

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:
05M194 – Countee Cullen	310500010194	NYCDOE – District 5	Partnership with Children	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. Sean Davenport	Wanda Acevedo	12/14/21	Dr. Desmond K. Blackburn, Deputy Chancellor of School Leadership Sharon Rencher, Senior Executive Director of State/Federal Education Policy Dr. Tanicia Rivera, Senior Director of SIG Implementation & Quality Assurance Dr. Crystal Lindsay, Senior Director of State/Federal Program Implementation Debra Spivak, Director of Continuous Improvement	PK-5	N/A	151	20.5%	21.2%	0.3%

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.
Creating a welcoming and affirming school environment	Y	<ul style="list-style-type: none"> • In the beginning of the school year, we focused on effectively establishing consistent routines and procedures across classrooms with minute-by-minute plans. Doing this ensured that school-wide expectations are clearly communicated to students and practiced over the first few weeks of school. This has reduced the possibilities of students engaging in inappropriate behaviors and increased time dedicated to instruction. • We are continuing daily morning meetings in every classroom and school-wide monthly community circles. Both practices allow us the opportunity to establish a sense of community and belonging among all community members, including students, staff and families. • Our attendance team has created a fun-filled school year calendar with celebrations and special-themed days happening on a weekly basis. So far this school year, we have hosted Silly Sock Day, Superhero Day, Father Figure Day, and Hispanic Heritage Celebration, just to name a few. This has helped us maintain positive attendance rates and helped to create a fun-loving environment children and adults feel proud to be a part of. • Partnership with Children's social work team facilitates bi-weekly staff support group meetings, which is a time for the adults in the building to practice self-care and establish trusting relationships over great food.
High Expectations and Rigorous Instruction	Y	<ul style="list-style-type: none"> • During the month of July, 75% of the teachers came together to learn about explicit teaching, unpack learning standards, and create unit plans for the first months of school. This work has helped teachers strengthen their content knowledge and pedagogical skills. • We engaged in data analysis protocols to determine priority standards that we will target throughout the year based on students' performance on end-of-year school-based assessments and the 2022 NYS ELA and Math exams. • We partnered with IVY Tutors, Reading Rescue, and Dreambox to offer our students appropriate interventions to strengthen foundational skills in ELA and math.

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.
Targeted Professional Learning	Y	<ul style="list-style-type: none"> • This year, we have a full-time UFT Teacher Center Coach, a Peer Collaborative Teacher (teacher leader), and a part-time Literacy Coach. With the support of the administration, this instructional leadership team is analyzing student assessment data, identifying root causes for the learning gaps, and creating a professional development plan that is targeted and aligned to desired student learning outcomes. • We established a Professional Development Plan that will help us track the professional development opportunities we offer staff and align the offerings to intended student learning outcomes. This will help us measure the effectiveness of offerings and differentiate professional learning opportunities to meet the interests and needs of our teachers. • We are in the process of establishing a Professional Development Committee so that teachers have a voice and choice in the PD opportunities that we offer. Doing this will help us align PD offerings to their needs and interests.

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 Students	Y	<ul style="list-style-type: none"> • Our Attendance Team is made up of school and CBO staff so we can work together to offer our students and families the support and services they need to thrive inside and outside of school. The team of twelve includes the principal, assistant principal, community school director, parent coordinator, CBO social workers, school social worker, district attendance teacher, community school associates, and school aides. • Attendance team members serve as “Success Mentors”. Every student in our school has been assigned a Success Mentor, who checks in with the student and his/her family regularly and connects families to available resources when needed. The success mentor shares essential information at our bi-weekly attendance team meetings. • During our bi-weekly attendance meetings, the team discusses individual students’ 	<p>Specific data/evidence used to determine progress and impact on instruction, student learning, and achievement:</p> <ul style="list-style-type: none"> • We ended the 2021-2022 school year with 52% of our students identified as chronically absent, which was an increase of about 25% since the Fall of 2021. Of this 52%, 30% were students living in temporary housing. • As of October 14th, 28.5% of all students are living in temporary housing, as compared to 14% in October 2021. • As of October 14th, 63% of our students have an attendance rate between 90-100%, as compared to 54% in October 2021. • As of October 14th, 37% have an attendance rate of 89% or below, as compared to 46% in October 2021. <p>Based on the data trends above, we plan to do the following:</p> <ul style="list-style-type: none"> • We will have an initial 1:1 meeting with families of those students identified as “at risk of being chronically absent” to discuss the potential risks that may result from students having poor attendance and discuss the obstacles that families are facing in getting their children to school every day. During the meeting, we will create an action plan and follow up with families on a weekly basis.

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>attendance patterns and plans appropriate interventions and supports for families. We then track and monitor the impact the intervention has on students' attendance.</p> <ul style="list-style-type: none"> • Attendance team plans and implements special school events and celebrations to encourage attendance, including Father Figures Day, Superhero Day, and Hispanic Heritage Celebration. 	<ul style="list-style-type: none"> • We will host family breakfasts on a quarterly basis to celebrate the families of students with improved attendance rates. • On a weekly basis, Success Mentors will review attendance data with students identified as “at risk of being chronically absent” so they understand their attendance rate and how their attendance rate impacts their academic learning. • Collaborate with HARLEM FRE in order to connect families to necessary resources, such as housing/tenant rights, mental health agencies, and healthcare. • Collaborate with our school-based Students in Temporary Housing Liaison to assist with supporting families in getting students to school every day and on time. • We are working towards creating a school website to easily share resources and materials with our families and the community.
School Safety	Y	<ul style="list-style-type: none"> • In the Summer of 2022, teachers created minute-by-minute plans so that, as a school community, we are setting the same expectations and establishing routines and procedures consistently across all classrooms. • We partnered with Asphalt Green’s Recess Enhancement Program to offer all 	<p>Specific data/evidence used to determine progress and impact on instruction, student learning, and achievement:</p> <ul style="list-style-type: none"> • As of October 14, 2022, 9% of the behaviors reported in Kickboard were minor negative behaviors that included “off task” and “talking in class”. • As of October 14, 2022, 91% of the behaviors reported in Kickboard exemplified our core values of perseverance, optimism, wisdom, excellence and responsibility.

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>our students structured, fun activities to engage in during recess.</p> <ul style="list-style-type: none"> • We have a Culture Team that meets monthly to assess the culture of the school and brainstorm ideas to improve, including professional learning opportunities for the staff and community events to build a sense of belonging for all stakeholders. • In August 2022, a team of staff members participated in NYSED’s Leadership Training for Implementing Restorative Justice Practices to better support school-wide discipline practices. • Out of classroom staff join the morning meetings of individual classes in an effort to establish a sense of a larger community every day. • Grades 4 and 5 students have been trained to be student ambassadors. Their responsibilities include helping our kindergarten and first grade students 	<p>Based on the data trends above, we plan to do the following:</p> <ul style="list-style-type: none"> • To learn more about the concerns of the community, the SLT and CET will create a 6-week community survey for families and staff members to share their opinions. This data will help us identify appropriate next steps. • The Culture Team will host professional learning opportunities to strengthen all staff members’ knowledge of restorative justice practices. • All staff will participate in training sessions to use Kickboard more effectively, including learning how to monitor and track data in Kickboard.

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>during lunch, playing with them, and establishing positive peer relationships.</p> <ul style="list-style-type: none"> • Students in grades 3-5 are being trained to be peer mediators so that they can effectively resolve conflict when it occurs. 	
Grades 4 and 8 Science All Students Core Subject Performance Index	Y	<ul style="list-style-type: none"> • Implement the Amplify Science Curriculum in grades K-5 with fidelity. • Continued participation in District 5's three-year Learning Technology Grant (LTG) from the NYS Education Department, which allows us the opportunity to offer Robotics programming to our grades 4 and 5 students. • Participate in the DOE's Computer Science for All initiative, which will support our teachers to integrate computational literacy, algorithmic thinking, and problem-solving skills in every classroom and at all grade levels. • Offer all our students the opportunity to learn outside of the classroom by participating in field trips using science 	<p>Specific data/evidence used to determine progress and impact on instruction, student learning, and achievement:</p> <ul style="list-style-type: none"> • 52% of all fourth graders who took the 2022 NYS Science Exam scored proficient levels. • 28% of our fourth graders scored slightly below proficient levels in the 2022 NYS Science Exam. <p>Based on the data above, we plan to do the following:</p> <ul style="list-style-type: none"> • In November, we will administer a science curriculum-based assessment for all grades in order to measure student progress toward mastering science standards. • We will use information gathered from assessment results to plan targeted interventions and hands-on learning experiences for all grades.

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.
		themes/units of study (e.g., Green Meadows Farm) <ul style="list-style-type: none"> • All teachers have an additional coverage period to plan standards-aligned lessons that address students' specific skills. • During professional learning times, teachers learn the principles of explicit instruction and checks for understanding. 	
3-8 Math All Students MGP	Y	<ul style="list-style-type: none"> • Utilize Dreambox Math interventions for students to strengthen foundational math skills. • Teachers are creating and implementing units of study aligned to NYS Next Generation Math standards • Collaborate with IVY Tutors to deliver supplemental math instruction for students who benefit from additional math support. • All teachers have an additional coverage period to plan standards-aligned lessons that address students' specific skills. 	Specific data/evidence used to determine progress and impact on instruction, student learning, and achievement: <ul style="list-style-type: none"> • 8% of the students that took the 2019 NYS Math Exam scored at or above proficiency levels compared to 12% of those that took the 2022 NYS Math Exam. • Based on the 2022 NYS Math Exam, we are in the 24th percentile in NYCDOE District 5 and in the 12th percentile in all of NYC, as compared to the 0-percentile based on the 2019 NYS Math Exam Based on the data trends above, we plan to do the following: <ul style="list-style-type: none"> • We are planning Data Days/Student Goal-setting days so that teachers, students, and families all engage in meaningful discussions regarding students' learning outcomes.

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"> • During professional learning times, teachers learn the principles of explicit instruction and checks for understanding. • We are planning Data Days/Student Goal-setting days so that teachers, students, and families all engage in meaningful discussions regarding students' learning outcomes. 	<ul style="list-style-type: none"> • We are planning parent workshops on math learning standards and grade-level expectations • We are planning Family Game Nights so that families can learn about fun games that they can play at home which will also support students' math skills and content knowledge. • We are planning parent workshops on math learning standards and grade-level expectations • We are planning Family Game Nights so that families can learn about fun games that they can play at home which will also support students' math skills and content knowledge
3-8 Math All Students Core Subject Performance Index	Y	<ul style="list-style-type: none"> • Teachers are creating and implementing units of study aligned to NYS Next Generation Math standards • Administer beginning-of-year assessments to all students. Kindergarten through second-grade teachers will administer Acadience and teachers will administer MAP Growth Math assessments. • Analyze screener assessment data to identify students' strengths, and areas of improvement and to determine which 	<p>Specific data/evidence used to determine progress and impact on instruction, student learning, and achievement:</p> <ul style="list-style-type: none"> • 12% of all students who took the 2022 NYS Math exam scored proficient levels • 40.3% of students in grades 3-5 are approaching grade-level expectations based on the Fall 2022 Map Growth Math Assessment • 6.4% of students in grades 3-5 are on or above grade level expectations based on the Fall 2022 Map Growth Math Assessment <p>Based on the data trends above, we plan to do the following:</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>students will benefit from targeted interventions</p> <ul style="list-style-type: none"> • Utilize Dreambox Math interventions for students to strengthen foundational math skills. • Collaborate with IVY Tutors to deliver supplemental math instruction for students who benefit from additional math support. • All teachers have an additional coverage period to plan standards-aligned lessons that address students' specific skills. • During professional learning times, teachers learn the principles of explicit instruction and checks for understanding. 	<ul style="list-style-type: none"> • We are planning Data Days/Student Goal-setting days so that teachers, students, and families all engage in meaningful discussions regarding students' learning outcomes. • We are planning parent workshops on math learning standards and grade-level expectations • We are planning Family Game Nights so that families can learn about fun games that they can play at home which will also support students' math skills and content knowledge.
3-8 ELA All Students Core Subject Performance Index	Y	<ul style="list-style-type: none"> • Writing cluster position was created for this school year in order to give all K-5 students supplemental instruction to strengthen foundational skills. • Standards-aligned units of study were designed by teachers based on a thorough understanding of the learning standards 	<p>Specific data/evidence used to determine progress and impact on instruction, student learning, and achievement:</p> <ul style="list-style-type: none"> • 13% of all students who took the 2022 NYS ELA exam scored proficient levels. • Based on the 2022 NYS ELA Exam, we are in the 18th percentile in District 5 and 6th percentile in all of NYC, as compared to 0 percentile based on the 2019 NYS ELA Exam.

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>and the expectations of what students should know and be able to do.</p> <ul style="list-style-type: none"> • Administer beginning-of-year assessments to all students. Kindergarten through second-grade teachers will administer Acadience and teachers will administer MAP Growth ELA assessments. • Analyze screener assessment data to identify students' strengths, and areas of improvement and to determine which students will benefit from targeted interventions • Collaborate with IVY Tutors to deliver supplemental math instruction for students who benefit from additional literacy support. • All teachers have an additional coverage period to plan standards-aligned lessons that address students' specific skills. • During professional learning times, teachers learn the principles of explicit instruction and checks for understanding. 	<ul style="list-style-type: none"> • Based on the Fall 2022 F&P Benchmark Assessments, 28.9% of students in grades K-5 are reading at or above proficiency, which means that 71% of students are reading below grade-level expectations. <p>Based on the data trends above, we plan to do the following:</p> <ul style="list-style-type: none"> • We are planning Data Days/Student Goal-setting days so that teachers, students, and families all engage in meaningful discussions regarding students' learning outcomes. • We are planning parent workshops on literacy learning standards and grade-level expectations • We are planning Family Game Nights so that families can learn about fun games that they can play at home which will also support students' literacy skills.

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"> 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.
Plan for and implement Community School Model	Y	<ul style="list-style-type: none"> Our Pupil Personal Team and Attendance Team is made up of school and CBO staff to ensure that we are able to offer our students and families the supports and services they need to thrive inside and outside of school. Attendance team members serve as "Success Mentors". Every student in our school has a Success Mentor who checks in with the student and his/her family regularly and connects families to available resources when needed. The success 	<p>Specific data/evidence used to determine progress and impact on instruction, student learning, and achievement:</p> <ul style="list-style-type: none"> As of October 14th, 5% of our students are living in temporary housing, as compared to 14% in October 2021. As of October 14th, 63% of our students have an attendance rate between 90-100%, as compared to 54% in October 2021. As of October 14th, 37% have an attendance rate of 89% or below, as compared to 46% in October 2021. As of October 14, 2022, 9% of the behaviors reported in Kickboard were minor negative behaviors that included "off task" and "talking in class".

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 prior to submitting the report.
		<p>mentor shares essential information at our bi-weekly attendance team meetings.</p> <ul style="list-style-type: none"> During our bi-weekly attendance meetings, the team discusses individual students' attendance patterns and plans appropriate interventions and supports for families. We then track and monitor the impact the intervention has on students' attendance. We have established a partnership with local organizations to continue to offer Food Bank services to the community, including Brighter Bites. We have partnered with Publicolor, which is an organization that collaborates with the community to beautify the school. 	<ul style="list-style-type: none"> As of October 14, 2022, 91% of the behaviors reported in Kickboard exemplified our core values of perseverance, optimism, wisdom, excellence, and responsibility. <p>Based on the data trends above, we plan to do the following:</p> <ul style="list-style-type: none"> We will host family breakfasts to celebrate the families of students with improved attendance rates. Collaborate with HARLEM FRE in order to connect families to necessary resources, such as housing/tenant rights, mental health agencies, and healthcare. Collaborate with our school-based Students in Temporary Housing Liaison to assist with supporting families in getting students to school every day and on time. To learn more about the concerns of the community, the SLT and CET will create a 6-week community survey for families and staff members to share their opinions in October 2022. This data will help us identify appropriate next steps.
Family Engagement	Y	<ul style="list-style-type: none"> We have been using social media platforms, including our PS 194 app, Facebook, Instagram, and Twitter to communicate essential information to 	<p>Specific data/evidence used to determine progress and impact on instruction, student learning, and achievement:</p> <ul style="list-style-type: none"> Since the first day of school, we have sent 1,674 messages to families using Blackboard Connect.

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 prior to submitting the report.
		<p>families and share highlights of all school events and celebrations.</p> <ul style="list-style-type: none"> • Teachers meet with families on Tuesday afternoons to discuss the scholar's progress and address any questions or concerns • Teachers create and distribute monthly classroom newsletters, so families have access to resources and are informed of what their child is learning. • With the support of Partnership with Children, we have been able to host several family events and celebrations, including our Annual Back to School Kickoff, an informative parent workshop and a Back-to-School Curriculum Night. 	<ul style="list-style-type: none"> • We have held six family events, including our annual Back-to-School Kick-Off, a Parenting Workshop, Fall Parent-Teacher Conferences, and a Father Figure – Take your Child to School Day • We currently have 276 users of our PS 194 app. • We post on our Instagram and Twitter accounts daily. <p>Based on the data trends above, we plan to do the following:</p> <ul style="list-style-type: none"> • A school website is in development so that we can easily share resources and materials with our families and the community. • After the fall assessment window, we will share results with the families and include information on activities and interventions we will do to better support their children if they are not meeting grade-level expectations.
Providing 200 Hours of Extended Day Learning Time (ELT)	Y	<ul style="list-style-type: none"> • We have partnered with various organizations to offer all students a holistic learning experience that includes both foundational and enrichment learning opportunities, including the Beacon Program, IVY Tutors, Reading Rescue, 	<p>Specific data/evidence used to determine progress and impact on instruction, student learning, and achievement:</p> <ul style="list-style-type: none"> • As of October 14th, 80 students participate in ELT, which is about 53% of all students, which is an 8% increase from last year's enrollment. <p>Based on the data trends above, we plan to do the following:</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 prior to submitting the report.
		<p>Joffrey Ballet, and Broken Box Mime Theatre.</p> <ul style="list-style-type: none"> Instructional Leadership Team met to discuss expectations of the ELT program at PS 194, and analyzed student data reports to identify specific programs that activities that are aligned with groups of students 	<ul style="list-style-type: none"> We are working on encouraging more families to enroll their children to the program so they can take advantage of the well-rounded learning experiences we are able to offer them.
Average Proficiency Rating Math, ICT	Y	<ul style="list-style-type: none"> Teachers are creating and implementing units of study aligned to NYS Next Generation Math Standards Administer beginning-of-year assessments to all students. Kindergarten through second-grade teachers will administer Acadience and teachers will administer MAP Growth Math assessments. Analyze screener assessment data to identify student's strengths, and areas of improvement and to determine which students will benefit from targeted interventions 	<p>Specific data/evidence used to determine progress and impact on instruction, student learning, and achievement:</p> <ul style="list-style-type: none"> Of the ICT students that took the Fall 2021 Beginning-of-Year Math Screener Assessments, 13% scored at proficiency levels, as compared to <p>Based on the data trends above, we plan to do the following:</p> <ul style="list-style-type: none"> We are planning Data Days/Student Goal-setting days so that teachers, students, and families all engage in meaningful discussions regarding students' learning outcomes. We are planning parent workshops on math learning standards and grade level expectations We are planning Family Game Nights so that families can learn about fun games that they can play at home which will also support students' math skills and content knowledge.

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 prior to submitting the report.
		<ul style="list-style-type: none"> • Utilize Dreambox Math interventions for students to strengthen foundational math skills. • Collaborate with IVY Tutors to deliver supplemental math instruction for students who benefit from additional math support. • All teachers have an additional coverage period to plan standards-aligned lessons that address students' specific skills. • During professional learning times, teachers learn the principles of explicit instruction and strategies to check for student understanding. • Special education teachers meet bi-weekly to learn about high-leverage teaching practices, such as specially designed instruction (SDI). 	
Collaborative Teachers	Y	<ul style="list-style-type: none"> • In July 2022, we offered all teachers the opportunity to engage in curriculum planning for the months of September and October • In August 2022, we offered all staff the opportunity to engage in a Summer Retreat 	<p>Specific data/evidence used to determine progress and impact on instruction, student learning, and achievement:</p> <ul style="list-style-type: none"> • 85% of all staff members participated in either the curriculum planning work or the Summer Retreat, showing that the majority of staff value collaboration.

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 prior to submitting the report.
		<p>to establish a sense of community and build trusting relationships</p> <ul style="list-style-type: none"> • At the start of the school year, the staff created community agreements that we will honor to establish a conducive environment for all. • Staff regularly participate in restorative community circles to strengthen relationships and build trust • Bi-Weekly Staff Support Group sessions are hosted by Partnership with Children's social work team. 	<p>Based on the data trends above, we plan to do the following:</p> <ul style="list-style-type: none"> • Administer a staff survey to learn about their current social-emotional state and needs • Build staff understanding of adult self-regulation and self-care • Create more opportunities for staff to bond outside of the school building to strengthen relationships

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>School staff (administrators, teachers), parents, community-based organization personnel, and school district personnel are all members of the Community Engagement Team.</p> <p>New members include:</p> <ul style="list-style-type: none"> Parent Social Worker Teacher 	<p>Based on the team's review of qualitative and quantitative data, it was determined that we need to dig deeper and learn more about the concerns of the community. Therefore, the SLT and CET created a 6-week community survey for families and staff members to share their opinions in October. This data will help us identify appropriate next steps.</p> <p>Our Receivership Public Hearing took place on October 26th whereby we provided a comprehensive overview of the school improvement interventions planned and underway. The public hearing was conducted in a hybrid format to provide both in-person and virtual participation. During the public hearing, participants had an opportunity to ask questions and provide recommendations. There were 3 comments and 1 recommendation provided at the hearing. Additionally, interpretation services were offered in the following languages: Spanish. Participants were provided with water and snacks.</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: