trend</b></p> <ul style="list-style-type: none"> <li>● 0% student suspension rate as per OSYD OORS report</li> <li>● 0% of suspended students have been suspended more than once as per OSYD OORS report.</li> </ul>



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		<ul style="list-style-type: none"> <li>● Guidance intervention for potential at-risk behavior identified.</li> <li>● Referral to Social Worker services or Guidance counselor individual and/ or group counseling.</li> <li>● Guidance Counselors Town Halls on school expectations and Classroom presentations on SEL skills.</li> <li>● Implementation of the NYCDOE SEL Initiative and DESSA screener</li> <li>● Respect for All Week celebration and Poster contest.</li> </ul>	

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

#### **Level 2 Indicators**

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

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

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>• Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be <b>made publicly available prior</b> to submitting the report.</li> </ul>
Plan for and implement Community School Model	Green	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> <li>• Monitor all students' progress toward graduation; lower chronic absenteeism, and ensure students know their progress toward graduation.</li> </ul> <p><b>Key Strategies - 21<sup>st</sup> Century Community School</b></p> <p>Partnership with East Side House (ESH) provides our school with access to the following programs:</p> <ul style="list-style-type: none"> <li>• Stella Adler - Under the auspices of, the Office of Community Schools 21<sup>st</sup> Century Program, Stella Adler Acting Studios offers our students a unique opportunity to engage in high quality, innovative and engaging class activities on Theater.</li> </ul>	<p>East Side House Settlement is our CBO under the 21st Century grant.</p> <p>Students in “insecure housing” total: 80</p> <ul style="list-style-type: none"> <li>• Temporary Housing: 12</li> <li>• Shelter: 24</li> <li>• Doubled up: 44</li> </ul> <p>James Monroe Campus Health Clinic: School has a community clinic that provides a doctor and dentist monthly.</p> <p>ASPIRA: Peer tutoring program in collaboration with ASPIRA provided to identified at-risk STH, SWD, and ML/ELL students.</p> <p>Goal #1: Offer a range of high quality educational, developmental, and recreational services for students and their families.</p> <ul style="list-style-type: none"> <li>• Core Educational Services in academic areas such as reading, literacy, mathematics, and science.</li> <li>• Enrichment activities related to nutrition, health, art, music, technology, and recreation. These are designed to improve attachment</li> </ul>

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		<p>Students learn skills such as teamwork, collaboration, working off of and building on the cues of others, planning, and creative expression. Students use active listening, and movement, to express themselves and think critically about how to best represent concepts, ideas, or themes to an audience, in addition to improving their English Language and public speaking skills. This class also contributes to the social emotional development of students through interactions that validate their unique perspectives and fosters their sense of self.</p> <ul style="list-style-type: none"> <li>• <u>Omni Learning</u>: Provides students taking Living Environment, Forensics Science, and Chemistry classes through innovative hands-on science labs that reinforce lessons taught by teachers.</li> <li>• <u>Success Mentoring</u> - ESH staff mentors students with YTD Attendance of 90-93%.</li> </ul>	<p>to school, attendance, engagement, behavior, and academic performance.</p> <ul style="list-style-type: none"> <li>• Community involvement by establishing and maintaining partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs. The purpose is to engage students and families in the community, foster civic pride, share resources, and break down barriers.</li> </ul> <p>Goal #2: Demonstrate educational and social beliefs and exhibit positive behavioral changes.</p> <ul style="list-style-type: none"> <li>• Improvement in achievement through measures such as test scores, grades, and/or teacher reports.</li> <li>• Improvement in school attendance, improved peer relationships, classroom performance</li> </ul> <p>The CBO will continue to collaborate with attendance improvement supports based on attendance rate:</p> <ol style="list-style-type: none"> <li>1. KID CONNECT conferences to assess students' needs and develop individualized action plans that will promote growth and success.</li> <li>2. Success mentor program for all students struggling with attendance led by CBO for attendance improvement purposes.</li> <li>3. Coat and food drive as a resource for STH and families in need.</li> <li>4. Referral to outside agencies as needed for STH.</li> </ol>

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>• Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be <b>made publicly available prior</b> to submitting the report.</li> </ul>
		<ul style="list-style-type: none"> <li>• <u>Health Connections</u> - SEL workshops and therapy services provided by a clinical psychologist.</li> </ul>	<p>5. After school and Saturday ELA and math academic support for STH, SWD, and at-risk ML/ELL students.</p> <p>6. Lead Agency Facilitation of Community Resources for families:</p> <ul style="list-style-type: none"> <li>• Food Pantry</li> <li>• Housing and Emergency Housing services</li> <li>• CoVid-19 Testing and vaccine information</li> <li>• Employment Support.</li> <li>• ESOL weekday/evening/weekends Virtual Adult ESOL (English for Speakers of Other Languages classes</li> <li>• College and Career Ambassador Program for parents; The CBO will provide parents with critical workshops and resources relevant to our student's college and career development.</li> </ul>
Family and Community Engagement (DTSDE Tenet 6)	Green	<p><b>Goal:</b> Our goal is to improve communication among all school community members including students, parents, and staff via several media-based forums including Google Meet, Instagram, HSWC website, to share information effectively and better learn the needs and wants of the community members.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• School's Self-Assessment document</li> </ul>	<p><b>The following initiatives support continued progress toward meeting this indicator:</b></p> <ul style="list-style-type: none"> <li>• Saturday College and Career Readiness workshops and Adult ESOL (English for Speakers of Other Languages) classes and computer skills classes began on Saturdays as of October 15, 2022. Number of Parents Participating: 8</li> <li>• Monthly Virtual PA meetings with an average of 70 parents participating.</li> <li>• Daily outreach to parents and guardians regarding students' attendance</li> </ul>

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be <b>made publicly available prior</b> to submitting the report.</li> </ul>
		<ul style="list-style-type: none"> <li>Attendance sheets and minutes of PA meetings</li> <li>Attend the biweekly community meetings to discuss hot topics.</li> <li>Attendance log to the “Meet the Principal” monthly. meetings</li> <li>EZ Report portal attendance report for 21<sup>st</sup> Century programs</li> </ul>	<ul style="list-style-type: none"> <li>Monthly virtual meetings with the principal</li> <li>Interview with the administration as part of the Over-the-counter registration protocol.</li> <li>Parents are invited via email and text to attend the Gogreen academic celebration at the end of each school year term</li> <li>We utilize social media such as Instagram to keep students and parents informed about important dates and events. In addition, staff is assigned to update our school website with current information.</li> <li>Annual HSWC Multicultural event scheduled for May 20, 2023</li> <li>Parent-Teacher Virtual Conference: 100% of parents participated</li> </ul>
2017 Total Cohort 4-Year Grad Rate - Hispanic Students		<p><b>Goal:</b> By June 2023, the 4-Year Graduation Rate for Hispanic students will increase 10% in comparison to the baseline graduation rate of 49% which exceeds the DII target of 47%.</p> <p><b>Key Strategies:</b> <b>We will continue to:</b></p> <ul style="list-style-type: none"> <li>The guidance team and Administration utilized the ATS Report, and New Visions data portals to monitor students’ progress to graduation.</li> </ul>	<p><b>Date Trend:</b></p> <ul style="list-style-type: none"> <li>Total Number of Hispanic students in the cohort: 50</li> <li>Potential June Grads: 45 (90% Graduation Rate) (Early grads: 4)</li> </ul> <p>The following data supports continued progress toward meeting this indicator as per the New Vision Graduation Track Report:</p> <p>The following initiatives support continued progress toward meeting this indicator:</p>

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>• Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be <b>made publicly available prior</b> to submitting the report.</li> </ul>
		<ul style="list-style-type: none"> <li>• The guidance team reviewed the data collected and developed graduation plans with the students during the on-going one-on-one individual academic conferences.</li> <li>• Guidance counselors referred students to alternative programs such as YABC, or for individual/ group counseling as needed.</li> <li>• Administration met with the guidance counselors to review the class of 2023 and adjust students' programs as needed.</li> <li>• Teachers <a href="#">Planned for instruction that includes multiple entry points for students (e.g. multiple means of representation and expression).</a></li> <li>• Guidance Counselors and NYSITELL Coordinator informed ELLs/MLLs and their families of alternative ways to accumulate credits, especially if they enter high school as new arrivals during registration conference.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Insight and New Visions data tools to track graduation progress, student engagement, and attendance.</li> <li>• Ongoing 1:1 student conferences to ensure knowledge of progress towards graduation.</li> <li>• Academic intervention groups targeting students at risk of falling behind in course credits.</li> <li>• Monthly town hall meeting to address academic achievements.</li> <li>• Referrals to alternative pathways for graduation</li> </ul> <p>The Guidance Team will continue to:</p> <ul style="list-style-type: none"> <li>• Review students' programs to ensure they are programmed to meet graduation requirements.</li> <li>• Ensure all students are provided with the academic and assessment support necessary to meet commencement expectations, such as Regents prep, tutoring, AIS, and Mock Regents.</li> <li>• Monitor all students' progress toward graduation; ensure students know their progress toward graduation by the Accreditation Team.</li> </ul> <p>Teachers will continue to:</p> <ul style="list-style-type: none"> <li>• Plan for instruction that includes multiple entry points for students (e.g., multiple means of representation and expression).</li> </ul>



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be <b>made publicly available prior</b> to submitting the report.</li> </ul>
Providing 200 Hours of quality Extended Day Learning Time (ELT)	Green	<p><b>Goal:</b> By June 2023, we will provide 200 ELTs to help our students in completing credit deficits and support lagging skills via targeted interventions.</p> <ul style="list-style-type: none"> <li>200 hours of ELT is offered to all students.</li> <li>Student enrollment</li> <li>Student attendance rate</li> <li>EZ Report</li> </ul>	<p><b>Data Trend:</b></p> <p>As of June 2022: Total Number of Students Programmed for ELT: 303</p> <ul style="list-style-type: none"> <li>SAT Prep started in February 2022. This led to increased students' confidence, English class grades and Regents pass rate.</li> <li>ELT/Afterschool classes provide Regents aligned, standards based, targeted intervention in small groups. These take place M-TH for 90 mins each day. ELLS programs take place on Saturday.</li> <li>We have continued to provide extended learning and are on track to providing 200 hours ELTs by the end of June to help our students in completing credit deficits and support lagging skills via targeted interventions. In addition, Enrichment classes in Music, Mindfulness, and Physical Activities are offered after school</li> </ul>
College, Career and Civic Readiness Index - ELL Students	Green	<p><b>Goal:</b> By June 2023, the College, Career, and Civic Readiness Index for all students will increase 2% in comparison to the baseline of 89.6% which exceeds the DII of 27.6%.</p> <p><b>Key Strategies that have been implemented:</b></p> <ul style="list-style-type: none"> <li>Provided students with time in the Extended Learning Time program and Saturday Academy for individualized SAT practice.</li> </ul>	<p>The following data supports continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> <li>Total Number of Students Registered in AP Spanish Language and Literature: 28</li> <li>Projected Advanced Regents Diploma: 12</li> <li>Projected Regents Diploma: 68</li> <li>Projected Bi-literacy Seal: 15.</li> <li>Projected Civics Seal: 42</li> </ul>

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>● Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be <b>made publicly available prior</b> to submitting the report.</li> </ul>
		<ul style="list-style-type: none"> <li>● The guidance team in collaboration with the student government created a College and Career Google Classroom for weekly and monthly assignments as applicable.</li> <li>● Ensured school maintains one staff credentialed in comprehensive college and career advising.</li> <li>● Developed a tracking system and monitor student-level matriculation milestone completion in 11th and 12th grades (SAT completion, postsecondary application completion, financial aid application completion, postsecondary enrollment).</li> <li>● Held conferences with the students to establish a post-secondary planning scope and sequence with target knowledge, experiences, and outcomes for each grade level.</li> <li>● Teacher teams including SWD and ESL teachers along with the math teachers reviewed units to include Writing Revolution strategies to support the understanding of tier 3 vocabulary words and complex and choose</li> </ul>	<ul style="list-style-type: none"> <li>o Projected CDOS Endorsement: Pending</li> </ul> <p><b><u>Key Strategies that were implemented to support the data trend:</u></b></p> <p>In order to increase the number of the students enrolled and passing math college level classes, the following strategies will continue to be implemented:</p> <ul style="list-style-type: none"> <li>● Monthly, monitor New Vision graduation tracking system.</li> <li>● Math teachers, Instructional Coaches, AP will integrate A4A rigorous strategies math curriculum.</li> <li>● ILT reviewed units monthly to ensure complex rigorous tasks are scaffolded to ensure access for all and challenge to all.</li> <li>● Identified students that meet Biliteracy criteria and program accordingly. Hold conferences with students to explain the biliteracy seal process.</li> </ul> <p>The Guidance Team will continue to:</p> <ul style="list-style-type: none"> <li>● Develop family benchmarks for post-secondary planning for each semester of each grade and communicated them in parent-teacher conferences, report card materials, and in print materials sent home.</li> <li>● Quarterly, and as needed, hold conferences with the students to establish a post-secondary planning scope and sequence with target knowledge, experiences, and outcomes for each grade level.</li> </ul>

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>• Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be <b>made publicly available prior</b> to submitting the report.</li> </ul>
		<p>which words to use in the 7-step vocabulary protocol</p> <ul style="list-style-type: none"> <li>• Implemented the assessment plan using Datawise protocol to monitor the student's progress toward Regent aligned skills in Geometry and Algebra II.</li> <li>• Provided one-on-one college and career readiness counseling in 9th and 10th grades with school-based college and career counselors on a daily, weekly, and monthly basis.</li> <li>• Vertical alignment of the Spanish curriculum with the AP courses. Program students for Spanish based on Language acquisition levels towards a World Language or AP exams.</li> </ul>	<ul style="list-style-type: none"> <li>• Embed postsecondary planning workshops in existing events (PTA, parent-teacher conferences, celebrations, performances, and sporting events) to ensure all families receive key information at each grade level; monitored family participation to determine additional tiers of outreach and support needed.</li> </ul>

#### **Part IV – Community Engagement Team (CET)**

##### **Community Engagement Team (CET)**

*The role of the [Community Engagement Team](#) is to serve as an active thought partner in contributing to, and supporting the development of, recommendations for school improvement by **soliciting input through public engagement**. Recommendations made by the CET, including how the school community **and community at-large** were*

engaged to (1) provide input into the school's Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team plan and membership, should be addressed in response to the prompts below.

### Report Out of 2022-23 CET Plan Implementation

<ul style="list-style-type: none"> <li>List the categories of stakeholders that have participated as CET members during this reporting period.</li> <li>Include any changes made to the CET's membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members.</li> </ul>	<p>Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school's improvement plan.</p>
<ul style="list-style-type: none"> <li>PA President</li> <li>SLT Chairperson</li> <li>Title I Parent Advisory Council Chairperson</li> <li>Student Representative</li> <li>Student Representative</li> <li>Student Representative</li> <li>Community Based Organization Representative</li> <li>Teacher</li> <li>Teacher/UFT Union Representative</li> <li>Principal</li> </ul> <p>New UFT Representative for SY22-23: David Wald</p>	<p>The administrative team works with all stakeholders including parents, teachers, and student government to:</p> <p><b>September 2022</b></p> <ul style="list-style-type: none"> <li>Principal discussed the hiring of new teachers for ELA and AP of Supervision</li> <li>Principal discussed CEP school goals</li> <li>Parents Shared out questions and the principal answered</li> <li>UFT shared reports regarding the need for a new ELA Teacher</li> </ul> <p><b>October 2022</b></p> <ul style="list-style-type: none"> <li>Principal discussed that the budget is closing and that we are anticipating two teachers retiring this year.</li> <li>Principal discussed the desire to hire a campus AP.</li> <li>UFT report: No new announcements other than they are pushing the DOE to provide schools with more funds.</li> <li>Parents discussed creating more awareness about student jobs in the summer and how to apply for these positions.</li> <li>Students reported that they are actively engaging in college readiness and creating partnerships with colleges which allows students to complete frequent visits.</li> </ul>

<ul style="list-style-type: none"> <li>List the categories of stakeholders that have participated as CET members during this reporting period.</li> <li>Include any changes made to the CET's membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members.</li> </ul>	<p>Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school's improvement plan.</p>
	<ul style="list-style-type: none"> <li>Students reported that attendance celebrations will be led by the SGO and this month will be on the last Friday of the month.</li> <li>We conducted the Receivership Public Hearing on Monday, October 24<sup>th</sup>. The public hearing was conducted in a hybrid format to enable both in-person and virtual participation. There were no recommendations made in person or virtually. Additionally, no recommendations were submitted online. There were 193 participants that attended the public hearing in person.</li> </ul>

## **Part V - Receivership Powers**

### **Powers of the Receiver**

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

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

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

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

**Part VI – Assurance and Attestation**

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

Name of Receiver (Print): Dr. Renee Peart, Superintendent

Signature of Receiver: \_\_\_\_\_

Date: \_\_\_\_\_

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

Name of CET Representative (Print):

Signature of CET Representative: \_\_\_\_\_

Title of CET Representative:

Date: \_\_\_\_\_