

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:
Gotham Collaborative High School	320800011452	NYC Geographical District #08	East Side House Settlement	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
Fia Davis	David Liu	04/18/2018	Dr. Desmond K. Blackburn, Deputy Chancellor of School Leadership Sharon Rencher, Executive Senior Director of State/Federal Education Policy & Planning Dr. Tania Rivera, Senior Director of School Improvement Grants & Quality Assurance	09,10,11,12	70%	347	18%	34%	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 before submitting the report.**

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

Four Pillars for Building Trust in NYC Public Schools

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

1. Reimagining the student experience

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

2. Scaling, sustaining, and restoring what works

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

3. Prioritizing wellness and its link to student success

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

4. Engaging families to be our true partners

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

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

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

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

Part I –Lead Strategies for Improvement

Lead Strategies for School Improvement

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

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

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
<p>4-year Graduation</p> <p>Goal(s):</p> <p>By June 2023, our 4-year Graduation Rate will increase by at least 3% from our 2021-22 baseline of 70 to above our DII progress target of 73.0%</p>	Green	<p>Key Strategies:</p> <ul style="list-style-type: none"> • Developed horizontal teacher teams for collaborative planning around instructional expectations for students in temporary housing • Provided time for co-teachers to plan together to identify a barrier that can be supported via a differentiation strategy/plan and incorporating it in Unit and lesson plans. • Analyzed standards to prioritize skills students require to progress within the shared curriculum. • Created ELT for students in need of credits for credit remediation • Created ELT for students in need of credits for skill improvement • Created ELT for ELL students who are considered Entering or Emerging to better support academic language • Provided time for ELL co-teachers to plan together to ensure that teachers are familiar with their students to best tailor authentic text that is representative of students' linguistically and culturally diverse experiences.

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
		<ul style="list-style-type: none"> • Provided time for SWD co-teachers to plan together to identify a barrier that can be supported via a differentiation strategy/plan and incorporating it into Unit and lesson plans <p>Key Data Points:</p> <ul style="list-style-type: none"> • 4-year Graduation Rate - 60% fully on track; Goal of 75%
<p>School Safety</p> <p>Goal(s):</p> <p>By June 2023, NYC School Survey for All Students will Increase 3%, from 52% to 55%, as measured by Students who feel connected with school questions in the school survey.</p> <p>Wayfinder SEL Self-Assessment: will improve across all the metrics</p>	Green	<p>Key Strategies:</p> <ul style="list-style-type: none"> • Created space in the school day to support Community Building. 2 days a week are dedicated to SEL instruction in an advisory model. Wayfinder curriculum, which is aligned with CASEL, is being implemented in class. • Grade team leaders continue to review data to support SEL to develop and support the Community with additional strategies. <p>Key Data Points:</p> <ul style="list-style-type: none"> • Suspensions down 40 % from the school year 2022-23 • Suspensions attributed to physical altercations reduced by 150%

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
<p>Increasing College, Career, and Civic Readiness</p> <p>Goal(s): By June 2023 our College, Career, and Civic Readiness Index - All Students will be above 80.9</p>	Green	<p>Key Strategies:</p> <ul style="list-style-type: none"> • Master schedule has a 4-year sequence where all students have the opportunity to receive a CDOS credential. • ELL and SWD students have equitable access to Internship and College level classes. • Mandated ELT for credit remediation and skill progression for identified students. • Established sites willing to support students with remote and in-person internships • Early College Pathway • Dual Enrollment • Added Civic track for graduation <p>Key Data:</p> <ul style="list-style-type: none"> • Early College Preparatory Program <ul style="list-style-type: none"> ○ 5 students received Associated Degree ○ 25 students in the 10th-grade cohort

Part II – Demonstrable Improvement Indicators-Level 1

Level 1 Indicators

Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how to lead strategies and 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 before submitting the report.
2019 Total Cohort (10th Graders) Passing Math Regents	Green	<p>Goal(s):</p> <p>By August 2023, our High School 2020 Total Cohort (10th Graders) Passing Math Regents DII will increase by at least 1 point from a baseline of 40 to exceed our 2022-23 progress target of 48.</p> <p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • Through departments, teachers have been introduced to the new grading policy that shifts percentages from completion to 	<p>Data Source: STAR360 Assessment: Percent of Students Scoring at or above Mastery Level; Course Pass rates</p> <ul style="list-style-type: none"> • 75% of students are on track in Regents at the time of reporting according to the New Visions Data portal. • 78% of the 10th-grade Cohort passed math class at the time of reporting • Math Teachers use STAR360 data to determine student progress and make adjustments on standards to target.

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		<p>percentages of standards. Online grade books are also organized as such.</p> <ul style="list-style-type: none"> • Departments regularly look at STAR360 data to determine student progress and make adjustments on standards to target. • Monthly department meetings have assessment reviews to ensure all teachers are effectively providing feedback toward mastery. • Teachers, working in their department teams, continue to troubleshoot and adapt to the new lesson plan template to ensure alignment with standards. • Staff members are receiving PD via Teaching Matters and coaching via NTN. 	

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2018 Total Cohort (11th Graders) Passing ELA Regents	Green	<p>Goal(s):</p> <p>By August 2023 our High School ELA 2019 Total Cohort (11th Graders) Passing ELA Regents DII will increase 1% from our 2021-22 baseline of 53 and exceed our 2022-23 progress target of 53.</p> <p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • Monthly department meetings have assessment reviews to ensure all teachers are effectively providing feedback toward mastery. • Teachers, working in their department teams, troubleshoot and continue to adapt to the new lesson plan template to ensure alignment with standards. • PD and Coaching via Teaching Matters continue to support the work. 	<p>Data Source: STAR360 Assessment: Percent of Students Scoring at or above Mastery Level; Course pass rates</p> <ul style="list-style-type: none"> • 75% of students are on track in Regents at the time of reporting according to the New Visions Data portal. • 77% of the 11th-grade Cohort passed English at the time of reporting • English Department regularly looks at STAR360 data to determine student progress and make adjustments to standards to target.

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 before submitting the report.
2017 Total Cohort 4-Year Grad Rate - All Students	Green	<p>Goal(s):</p> <p>By June 2023, our 4-year Graduation Rate will increase by at least 3% from our 2021-22 baseline of 70% to above our DII progress target of 73.0%</p> <p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • Consistently provide time for co-teachers to plan together to identify barriers to instruction that can be supported via a differentiation strategy/plan and incorporate those strategies into the unit and lesson plans. • Analyzed standards to prioritize skills students require to progress within the shared curriculum. • Created ELT for students in need of credits for credit remediation 	<p>Data Source(s): STARS Marking Period Grades: Total Decrease in Credit Gaps – Failing Grades</p> <ul style="list-style-type: none"> • 44% of students are on track for graduation plan according to New Visions Data Portal <ul style="list-style-type: none"> ○ 33 seniors who are behind in Regents and/or credits have met with school counselors to address deficiencies • The school anticipates a 75% graduation rate by June 2022 • School counselors are constantly monitoring credit accumulation and Regents progress to identify students for targeted interventions • COVID-19 left some students off track with their graduation plans due to the extreme circumstances of a global pandemic- these students are being supported and their graduation plans are being adjusted to accommodate those needs <ul style="list-style-type: none"> ○ The recent Omicron surge resulted in high levels of absences across schools, including at Gotham. The school

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		<ul style="list-style-type: none"> • Created ELT for students in need of credits for skill improvement • Created ELT for ELL students who are considered Entering or Emerging to better support academic language • Continually provide time for ELL co-teachers to plan together to ensure that teachers are familiar with their students to best tailor authentic texts that are representative of students' linguistically and culturally diverse experiences. • Continually provide time for SWD co-teachers to plan together to identify barriers that can be supported via a differentiation strategy/plan and incorporate them into the unit and lesson plans. 	<p>is working with students to get back on track and address their individual needs</p>

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2016 Total Cohort 5-Year Grad Rate - All Students	Yellow	<p>Goal(s):</p> <p>By June 2023, our 5-year Graduation Rate will increase by at least 7% from our 2022-23 baseline of 74% to above our DII progress target of 81.0%</p> <p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • For Key Strategies and Action Steps, see Level 1 DII: HS 2017 Total Cohort 4-Year Grad Rate- All Students 	<p>Data Source(s): STARS Marking Period Grades: Total Decrease in Credit Gaps – Failing Grades</p> <ul style="list-style-type: none"> • 57% of students are on track for graduation plan according to New Visions Data Portal • School counselors are constantly monitoring credit accumulation and Regents progress to identify students for targeted interventions • COVID-19 left some students off track with their graduation plans due to the extreme circumstances of a global pandemic- these students are being supported and their graduation plans are being adjusted to accommodate those needs
HS ELA All Students PI	Green	<p>Goal(s):</p> <p>By June 2023, our HS All PI will be maintained at our 2018-19 baseline of 105.77 above our DII progress target of 103</p>	<p>Data Source: STAR360 Assessment: Percent of Students Scoring at or above Mastery Level; Course pass rates</p> <ul style="list-style-type: none"> • 75% of students are on track in Regents at the time of reporting according to the New Visions Data portal.

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		<p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • Monthly department meetings have assessment reviews to ensure all teachers are effectively providing feedback toward mastery. • Teachers, working in their department teams, troubleshoot and continue to adapt to the new lesson plan template to ensure alignment with standards. • PD and Coaching via Teaching Matters continue to support the work. <p>Key Data:</p> <ul style="list-style-type: none"> • # of students enrolled in ELA in Summer: 90 students 	<ul style="list-style-type: none"> • 77% of the 11th-grade Cohort passed English at the time of reporting • English Department regularly looks at STAR360 data to determine student progress and make adjustments to standards to target.

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HS Math All Students PI	Green	<p>Goal(s):</p> <p>By June 2023, our High School Math All Students Performance Index DII will increase from our 2018-19 baseline of 67.9 to both exceed our progress target of 63.4 and our 2018-2019 Performance of 68.4</p> <p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • For Key Strategies and Action Steps, see Level DII:2019 Total Cohort (10th Graders) Passing Math Regents <p>Key Data:</p> <ul style="list-style-type: none"> • # of students enrolled in Math in Summer: 30 Students 	<p>Data Source: STAR360 Assessment: Percent of Students Scoring at or above Mastery Level; Course Pass rates</p> <ul style="list-style-type: none"> • 75% of students are on track in Regents at the time of reporting according to the New Visions Data portal. • 78% of the 10th-grade Cohort passed math class at the time of reporting • Math Teachers use STAR360 data to determine student progress and make adjustments on standards to target.

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College, Career and Civic Readiness Index - All Students	Green	<p>Goal(s):</p> <p>By June 2023 our College, Career, and Civic Readiness Index - All Students will be maintained above our DII progress target of 80.9 with 2021-22 ending at 112.4</p> <p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • Master schedule has a 4-year sequence where all students have the opportunity to receive a CDOS credential. • ELL and SWD students have equitable access to Internship and College level classes. • Mandated ELT for credit remediation and skill progression for identified students. 	<p>Data Source(s): Course grades in applicable courses, Earning Credit in CCR Class – CDOS Track</p> <ul style="list-style-type: none"> • 75% of students are currently on track in Regents according to the New Visions data portal as of the date of reporting • 45% of students are currently on track for College Readiness according to the New Visions data portal as of the date of reporting • The school has built-in 30 minutes weekly for Professional Learning Communities. This allows for time to analyze data and look at how students are progressing toward CCCRI goals. • Counseling staff continuously look at data to identify students in need of targeted interventions.

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		<ul style="list-style-type: none"> • Established sites willing to support students with remote and in-person internships 	
HS Chronic Absenteeism - All Students	Green	<p>Goal(s):</p> <p>By June 2023, our Chronic Absenteeism DII will decrease by at least 2% from our 2021-22 baseline of 48% to below our progress target of 46%</p> <p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • School leaders continue to develop Tier 2 and 3 supports with the attendance team. For Tier 3, this involves identifying staff who are willing to serve as mentors for students with clear expectations that have been developed by the team for that role. For Tier 2 supports, this involves communicating to the assigned teacher 	<p>Data Source(s): NYCDOE Insights (Attendance Data)</p> <ul style="list-style-type: none"> • According to the Insight portal, YTD attendance is at 84% at the time of reporting and the CA rate is at 34% with 13% of students at risk for CA • 59.90% of students have 90% of attendance or better as per Insight • School leaders reviewed previous attendance data (DATA PT) to inform future action steps, including creating an attendance mentorship system • Attendance committee team meets weekly to review attendance data and adjust the action plan according to needs and identified data trends.

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		<p>that the child is potentially at-risk for chronic absenteeism and that attendance should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance.</p> <ul style="list-style-type: none"> • Staff mentors meet daily with student mentees receiving tier 3 support to check in and encourage regular school attendance. Mentors share any information about barriers to school attendance with the attendance committee. The staff calls the home of each student who is not in attendance each day. The principal continuously emphasizes the importance of regular school attendance in the monthly parent newsletter. 	

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		<ul style="list-style-type: none"> • The attendance committee team conducts weekly meetings and covers four set topics: <ol style="list-style-type: none"> 1. Reviewing attendance data for and identify students who have missed two or three days of school the previous week. Members of the school contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 2. Identifying students that have missed more than three days of school. The attendance committee develops individualized plans monthly for each student to address barriers to school attendance. 3. Reviewing the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports. 	

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		<p>4. Reviewing the attendance of those receiving Tier 3 supports. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 2 days of school to determine if additional support is needed.</p> <ul style="list-style-type: none"> • East Side House Attendance Supports <ol style="list-style-type: none"> 1. Targeted attendance support to students 2. Attendance celebrations 3. Wrap-around supports <p>Key Data Points:</p> <ul style="list-style-type: none"> • ELL Chronic Absenteeism Rate: 22% • SWDs Absenteeism Rate: 22% 	

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		<ul style="list-style-type: none"> • Hispanic Absenteeism Rate: 55% 	
Code: 230 DII: HS Science All Students PI	Yellow	<p>Goal(s):</p> <p>By June 2023 our HS Science All Students Performance Index DII will improve to 149.1 from a baseline of 139.1 as measured by state metrics.</p> <p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • Departments look at STAR360 data to determine the progress of students and make adjustments on standards to target. • Monthly department meetings have assessment reviews to ensure all teachers are effectively providing feedback toward mastery. • Teachers, working in their department teams, troubleshoot and adapt to the new 	<p>Data Source(s): STARS Marking Period Grades: Percent of Students Scoring at or above Mastery Level</p> <ul style="list-style-type: none"> • 72% of all students are passing Science courses at the time of reporting • Science Department reviews STAR360 data to determine student progress and make adjustments to standards to target. • Monthly department meetings have assessment reviews to ensure all teachers are effectively providing feedback toward mastery.

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 before submitting the report.
		<p>lesson plan template to ensure alignment with standards.</p> <ul style="list-style-type: none"> • Coaching via a District-provided coach supports the work • PD and Coaching via Teaching Matters will support the work. <p>Key Data:</p> <ul style="list-style-type: none"> • # of students enrolled in Science in Summer: 46 students 	
Code: 240 DII: HS Social Studies All Students PI	Yellow	<p>Goal(s):</p> <p>By June 2023 our HS Social Studies All Students Performance Index DII will improve to 161.9 from a baseline of 151.9 as measured by state metrics.</p>	<p>Data Source(s): STARS Marking Period Grades: % of students passing</p> <ul style="list-style-type: none"> • 76% of all students are passing Social Studies at the time of reporting

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 before submitting the report.
		<p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • Teachers, working in their department teams, are troubleshooting and adapting to the new lesson plan template to ensure alignment with standards. • PD via Teaching Matters and coaching via a District-provided coach will support the work. <p>Key Data:</p> <p># of students enrolled in summer school SS: 78 students</p>	<ul style="list-style-type: none"> • Social Studies department regularly reviews STAR360 data to determine student progress and make adjustments on standards to target. • Monthly department meetings have assessment reviews to ensure all teachers are effectively providing feedback toward mastery.
Code: 250 DII:2015 Total Cohort 6-Year Grad Rate - All Students	Green	<p>Goal(s):</p> <p>By June 2022, our 6-year Graduation Rate will be maintained at our 2022-23 DLL progress target of 71% from the 2021-22 baseline of 72%</p> <p>Key Strategies & Action Steps:</p>	<p>Data Source(s): STARS Marking Period Grades: Total Decrease in Credit Gaps – Failing Grades</p> <ul style="list-style-type: none"> • 44% of students are on track for graduation plan according to New Visions Data Portal

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 before submitting the report.
		<ul style="list-style-type: none"> • Developed horizontal teacher teams for collaborative planning around instructional expectations for students in temporary housing • Regularly provide time for co-teachers to plan together and identify barriers that can be supported via differentiation strategy/plans and incorporating them into the unit and lesson plans. • Analyzed standards to prioritize skills students require to progress within the shared curriculum. • Created ELT for students in need of credits for credit remediation • Created ELT for students in need of credits for skill improvement 	<ul style="list-style-type: none"> • School counselors are constantly monitoring credit accumulation and Regents progress to identify students for targeted interventions • COVID-19 left some students off track with their graduation plans due to the extreme circumstances of a global pandemic- these students are being supported and their graduation plans are being adjusted to accommodate those needs

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 before submitting the report.
		<ul style="list-style-type: none"> • Created ELT for ELL students who are considered Entering or Emerging to better support academic language • Regularly provide time for ELL co-teachers to plan together to ensure that teachers are familiar with their students to best tailor authentic texts that are representative of students' linguistically and culturally diverse experiences. • Regularly provide time for SWD co-teachers to plan together to identify a barrier that can be supported via a differentiation strategy/plan and incorporating it in Unit and lesson plans. 	
School Safety - HS	Green	<p>Goal(s):</p> <p>By June 2023, NYC School Survey for All Students will Increase 3%, from 52% to 55%, as</p>	<p>Data Source(s): Wayfinder SEL Self-Assessment</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 before submitting the report.
		<p>measured by how students feel connected with school questions on the school survey.</p> <p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • Created space in the school day to support Community Building. 2 days a week are dedicated to SEL instruction in an advisory model. Wayfinder curriculum which is aligned with CASEL is being implemented in class. • Grade team leaders continually review data to support SEL to develop and support the Community with additional strategies. 	<ul style="list-style-type: none"> • Suspensions were reduced by 40% over the same course of time from school year 2019-to 20 (the last period for which data were available) • 78% of 248 students for whom the DESSA (SEL) pre-assessment has been completed are at or above average in every domain • Teachers are in the process of rolling out the Wayfinder curriculum, which is a culturally responsive, comprehensive mental health and SEL curriculum • Teacher teams are using data gathered from the Wayfinder self-assessment and curriculum to make adjustments and identify students in need of targeted interventions.

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 that 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.
Plan for and implement Community School Model	Green	<p>Goal(s):</p> <ul style="list-style-type: none"> By June 2023, we will have established our community school with East Side House Settlement <p>Key Strategies & Action Steps:</p>	<ul style="list-style-type: none"> According to the New Visions Data portal, YTD attendance is at 84% at the time of reporting and the CA rate is at 41% <ul style="list-style-type: none"> The updated rate is due to our work with supporting students during the Omnicron surge and pushing students to come back. 59.90% of students have 90% of attendance or better

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"> • Implemented Collaborative Inquiry for weekly Student Tracking in meeting student responsibilities. • Implemented Early Warning Intervention System to support consistent responses in a progressive restorative way before traditional punitive responses. 	<ul style="list-style-type: none"> • Eastside House Community group has started in our school and will be onboarding services in preparation for the official partnership as our Community School Partnership • School leaders reviewed previous attendance data (DATA PT) to inform future action steps, including creating an attendance mentorship system • Attendance committee team meets weekly to review attendance data and adjust the action plan according to needs and identified data trends.
Family and Community Engagement (DTSDE Tenet 6)	Green	<p>Goal(s):</p> <p>By June 2023 our Family Engagement DII will meet the progress target parameters on the DTSDE – Tenant 6 as required by SED.</p> <p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> • The school offers regular workshops and information sessions that help families understand how children learn and are 	<ul style="list-style-type: none"> • School used parent feedback to generate a calendar of parent engagement activities. Our average parent virtual attendance has been 10 parents • The principal regularly shares data with families about the school and describes how the school is working to make improvements at least once per quarter, and monthly with the SLT.

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>being taught. These are offered in the families' preferred language.</p> <ul style="list-style-type: none"> ● The school has guidance related to programs, requirements, courses, and assessments that support families' understanding of what is needed for successful and timely grade-level/course completion on their trajectory toward graduating college and career ready ● Family workshop calendar 	
Providing 200 Hours of quality Extended Day Learning Time (ELT)	Green	<p>Goal(s):</p> <p>By June 2023, we will Provide 200 Hours of Extended Day Learning Time (ELT) to meet the DII objectives as outlined in our ELT Rubric</p> <p>Key Strategies & Action Steps:</p>	<p>Data Source(s): STARS programming</p> <ul style="list-style-type: none"> ● ELT programming is being consistently reviewed for updates according to student needs. Currently, we have 60% of our students are enrolled in ELT.

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"> ● Created ELT for students in need of credits for credit remediation ● Created ELT for students in need of credits for skill improvement ● Created ELT for ELL students who are considered Entering or Emerging to better support academic language 	
HS ELA Hispanic Performance Index	Green	<p>Goal(s):</p> <p>By August 2023, our High School ELA Hispanic Students Performance Index DII will exceed our progress target of 83.8 and our 2018-2019 Performance of 104.1</p> <p>Key Strategies & Action Steps:</p> <ul style="list-style-type: none"> ● Through creative programming, administration ensures that ELL push-in 	<p>Data Source(s): STAR360 Assessment: Percent of Students Scoring at or above Mastery Level</p> <ul style="list-style-type: none"> ● 75% of Latino students are on track in Regents at the time of reporting according to the New Visions Data portal. ● 74% of Latino students are passing ELA courses at the time of reporting ● English Department regularly looks at STAR360 data to determine student progress and make adjustments to standards to target.

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>support is limited to the least amount of co-teaching pairs as possible. This allows ELL teachers to be more connected to the classroom and to have a better grasp of the content to better support students.</p> <ul style="list-style-type: none"> ● Developed horizontal teacher teams for collaborative planning around instructional expectations for ELL Students to better support ELL skill progression over the course of 4 years. ● Created ELT for ELL students who are considered Entering or Emerging to better support academic language outside of normal academic classes. ● Provided time for ELL co-teachers to plan together to ensure that teachers are familiar with their students to best tailor authentic text that is representative of students' linguistically and culturally diverse experiences. 	

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"> ● Increased ELL programming in college-level courses by 5% to provide equitable access. ● Increased ELL programming to an off-site internship program by 5% to provide equitable access. ● Created opportunities for ELLs/MLLs to use their home language, when and where appropriate. ● Kid Talks with ELL Teacher Team and Student Advocates for ELLs have been introduced to support students holistically. 	

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 during this reporting period include:</p> <ul style="list-style-type: none"> Teacher Parents School <p>Our CET has all returning members in all positions except students. Students who graduated were replaced by incoming students.</p>	<p>The strongest feedback made by the CET was to support the social-emotional health of the students. Their feedback strongly influenced our decision to shift our schedule to better support students.</p> <p>Additionally, the school conducted the Receivership Public Hearing on Thursday, October 6th. There were no comments or recommendations made at the public hearing nor were any comments or recommendations submitted online. 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 about 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: _____