

2022-2023 Receivership School Quarterly Report #1
Report Period: *July 21, 2022 to October 31, 2022 (Due October 21, 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:
P.S. 327 Dr. Rose B. English School	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	Dr. Desmond K. Blackburn, Deputy Chancellor of School Leadership Sharon Rencher, Senior Executive Director of State/Federal Education Policy Dr. Tancia Rivera, Senior Director of SIG Implementation & Quality Assurance Jenna Krueger, Director of State/Federal Program Implementation	PK-05	N/A	256	7.8%	19.1%	.4%

Executive Summary

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

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

Four Pillars for Building Trust in NYC Public Schools

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

1. Reimagining the student experience

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

2. Scaling, sustaining, and restoring what works

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

3. Prioritizing wellness and its link to student success

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

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

4. Engaging families to be our true partners

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

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

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

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

Part I –Lead Strategies for Improvement

Lead Strategies for School Improvement

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

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

Identify the lead strategies that guided the school’s improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year’s demonstrable improvement targets.
Implementing Refined and Revised ELA Instructional Strategies	G	<p>Revisions to curriculum units and pacing calendars aligned to priority and supporting standards to ensure learning recovery and social-emotional supports based on identified student needs. Integration of technology and innovative technological instructional practices. On-going and aggressive progress monitoring to inform all instructional decisions and assess progress toward goals. On-going professional development focused on specific problems of practice. Effective implementation of a 4-tier RTI program. On-going monitoring of instruction with immediate and actionable feedback.</p> <p>The strategies we used are aligned with high-leverage practices outlined in the Six Keys to School Improvement, as well as the CRSE Framework and Support Environment Framework. After a comprehensive data review and in-depth needs assessments, we collaborated with the ILT, SLT inclusive of members from our district, and 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. The strategies that we have identified and implemented with fidelity have resulted in continued improvements in our academic performance. As a result, we will continue to utilize the strategies that are noted due to their effectiveness. We will continue to analyze various data points to identify trends and needs and will revise plans of action that respond to what the data reveals. We are confident that this approach will be successful in meeting our DIIs.</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.
Implementing Refined and Revised Math Instructional Strategies	G	<p>Revisions to curriculum units and pacing calendars aligned to priority and supporting standards to ensure learning recovery and social-emotional supports based on identified student needs. Integration of technology and innovative technological instructional practices. On-going and aggressive progress monitoring to inform all instructional decisions and assess progress toward goals. On-going professional development focused on specific problems of practice. Effective implementation of a 4-tier RTI program. On-going monitoring of instruction with immediate and actionable feedback.</p> <p>The strategies we used are aligned with high-leverage practices outlined in the Six Keys to School Improvement, as well as the CRSE Framework and Support Environment Framework. After a comprehensive data review and in-depth needs assessments, we collaborated with the ILT, SLT inclusive of 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. The strategies that we have identified and implemented with fidelity have resulted in continued improvements in our academic performance. As a result, we will continue to utilize the strategies that are noted due to their effectiveness. We will continue to analyze various data points to identify trends and needs and will revise plans and actions that respond to what the data reveals. We are confident that this approach will be successful in meeting our DIIs.</p>
Creating and maintaining a Welcoming and Affirming Environment	G	<p>Creating and maintaining a welcoming and affirming environment. Strengthening systems that promote and support ongoing collaboration between all stakeholders. Having open communication allows stakeholders a voice in identifying their needs and ensuring systems and supports are in place to respond to their needs. Availability of supports that responded to social-emotional needs.</p> <p>Ongoing collaboration and forums to identify student/family needs have resulted in the school being able to identify and respond to these needs. Implementation of these strategies has strengthened relationships and has empowered families to partner with us and support meeting our DIIs. We will continue to analyze various data points to monitor the effectiveness of current strategies and will revise plans of action that respond to what the data reveals. We are confident that these strategies will continue to be instrumental in meeting our DIIs.</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.
Reducing Chronic Absenteeism	G	<p>Creating and maintaining a welcoming and affirming environment that results in students wanting to attend school every day. Providing ongoing support aligned to specific family needs through our tiered Chronic Absenteeism program. Celebrations that promoted and celebrated daily school attendance and most improved attendance.</p> <p>The strategies we used are aligned with the CRSE Framework and Support Environment Framework. Maintaining a welcoming and affirming environment has resulted in improved daily attendance and decreased chronic absenteeism. Tiered supports via our Tiered Attendance Plan allows students/families with resources aligned to their needs and supports daily school attendance. Our weekly attendance meeting, ambitious attendance goals, and strategic action steps have allowed us to identify attendance trends and areas of concern which allows us to respond to the data quickly. We will continue to analyze various data points to monitor the effectiveness of current strategies and will revise plans of action that respond to what the data reveals. We are confident that these strategies will continue to be instrumental in meeting our DIIs.</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 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"> Provide the specific data/evidence used to determine progress and impact 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 Chronic Absenteeism- All Scholars	G	<p>Specific Strategies and Action Steps Implemented</p> <ul style="list-style-type: none"> School leaders use a tiered system of support to identify and meet family needs to ensure regular school attendance. Tier 3, involves staff who serve as mentors for students, developing expectations for the role of mentor, and staff members who support families by connecting with agencies that can remedy familial or medical issues that prevent students from attending school regularly. Tier 2 supports, include communicating to the assigned 	<p>Data Trends/Evidence</p> <p>Attendance strides continue to be evident as we examine our Q1 Progress Monitoring Chronic Absenteeism results. 1% Chronic Absenteeism Rate (3 out of 256) Our YTD attendance rate as of 10/25/22 was as follows: All grades = 87%</p> <p>Adjustments Made Based on Data Due to the success of noted strategies, we will continue to implement the strategies with fidelity and monitor the impact via our weekly attendance meetings and revise our action plans if needed.</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 the specific data/evidence used to determine progress and impact 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>teacher that the child is potentially at-risk for chronic absenteeism, and attendance should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance.</p> <ul style="list-style-type: none"> ● The attendance team meets weekly to discuss attendance data, and brainstorm and implement strategies and incentives to improve chronically absent student attendance and engagement. ● Attendance team uses a shared document that contains updated contact information for families. ● Teachers make daily outreach to families regarding attendance, engagement, and overall well-being. ● Attendance Supports/Success mentors are assigned to groups of students or a classroom. The Attendance Support staff 	<p>Trends: In addition to our current practices noted, we have made the following adjustments to further improve attendance and decrease chronic absenteeism: In the beginning of the year, we had 4 “no shows” on our roster. As a result, the following steps have been taken to remove these students from our roster:</p> <ul style="list-style-type: none"> ● Guidance counselors and attendance teacher make daily outreach to families to identify where students are currently attending school, once registration is verified, students are discharged from our roster ● Ongoing SEL professional development for our mentors and staff

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 the specific data/evidence used to determine progress and impact 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>works with their assigned students and their families to provide technological support, and social-emotional support, and encourage families to have students attend school.</p> <ul style="list-style-type: none"> ● Two Monthly Trophies are used as a symbol of the championship for the two classes with the highest monthly attendance. (K-2/3-5) ● Students and classes receive shout-outs and certificates for attendance. Shout-outs are posted on our website, social media, and YouTube channel. ● Our P2L - Pathways to Leadership Community Schools Director supports attendance efforts. They make daily outreach to families in the form of wellness checks. During this time, they also encourage families to have children actively attend school. 	

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 the specific data/evidence used to determine progress and impact 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"> ● Daily data verification and correction (If applicable) is conducted in order to ensure correct attendance data. ● The attendance team meets and analyzes attendance data weekly. Weekly class attendance sheets are analyzed to identify attendance trends. ● 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. ● Monthly incentives, i.e., ice cream socials, for students with perfect and most improved attendance 	
Grades 4 and 8 Science - All Scholars Core Subject Performance Index	G	<i>Specific Strategies and Action Steps Implemented</i>	<i>Data Trends/Evidence</i> Science instruction continues to thrive. We will be administering our science baseline assessment the week of November 14, 2022. We will

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 the specific data/evidence used to determine progress and impact 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.
Indicator: 150		<ul style="list-style-type: none"> ● Use of 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. ● All teachers are teachers of science; science is built into the daily schedule and taught every day ● ICU analyzes 4th-grade science units and pacing calendars, and modifies as needed to ensure alignment with the content and rigor of the NYS exam ● ICU progress monitors science assessment data in order to develop appropriate learning paths and next steps ● Teachers engage in ongoing science professional learning 	<p>be able to identify current student performance and identify trends at that time.</p> <ul style="list-style-type: none"> ● 80% Levels 3-4 on NYS Science Exam for All Students (16 out of 20 students) ● 15% Level 2 on NYS Science Exam for All Students (3 out of 20 students) <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> ● We will continue to implement the strategies noted and monitor progress toward our benchmark goals. ● In addition to our current strategies noted, we will also: <ul style="list-style-type: none"> ○ Offer science after-school test prep, which will be implemented to support students in mastering the NYS science exam. ○ Measuring UP will be used to prepare students for the upcoming exams
School Safety Indicator: h1	G	Specific Strategies and Action Steps Implemented	<p>Data Trends/Evidence</p> <ul style="list-style-type: none"> ● NYC School Survey results indicate 86% positive responses to questions regarding School Safety.

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 the specific data/evidence used to determine progress and impact 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"> ● Positive Behavior Intervention System (PBIS): <ul style="list-style-type: none"> ○ 2022-23 Game room Initiative ○ Core Values are taught and reinforced – Respect, Responsibility, Safety and Support ○ School-wide ClassDojo incentive points ○ Student Earn Eagle Bucks for following core values ○ PBIS store (monthly shopping) ○ Monthly Incentives ○ Monthly Wacky Wednesday Assemblies ○ Social Emotional Lunch Activities ● Social Emotional supports <ul style="list-style-type: none"> ○ School Psychologist, Social Workers & Guidance Counselor ○ Therapist - Brooklyn Psychotherapy ○ Sanford Harmony trained (All staff) 	<ul style="list-style-type: none"> ○ 100% of school staff responded positively to the prompt “My students are safe in the hallways, bathrooms, locker rooms, and cafeteria of this school.” ○ 100% of school staff responded positively to the prompt “My students are safe in my class.” ○ 77% of school staff responded positively to the prompt “My students are safe outside around this school.” ○ 77% of school staff responded positively to the prompt “My students are safe traveling between home and this school.” <p>Adjustments Made Based on Data The School Support Team consists of School Social workers, School Counselors, School Psychologist, and Community Based Organization(s) to assess student needs and provide daily supports for students to deal with loss related to COVID-19.</p> <p>Bi-weekly SIT Team meetings are conducted to discuss "at-risk" students and possible strategies that can be used in and out of the classroom to support students in regulating emotions, increasing frustration tolerance, expanding their expressive language, and strengthening peer relationships.</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 the specific data/evidence used to determine progress and impact 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"> ○ 30-minute school-wide SEL daily instruction ○ Mindfulness (Guidance Counselor) - mindful minute ○ Majority of staff receiving training in LSCI & TCIS 	<p>In-class push-ins and monthly SEL educational workshops are provided by School Counselor and School Social worker. Mindfulness Center and mindfulness groups are utilized to provide students the space and opportunity to decompress, regulate their emotions and engage in restorative practices.</p> <p>The Pupil Personnel Team (PPT) meets bi-weekly to look at the number of infractions using systems such as the Online Occurrence Reporting System and our in-house Online Behavioral Referral System. The data is used to identify students who are having difficulty in common areas. Interventions are provided using research-based strategies to develop structures that will help prevent further and/or future infractions</p>
<p>3-8 Math All Students Core Subject Performance Index</p> <p>Indicator: 110</p>	G	<p>Specific Strategies and Action Steps Implemented</p> <ul style="list-style-type: none"> ● Envisions 2.0 Benchmark Assessment and iReady Diagnostic data are used to tier students for intervention and enrichment instruction using a 4-tier approach. ● Teachers/staff use a defined Envisions 2.0's math 70 -minute Math Block structure/routine inclusive of Show and Share, Visual Representation, 	<p>Data Trends/Evidence</p> <ul style="list-style-type: none"> ● 31.3% Levels 3-4 on NYS Math Exam for All Students <ul style="list-style-type: none"> ○ This represents 21.3% increase from 2019 data ● 32.8% Levels 3-4 on NYS Math Exam for Multilingual Learners <ul style="list-style-type: none"> ○ This represents a x% increase from 2019 data ● 23% Levels 3-4 on NYS Math Exam for Students with Disabilities <ul style="list-style-type: none"> ○ This represents a 17% increase from 2019 data <p>Trends include:</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 the specific data/evidence used to determine progress and impact 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>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.</p> <ul style="list-style-type: none"> ● Teachers/staff design lessons using the principles of UDL/SDI and explicit instruction to address ALL students learning needs. ● A comprehensive reorganization of the math block has been created to incorporate a focus on fluency, language acquisition, and critical thinking in order to provide students support in becoming efficient problem solvers. ● Professional learning has been designed to focus on each component of the Math Block ● Instructional walks are used to diagnose clear and concise learning objectives that align with the student's tasks 	<p>Collectively we still have a significant number of students performing at a level 1, as measured by NYS math exams. Students with Disabilities are performing lower than their general education peers on benchmark and state exams. Data reveals that students are performing better in grades 3-5 in the Numbers and Operations, and Operations and Algebraic Thinking domains but not as well in the Geometry and Measurement and Data domains. We must focus on improving the performance of all students across all domains. We need to ensure that we are providing ongoing academic and social-emotional supports while providing rigorous instruction that aligns to student need and results in continued academic improvements.</p> <p>Adjustments Made Based on Data:</p> <ul style="list-style-type: none"> ● Partnering with the district instructional team to engage teachers in SDI professional development series ● Revising units of students 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)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> ● Provide the specific data/evidence used to determine progress and impact 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"> ● Tasks are used from prior released MATH state exam questions (Grades 3-5) ● Tasks are used from illustrative math (Grades K-2) ● Tasks are used from the iReady Teacher Toolbox (Grades K-2) ● What I Need (W.I.N) periods are scheduled daily to support the instructional needs of all students utilizing a small group approach. WIN instruction focuses on developing math fluency, student verbalization of mathematical reasoning, utilization of visual representations i.e., digital or handheld manipulatives and/or pictures, problem-solving skills, and critical thinking skills needed to foster conceptual understanding. 	
3-8 ELA All Students MGP Indicator: 33	G	<i>Specific Strategies and Action Steps Implemented</i> <ul style="list-style-type: none"> ● A comprehensive reorganization of the ELA block has been created to incorporate 	<i>Data Trends/Evidence</i> <ul style="list-style-type: none"> ● 31.3% Levels 3-4 on NYS ELA Exam for All Students <ul style="list-style-type: none"> ○ This represents 21.3% increase from 2019 data ● 50% Levels 3-4 on NYS ELA Exam for Multilingual Learners

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 the specific data/evidence used to determine progress and impact 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>a focus on fluency, language acquisition, and critical thinking in order to provide students support in becoming efficient readers and problem solvers.</p> <ul style="list-style-type: none"> ● Professional learning has been designed to provide learning around each component in the ELA block ● Instructional walks are used to diagnose clear and concise LO that align with the student's tasks ● Tasks are used from prior released ELA state exam questions (Grades 3-5) ● Tasks are used from the iReady Teacher Toolbox (Grades K-2) ● 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. Interventions include Foundations Intervention Program, 	<ul style="list-style-type: none"> ○ This represents a 36% increase from 2019 data ● 23% Levels 3-4 on NYS ELA Exam for Students with Disabilities <ul style="list-style-type: none"> ○ This represents a 17% increase from 2019 data <p>Trends include: Collectively we still have a significant number of students performing at a level 1, as measured by our NYS exam results. Students with Disabilities are performing lower than their general education peers on benchmark and state exams. We need to continue to develop conceptual understanding and improve responses to constructed response questions.</p> <p>We also need to ensure that we are providing ongoing academic and social-emotional supports while providing rigorous instruction that align to student needs and results in continued academic improvements.</p> <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> ● Partnering with the district instructional team to engage teachers in SDI professional development series ● Revising units of students to incorporate CRSE and SEL strategies and resources

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 the specific data/evidence used to determine progress and impact 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>Wonders Intervention Program, SPIRE Intervention, Orton Gillingham, Great Leaps Program, and Teacher’s College Writing Program. Elements of the instructional model can occur during small group instruction and guided reading. Teacher teams utilize Culturally responsive materials and strategies, and RCD planning practices, including AVID strategies, and PBL approaches, in their unit planning (aligning to NGLS standards).</p> <ul style="list-style-type: none"> ● Writing cluster has been added to provide daily writing instruction and understanding of writing i.e., structure, development, and inquiry. ● Teachers integrate daily writing throughout all content areas in order to provide students with multiple opportunities to express their thinking and sharing of ideas. ● Administrators and ILT engage in weekly learning walks to monitor the 	<ul style="list-style-type: none"> ● Engaging teachers in professional development inclusive of instructional rounds designed to build capacity in instructional strategies that increase rigor and foster critical thinking.

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 the specific data/evidence used to determine progress and impact 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>implementation and impact of professional development and provide teachers with actionable feedback to improve their instructional practices</p> <ul style="list-style-type: none"> ● What I Need (W.I.N) periods are scheduled daily to support the instructional needs of all students utilizing a small group approach. WIN instruction focuses on developing skills aligned with student needs. 	
<p>3-8 ELP Success Ratio- All Students</p> <p>Indicator: 180</p>	G	<p><i>Specific Strategies and Action Steps Implemented</i></p> <ul style="list-style-type: none"> ● A comprehensive reorganization of the ELA block has been created to incorporate a focus on fluency, language acquisition, and critical thinking in order to provide students support in becoming efficient readers and problem solvers. ● Professional learning has been designed to provide learning around each component in the ELA block 	<p>Data:</p> <ul style="list-style-type: none"> ● 31.3% Levels 3-4 on NYS ELA Exam for All Students <ul style="list-style-type: none"> ○ This represents 21.3% increase from 2019 data ● 50% Levels 3-4 on NYS ELA Exam for Multilingual Learners <ul style="list-style-type: none"> ○ This represents a 36% increase from 2019 data ● 23% Levels 3-4 on NYS ELA Exam for Students with Disabilities <ul style="list-style-type: none"> ○ This represents a 17% increase from 2019 data <p>Trends include: Collectively we still have a significant number of students performing at a level 1, as measured by our NYS exam results. Students with Disabilities are performing lower than their general education peers on benchmark</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 the specific data/evidence used to determine progress and impact 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"> ● Instructional walks are used to diagnose clear and concise learning objectives that align with the student’s tasks ● Tasks are used from prior released ELA state exam questions (Grades 3-5) ● Tasks are used from the iReady Teacher Toolbox (Grades K-2) ● 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. Interventions include Foundations Intervention Program, Wonders Intervention Program, SPIRE Intervention, Orton Gillingham, Great Leaps Program ,and Teacher’s College Writing Program. Elements of the instructional model can occur during small group instruction and guided reading. Teacher teams utilize Culturally 	<p>and state exams. We need to continue to develop conceptual understanding and improve responses to constructed response questions. We also need to ensure that we are providing ongoing academic and social-emotional supports while providing rigorous instruction that align to student needs and results in continued academic improvements.</p> <p>Adjustments Made Based on Data</p> <ul style="list-style-type: none"> ● Partnering with the District Support 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 foster critical thinking

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 the specific data/evidence used to determine progress and impact 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>responsive materials and strategies, and RCD planning practices, including AVID strategies, and PBL approaches, in their unit planning (aligning to NGLS standards).</p> <ul style="list-style-type: none"> ● Writing cluster has been added to provide daily writing instruction and understanding of writing i.e., structure, development, and inquiry. ● Teachers integrate daily writing throughout all content areas in order to provide students with multiple opportunities to express their thinking and sharing of ideas. ● Administrators and ILT engage in weekly learning walks to monitor the implementation and impact of professional development and provide teachers with actionable feedback to improve their instructional practices ● What I Need (W.I.N) periods are scheduled daily to support the instructional needs of all students utilizing a small 	

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 the specific data/evidence used to determine progress and impact 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.
		group approach. WIN instruction focuses on developing skills aligned to student need.	
3-8 ELA All Scholars Core Subject Performance Index Indicator:100	G	<p><i>Specific Strategies and Action Steps Implemented</i></p> <ul style="list-style-type: none"> ● A comprehensive reorganization of the ELA block has been created to incorporate a focus on fluency, language acquisition, and critical thinking in order to provide students support in becoming efficient readers and problem solvers. ● Professional learning has been designed to provide learning around each component in the ELA block ● Instructional walks are used to diagnose clear and concise learning objectives that align to the student’s tasks ● Tasks are used from prior released ELA state exam questions (Grades 3-5) ● Tasks are used from the iReady Teacher Toolbox (Grades K-2) 	<p><i>Data Trends/Evidence</i></p> <ul style="list-style-type: none"> ● 31.3% Levels 3-4 on NYS ELA Exam for All Students <ul style="list-style-type: none"> ○ This represents a 21.3% increase from the 2019 data ● 50% Levels 3-4 on NYS ELA Exam for Multilingual Learners <ul style="list-style-type: none"> ○ This represents a 36% increase from the 2019 data ● 23% Levels 3-4 on NYS ELA Exam for Students with Disabilities <ul style="list-style-type: none"> ○ This represents a 17% increase from the 2019 data <p>Trends include: Collectively we still have a significant number of students performing at level 1, as measured by our NYS exam results. Students with Disabilities are performing lower than their general education peers on benchmark and state exams. We need to continue to develop conceptual understanding and improve responses to constructed response questions. We also need to ensure that we are providing ongoing academic and social-emotional supports while providing rigorous instruction that aligns with student needs and results in continued academic improvements.</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 the specific data/evidence used to determine progress and impact 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"> ● 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. Interventions include Foundations Intervention Program, Wonders Intervention Program, SPIRE Intervention, Orton Gillingham, Great Leaps Program, and Teacher’s College Writing Program. Elements of the instructional model can occur during small group instruction and guided reading. Teacher teams utilize Culturally responsive materials and strategies, and RCD planning practices, including AVID strategies, and PBL approaches, in their unit planning (aligning to NGLS standards). ● Writing cluster has been added to provide daily writing instruction and understanding 	<p><i>Adjustments Made Based on Data</i></p> <ul style="list-style-type: none"> ● Partnering with the district instructional team to engage teachers in SDI professional development series ● Revising units of the 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 foster critical thinking.

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 the specific data/evidence used to determine progress and impact 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>of writing i.e., structure, development, and inquiry.</p> <ul style="list-style-type: none"> ● Teachers integrate daily writing throughout all content areas to provide students with multiple opportunities to express their thinking and sharing of ideas. ● Administrators and ILT engage in weekly learning walks to monitor the implementation and impact of professional development and provide teachers with actionable feedback to improve their instructional practices ● What I Need (W.I.N) periods are scheduled daily to support the instructional needs of all students utilizing a small group approach. WIN instruction focuses on developing skills aligned with student needs. 	

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 to 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"> Provide the specific data/evidence used to determine progress and impact 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 before submitting the report.
<p>DTSDE Tenet 6: Family Engagement</p> <p>Indicator: 6</p>	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 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 Supports. Remotely, they attend the various platforms: and virtual town halls and 	<p>Data</p> <ul style="list-style-type: none"> Our beginning of the year DTSDE Tenet 6 Assessment indicates we have implemented 100% of Phase 1 and Phase 2 indicators and have implemented 94% of Phase 3 indicators. <p>Trends:</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. As a result of our success, in addition to the strategies noted, we will continue to analyze data and needs 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/evidence used to determine progress and impact 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 before submitting the report.
		<p>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.</p> <ul style="list-style-type: none"> ● Needs assessment survey is administered on-site and/or remotely to parents to identify topics that they would like to see covered during the Parent University sessions that will be held throughout the year. ● SLT/CET meet on-site or/and remotely monthly to discuss, coordinate and implement school-wide events to ensure that PS 327 community's needs are being met. ● 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 and college readiness supports in 	<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.

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/evidence used to determine progress and impact 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 before submitting the report.
		<p>alignment with AVID strategies to address students' needs.</p> <ul style="list-style-type: none"> ● Monthly Parent University sessions are hosted on virtual platforms and/or onsite. Topics covered are based on needs assessment survey data that is collected inclusive of academic and social-emotional supports to support their child's educational journey. ● A multitude of Parent Nights are held on-site 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. ● The Parent Coordinator serves as a liaison for parents/families and connects them to appropriate resources within the school 	

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/evidence used to determine progress and impact 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 before submitting the report.
		and community to meet their needs and support their child’s educational journey including college readiness support in alignment with AVID strategies on digital platforms or/and on-site.	
<p>Plan for and Implement Community School Model</p> <p>Indicator: 2</p>	G	<p><i>Specific Strategies and Action Steps Implemented</i></p> <ul style="list-style-type: none"> • Community School Model and accompanying supports are in full effect. • Expanded/extended-day academic and social-emotional programming is currently available • We have a full-time Community Schools Director • Attendance is tracked and monitored via the Community Schools database • Dental and vision screening have resumed. • Surveys are administered to identify, assess and respond to community needs. • CSD partners with community agencies to offer a variety of resources and services to our families 	<p><i>Data Trends/Evidence</i></p> <ul style="list-style-type: none"> • N/A <p><i>Adjustments Made Based on Data</i></p> <p>We have fully implemented our Community School Model and have complied with the past 2 years. Due to our successes with the community school model, we will continue our current practices and have made the following adjustments to strengthen our model:</p> <ul style="list-style-type: none"> • After conducting and analyzing the results from our needs assessment, workshops for parents are hosted aligned to topics identified from survey data • Monthly tutoring is offered • The CSD works with families and students on google classrooms and engages in wellness activities, yoga, crafts, and mindfulness • Programs are offered for families both virtually and in person

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/evidence used to determine progress and impact 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 before submitting the report.
			<ul style="list-style-type: none"> Students engage in daily activities to further develop social-emotional skills (problem-solving and critical thinking) and community-building skills (team building and citizenship).
<p>Providing 200 hours of Extended Day Learning Time (ELT)</p> <p>Indicator: 94</p>	G	<p><i>Specific Strategies and Action Steps Implemented</i></p> <ul style="list-style-type: none"> Extended day academic and social-emotional programming available for all students. After-school programs and Saturday Academy will continue to be offered. 	<p><i>Data Trends/Evidence</i></p> <p>During the 21-22 school year we surpassed our expectation of offering 200 hours of extended learning time. In partnership with our CBO, we will continue to offer extended day and Saturday academy inclusive of academic and social-emotional programming.</p> <p><i>Adjustments Made Based on Data</i></p> <ul style="list-style-type: none"> There were no adjustments made.
<p>Average Proficiency Rating ELA, SETTS</p> <p>Indicator: f6</p>	G	<p><i>Specific Strategies and Action Steps Implemented</i></p> <ul style="list-style-type: none"> A comprehensive reorganization of the ELA block has been created to incorporate a focus on fluency, language acquisition, and critical thinking to provide students support in becoming efficient readers and problem solvers. 	<p><i>Data Trends/Evidence</i></p> <ul style="list-style-type: none"> 31.3% Levels 3-4 on NYS ELA Exam for All Students <ul style="list-style-type: none"> This represents a 21.3% increase from the 2019 data 50% Levels 3-4 on NYS ELA Exam for Multilingual Learners <ul style="list-style-type: none"> This represents a 36% increase from the 2019 data 23% Levels 3-4 on NYS ELA Exam for Students with Disabilities <ul style="list-style-type: none"> This represents a 17% increase from the 2019 data <p>Trends include:</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/evidence used to determine progress and impact 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 before submitting the report.
		<ul style="list-style-type: none"> ● Professional learning has been designed to provide learning around each component in the ELA block ● Instructional walks are used to diagnose clear and concise learning objectives that align with the student’s tasks ● Tasks are used from prior released ELA state exam questions (Grades 3-5) ● Tasks are used from the iReady Teacher Toolbox (Grades K-2) ● 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. Interventions include Foundations Intervention Program, Wonders Intervention Program, SPIRE Intervention, Orton Gillingham, Great Leaps Program, and Teacher’s College Writing Program. Elements of the instructional model can occur during small group instruction and 	<p>Collectively we still have a significant number of students performing at level 1, as measured by our NYS exam results. Students with Disabilities are performing lower than their general education peers on benchmark and state exams. We need to continue to develop conceptual understanding and improve responses to constructed response questions. We also need to ensure that we are providing ongoing academic and social-emotional supports while providing rigorous instruction that aligns with student needs and results in continued academic improvements.</p> <p>Adjustments Made Based on Data</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 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 foster critical thinking. ● 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.

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/evidence used to determine progress and impact 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 before submitting the report.
		<p>guided reading. Teacher teams utilize Culturally responsive materials and strategies, and RCD planning practices, including AVID strategies, and PBL approaches, in their unit planning (aligning to NGLS standards).</p> <ul style="list-style-type: none"> ● Writing cluster has been added to provide daily writing instruction and understanding of writing i.e., structure, development, and inquiry. ● Teachers integrate daily writing throughout all content areas to provide students with multiple opportunities to express their thinking and sharing of ideas. ● Administrators and ILT engage in weekly learning walks to monitor the implementation and impact of professional development and provide teachers with actionable feedback to improve their instructional practices ● What I Need (W.I.N) periods are scheduled daily to support the instructional needs of all students utilizing a small group 	

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/evidence used to determine progress and impact 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 before submitting the report.
		<p>approach. WIN instruction focuses on developing skills aligned with student needs.</p>	
<p>Average Proficiency Rating Math, Self-Contained</p> <p>Indicator: g5</p>	G	<p>Specific Strategies and Action Steps Implemented</p> <ul style="list-style-type: none"> • Envisions 2.0 Benchmark Assessment and iReady Diagnostic data are used to tier students for intervention and enrichment instruction using a 4-tier approach. • Teachers/staff use a defined Envisions 2.0's math 70 -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 determine the need for more targeted interventions that occur in Tier 2. • Teachers/staff design lessons using the principles of UDL/SDI and explicit instruction to address all students learning needs. 	<p>Data Trends/Evidence</p> <ul style="list-style-type: none"> • 31.3% Levels 3-4 on NYS Math Exam for All Students <ul style="list-style-type: none"> ○ This represents 21.3% increase from 2019 data • 32.8% Levels 3-4 on NYS Math Exam for Multilingual Learners <ul style="list-style-type: none"> ○ This represents a x% increase from 2019 data • 23% Levels 3-4 on NYS Math Exam for Students with Disabilities <ul style="list-style-type: none"> ○ This represents a 17% increase from 2019 data <p>Trends include: Collectively we still have a significant number of students performing at a level 1, as measured by NYS math exams. Students with Disabilities are performing lower than their general education peers on benchmark and state exams. Data reveals that students are performing better in grades 3-5 in the Numbers and Operations, and Operations and Algebraic Thinking domains but not as well in the Geometry and Measurement and Data domains. We must focus on improving the performance of all students across all domains. We need to ensure that we are providing ongoing academic and social-emotional supports while providing rigorous instruction that align to student need and results in continued academic improvements.</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/evidence used to determine progress and impact 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 before submitting the report.
		<ul style="list-style-type: none"> ● A comprehensive reorganization of the math block has been created to incorporate a focus on fluency, language acquisition, and critical thinking in order to provide students support in becoming efficient problem solvers. ● Professional learning has been designed to focus on each component of the math block ● Instructional walks are used to diagnose clear and concise learning objectives that align with the student’s tasks ● Tasks are used from prior released math state exam questions (Grades 3-5) ● Tasks are used from illustrative math (Grades K-2) ● Tasks are used from the iReady Teacher Toolbox (Grades K-2) ● Teachers/staff engage in targeted professional learning supported by the District Support Team. Professional learning focuses on understanding and utilizing Envisions 2.0’s lesson components 	<p>Adjustments Made Based on Data:</p> <ul style="list-style-type: none"> ● Partnering 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 ● Instructional scaffolds include but are not limited to manipulatives, graphic organizers, flash cards, math fluency drills and games

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/evidence used to determine progress and impact 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 before submitting the report.
		<p>inclusive of math routines and problem-solving strategies to build students' conceptual understanding of mathematics with associated manipulatives. District Support Team supports teacher teams' incorporation of the necessary instructional skills and strategies in the math topics to ensure that all student needs are addressed.</p> <ul style="list-style-type: none"> ● Tier 2 and Tier 3 RTI-targeted research-based math strategies are provided based on our MTSS plan. Students identified who are not responding to Tier 1 interventions receive additional instruction on Tier 2 utilizing Envisions 2.0 Math Diagnosis and Intervention System or Tier 3. Tier 3 supports are more intensive and are administered using Marilyn Burns Do the Math. Students within their tiers, receive targeted explicit instruction, receive support in developing math fluency, verbalization of their mathematical reasoning, problem- 	

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/evidence used to determine progress and impact 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 before submitting the report.
		<p>solving skills, and critical thinking skills needed to foster conceptual understanding.</p> <ul style="list-style-type: none"> • Teachers and administrators engage in progress monitoring using Envisions 2.0's Topic Assessments and Performance Task to track and measure the effectiveness of instructional strategies/best practices utilized to improve student outcomes. • What I Need (W.I.N) periods are scheduled daily to support the instructional needs of all students utilizing a small group approach. WIN instruction focuses on developing math fluency, student verbalization of mathematical reasoning, utilization of visual representations i.e., digital or handheld manipulatives and/or pictures, problem-solving skills, and critical thinking skills needed to foster conceptual understanding. • Teacher teams meet weekly in collaborative Professional Learning Communities (PLCs) to plan and refine units of study that are focused on building 	

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/evidence used to determine progress and impact 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 before submitting the report.
		<p>conceptual understanding, providing opportunities for students to demonstrate mathematical reasoning and thinking through problem-solving, and developing students' fluency. Teacher teams will work together to work through students' math tasks, anticipate possible student responses and plan teacher questions to address the range of needs. Teacher teams will utilize RCD planning practices, including AVID strategies, PBL approaches, and math and instructional routines in their unit planning (aligning to NGLS standards).</p> <ul style="list-style-type: none"> ● Teachers provide 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. ● Administrators and ILT will engage in weekly learning walks and student 	

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/evidence used to determine progress and impact 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 before submitting the report.
		engagement remote classroom visits to monitor and support the implementation and impact of professional development and provide teachers with actionable feedback to improve their instructional practices in the area of math.	
<p>NYC School Survey: Rigorous Instruction</p> <p>Indicator: j1</p>	G	<p><i>Specific Strategies and Action Steps Implemented</i></p> <ul style="list-style-type: none"> ● A comprehensive reorganization of the math and ELA blocks has been created to incorporate a focus on fluency, language acquisition, and critical thinking in order to provide students support in becoming efficient readers and problem solvers. ● Professional learning has been designed to focus on each component of the Math Block ● Professional learning has been designed to provide learning around each component in the ELA block ● Instructional walks are used to diagnose clear and concise learning objectives that align with the student’s tasks 	<p><i>Data Trends/Evidence</i></p> <ul style="list-style-type: none"> ● According to our initial instructional walk, 5/11 learning objectives were clear and concise and aligned to the grade level student task ● During an instructional walk, in grades 3-5 classes, in 4 out of 5 classes state exam tasks were used. <p><i>Adjustments Made Based on Data</i></p> <ul style="list-style-type: none"> ● Common grade level tasks are identified in grade team meetings for unpacking and creating a common teacher exemplar in both ELA and math.

		implemented to support progress for each of the	<ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact 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 before submitting the report.
		<ul style="list-style-type: none"> • Tasks are used from prior released ELA and math state exam questions (Grades 3-5) • Tasks are used from illustrative math (Grades K-2) • Tasks are used from the iReady Teacher Toolbox (Grades K-2) 	

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"> • List the 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>Changes made to the CET’s membership since the development of the 2022-23 continuation plan include:</p> <ul style="list-style-type: none"> • New Principal, Interim Acting • New Assistant Principal, Interim Acting • New PTA President • New PTA Recording Secretary • New PTA Treasurer 	<p>As we move throughout this school year, we will continue to consult and collaborate with our CET to gather recommendations and devise plans of action based on the needs of our school community. Currently, our meetings will continue to be held every 3rd Wednesday of the month from 2:30pm to 5:30pm. Until further guidance is provided from the DOE, meetings will be held virtually. There were no recommendations made at the Receivership Public Hearing that was held on October 3, 2022. The public hearing was conducted in a hybrid format to enable both virtual and in-person participation.</p>

Part V - Receivership Powers

Powers of the Receiver

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

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

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

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

Part VI – Assurance and Attestation

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

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

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

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