

2022-2023 Receivership School Quarterly Report #1
Report Period: July 21, 2022 to October 31, 2022 (Due October 21, 2022)

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

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

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
Frederick Douglass Academy VI High School	342700012260	NYC Geographic District #27	Child Center of NY Rockaway Development Revitalization Center	Cohort 2	https://infohub.nyced.org/reports/students-and-schools/school-receivership

Superintendent	School Principal (If new, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD	% Students designated as both ELL & SWD
Dr. Josephine Van-Ess	Tenesha Worley	9/1/21	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 Andrew Kenney, Director of State/Federal Program Implementation	09-12	64%	275	32%	29%	2%

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

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>Best Practices Professional Learning Community Model</p> <p>The areas of focus are:</p> <ul style="list-style-type: none"> · Instructional Leadership Team · Grade level Teacher Team · Department Teacher Team 	G	<ul style="list-style-type: none"> ● By further developing the PLC model, teams are employing an inquiry mindset to create and facilitate change rooted in student achievement data inclusive but not limited to MAP Growth, Regents Item Analysis and SEL Screeners. The Instructional Leadership Team develops schoolwide baseline and interim assessments to make instructional adjustments and progress monitor student data trends. ● Teacher teams create SMART goals that are based on sound school data analysis and aligned to the school’s vision, mission, instructional focus, that will help to achieve school goals. Team leaders collaborate with school leadership to develop goals and strategies that are meant to address gaps and build on strengths discovered in student data. Learning Walks are incorporated to monitor progress made on teacher teams initiatives. ● Inter-visitation gives teachers the opportunity to reflect on their work, gain insight into their own strengths and challenges through the process of observation and feedback. ● Sharing best practices allows teachers to bring different sets of skills and talents, as well as share their knowledge in order to help leverage colleagues to improve their own challenge areas. This year we are homing in on disciplinary

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>literacy through explicit instruction. Targeting literacy and its components helps to achieve progress on all demonstrable improvement targets.</p> <ul style="list-style-type: none"> • Teacher team meetings are grounded in data to develop, progress monitor and adjust tiered interventions. For example, SEL screener data is used to develop tiers of students for interventions, where the grade teams select and progress monitor interventions.

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>Social-Emotional Learning</p> <ol style="list-style-type: none"> 1. Success Mentoring 2. Advisory Program 3. Attendance Program <p>Social Emotional Learning</p> <ul style="list-style-type: none"> · Advisory · Restorative Practices · Professional Learning · Extended Time Clubs <p>Cultural, Performing, and visual arts opportunities</p>	G	<ul style="list-style-type: none"> ● Success mentors serve as thought partners for students on their academic journey and help empower our students to become autonomous learners and agents of their own change. Mentors are invested in their students' strengths, areas of growth, aspirations and fear in order to advocate for our students' best interests. ● Advisories ensure that an additional staff member is accountable for making sure students' learning needs are being met and encouraging them to make good academic choices and plan for their future. ● Our Attendance Team has a two-fold responsibility: first, they are charged with looking at individual students who are chronically absent and ensuring their needs are met using all available resources; second, they monitor what is happening overall for all students and student sub-groups at our school site. The focus of attendance is an integral part of success. The correlation between attendance and dropout rates has important ramifications that go beyond the classroom. ● Utilizing a schoolwide approach allowed us to focus on preventing problems before they occurred. Using an SEL curriculum schoolwide helped to forge our school in relationships and communication. While moments of conflict are great opportunities to help students learn important SEL skills, we believe that teaching those skills before the conflicts occur have prevented them. ● Using SEL strategies school wide helped to forge our school in newfound relationships and communication. ● The implementation of SEL helped to increase self-awareness, academic achievement, and positive behaviors both in and out of the classroom. From an academic standpoint, due to SEL strategies we saw an overall increase in academic achievement and improved attendance.
<p>Schoolwide Instructional Program Improvement</p> <p>The top priority goal will be:</p>	G	<ul style="list-style-type: none"> ● Literacy and Math Instructional strengthening through tiered interventions takes place across all teacher teams. The Map Growth Reading and Math 6-12 universal screener is administered school wide in early October. School wide data is analyzed for instructional shifts in the ILT and Literacy Leadership Teams. Once analyzed, students will be bucketed into three levels of tiered support. Tier one interventions are administered in all classes. Horizontal and

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"> • Literacy and Math Instructional Strengthening through tiered interventions. • Improvement of data based instructional practices in literacy and math by strengthening school wide protocols for direct reading and vocabulary instruction, student led discussions • Use of technology across classrooms to support differentiated instruction. • Extended Time Program utilization as academic intervention services 		<p>Vertical teacher teams develop curricular changes and instructional shifts that support student growth in literacy and math. Professional learning and instructional coaches support necessary and differentiate supports for teachers in curriculum design and instruction.</p> <ul style="list-style-type: none"> • Cycles of inquiry are necessary for the progress monitoring of tiered interventions. Students in Tier 2 have their learning needs diagnosed through the administration of a secondary screener. The approved secondary screener will be administered in winter of 2022. Student data from the screener is shared, analyzed and disseminated across vertical and horizontal teams. Vertical team structures such as ILT, Department Teams, and Literacy leadership team develop or select interventions to be implemented. <p>Professional learning and instructional coaches support necessary and differentiate supports for teachers in curriculum design and instruction. School funds are used to purchase the necessary curriculum and software necessary to support instructional shifts. Demonstrable indicators in Math, ELA, Graduation and College and Careers are addressed with this lead strategy.</p> <ul style="list-style-type: none"> • Improvement of data based instructional practices in literacy and math by strengthening school wide protocols. • Extended Time Program utilization as academic intervention services. The extended time program model is developed collaboratively and informed by school wide assessment data, teacher observation trends, Instructional Leadership Team and district team intervisitation findings and teacher team surveys.

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.
2021 Total Cohort (10th Graders) Passing Math Regents Math Department	Y	<ul style="list-style-type: none"> Math, ENL, and Special Education teachers are improving their capacity to co-plan differentiated learning activities on a weekly basis to provide SWDs and ELLs with multiple opportunities to learn, understand and apply high-utility target vocabulary words per unit of study. ILT is progress monitoring units during September and October to ensure learning tasks are differentiated for all learners. The ILT is analyzing and planning the language demands of math units of study for September and October to include language goals for each unit with a focus 	Specific Data/Evidence: <ul style="list-style-type: none"> Baseline assessments were administered to determine areas of concerns <ul style="list-style-type: none"> Creating expressions and writing equations were identified as needing additional focus Power standards were created to focus on the skills/standards above MAP growth assessments were administered in grade specific content (Algebra 1) Implementing the Superintendent's classroom expectations for enhanced engagement Utilize Weekly department, grade team, and co-planning meetings to conduct student inquiry both academically and socio-emotionally.

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>on content specific vocabulary -tier 3 terms.</p> <ul style="list-style-type: none"> ● Through weekly professional development sessions, cross-curriculum collaboration, and educational rounds, provide support for the practice of co-teaching by implementing a variety of high impact co-teaching models to ensure full utilization of both teachers so that every scholar is engaged in learning every day. ● Teachers have received professional development on the multiple models of co-teaching during September and October ● Enhancing existing data monitoring practices for monitoring credit accumulation and Regents progress by focusing data for specific subgroups (ELLs, SWDs, etc.) ● School Improvement Coaches and District Instructional Leads are providing targeted support to lead teachers and curriculum development, common assessments, data 	<ul style="list-style-type: none"> ● Implementing school-wide protocol <ul style="list-style-type: none"> ○ SEE_THINK_WONDER ○ Gallery Walks ○ 3 Reads ● Creation and implementation of Math skills/power standards rubric to guide both teachers and students on the skill/content focus of each assessment. ● Writing in math (having student to explain their thinking by using academic math vocabulary and explain steps) ● Students participate in ongoing assessments to assist with moving between tiers 3-1 ● Data used to represent students making their thinking visible <p>Adjustments:</p> <ul style="list-style-type: none"> ● Implemented coaching cycles for teachers based on 2021-2022 data. ● Creating Parent forums: Data/Strategy Meetings with parents

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>analysis, and pedagogical practices in conjunction with content area coaching support.</p> <ul style="list-style-type: none"> ● The ILT with district support plans culturally responsive pedagogy and SEL PD series. ● The school has a 3rd full time co-leader to increase administrative instructional leadership of the mathematics department 	
<p>2020 Total Cohort (11th Graders) Passing ELA Regents</p> <p>ELA Department</p>	G	<ul style="list-style-type: none"> ● ILT with district support plans culturally responsive pedagogy and SEL PD series. ● Teacher teams (department teams) meet to evaluate current writing curriculum and revise as needed to include Culturally Relevant Pedagogy (CRP) with direct instruction on conveying meaning, structure, genre qualities, using details, voice, and conventions. ● Holistic Writing teams assess student writing samples for strengths and areas of growth. 	<p>Specific Data/Evidence:</p> <p>ELA June 2022 data: 47% pass rate for all students 70% pass rate for General Education Students 70% pass rate for SWD 0% pass rate ELLs</p> <p>MAP Reading Growth Fall 2021 to Spring 2022: 9th Grade - 55% growth 10th Grade - 62% growth 11th Grade - 75% growth</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<ul style="list-style-type: none"> ● Administration is ensuring that there is an ENL specialist familiar with language development of MLL on the team. ● Ensure all co-teachers have received professional development on the multiple models of co-teaching. ● The school has a 2nd full time co-leader to increase administrative instructional leadership of the ELA department 	<p>12th Grade - 57% growth</p> <p>11th Grade Baseline Writing Assessment - 9-2021 38% mastered Claim 50% mastered Evidence 45% mastered Reasoning</p> <ul style="list-style-type: none"> ● MRSE ● MAP progress monitoring ● Varied writing tasks ● Writing process monitoring ● Restorative Circles ● Text to Self ● Text to Society ● Text to Text (<i>Laramie Project to 12 Angry Men</i>) ● ELA Rubric ● Benchmark Assessments ● Peer Review ● Socratic Seminars ● Roundtables ● Student exemplar work shared ● Teachers review student grade weekly

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"> ● Teachers sit one on one with students bimonthly ● Scaffolding and gradually removing scaffolding ● Project based learning ● Lesson Extensions ● Differentiated Instruction ● Preview lessons with students <p>Adjustments: The Instructional Leadership Team has suggested and discussed the following strategies to teachers throughout September & October:</p> <ul style="list-style-type: none"> ● Chunking ● Verbal Repetition ● Online or on paper choices ● Data based instruction ● Skill diagnosis ● Task modification ● Peer editing ● Performance based assessments ● Project based assessments

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"> ● Multi modal teaching ● Multi modal learning ● Multi modal assessment ● Modeling/Think Aloud ● verbal/written sentence starters ● Exemplars ● pre-teaching vocabulary
2019 Total Cohort 4-Year Grad Rate - All Students	G	<ul style="list-style-type: none"> ● Trained staff are utilizing small group restorative practices focusing on empowering students to improve their attendance, addressing their individual concerns. ● Partnering with CBO to develop community-centered communications campaign on importance of attendance and create short-term and long-term attendance initiatives. In collaboration with our partners, we are creating systems to reward and strengthen positive attendance and punctuality, through the lens of 	<p>Specific Data/Evidence:</p> <ul style="list-style-type: none"> ● According to New Visions data, we currently have 82.4% expected to graduate by August 2023. ● June 2022 Graduation rate: 65% <p>Adjustments:</p> <ul style="list-style-type: none"> ● Counselors have been reviewing transcripts of students in the graduating cohort throughout September and October. If students are not on track to graduate, they are programmed for supplementary classes and/or shared instruction with YABC, and will also consider alternative settings that might allow for accelerated credit accumulation

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>positive behavior reinforcement. These incentives include recognition activities, school-wide celebrations, trips, luncheons, youth employment and/or, and community service opportunities.</p> <ul style="list-style-type: none"> ● Differentiating activities and supports to target students who are chronically absent and referring students and families to additional services, as needed. Each subgroup is monitored monthly individually as needs are diverse. ● Staff is strengthening student leadership (i.e. - student government) to promote student attendance, collaborate in the recognition, celebrations, and student activities on a monthly basis. Address attendance improvements, concerns, motivating the student body at general assemblies, award ceremonies, and SLT meetings. 	<ul style="list-style-type: none"> ● Seniors at risk of not graduating receive biweekly check-ins from their counselors and also are the subject of case conferencing or other collaborative meetings. In many cases, there is overlap between this activity and Success Mentoring. ● Counselors reevaluate their caseloads based on Fall grades. Where necessary, students are reprogrammed to ensure they stay on track for credits. ● The Guidance Team, the CBO's and the Success mentors work to ensure that potential grads at risk and their families are well-supported with all the items necessary for student success. ● Each Mentor works with a caseload of at-risk students in consultation with a GC to allow for consistency and continuity of services. ● CBO's and Success mentors evaluate the impact of their work, and plan with the AP Guidance to ensure students receive adequate support in the Spring. ● The AP and ENL Lead evaluate the progress of ELL students and design tutoring/interventions to support credit accumulation and course completion using Title III. Where advisable and feasible, this support involves participation in Extended Day courses for credit accumulation, using supplemental services that allow students to toggle between English and their native language.

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.
2018 Total Cohort 5-Year Grad Rate - All Students	G	<ul style="list-style-type: none"> ● Students in need of credits attended summer school during Summer 2022 to increase credit accumulation ● Providing one on one support to students who are seeking a different educational and academic placement. ● Partnering with CBO to develop community-centered communications campaign on importance of attendance and create short-term and long-term attendance initiatives. In collaboration with our partners, we will create systems to reward and strengthen positive attendance and punctuality, through the lens of positive behavior reinforcement. These incentives include recognition activities, school-wide celebrations, trips, luncheons, youth employment and/or, and community service opportunities. 	<p>Specific Data/Evidence:</p> <ul style="list-style-type: none"> ● Our school currently has 7 students from this cohort on our roster. 2 of the 7 students are on track to graduate in June 2023. <p>Adjustments:</p> <ul style="list-style-type: none"> ● The Guidance Team, the CBO's and the Success mentors work to ensure that potential grads at risk and their families are well-supported with all the items necessary for student success. ● Each Mentor works with a caseload of at-risk students in consultation with a GC to allow for consistency and continuity of services. ● CBO's and Success mentors evaluate the impact of their work, and plan with the AP Guidance to ensure students receive adequate support in the Spring. ● The AP and ENL Lead evaluate the progress of ELL students and design tutoring/interventions to support credit accumulation and course completion using Title III. Where advisable and feasible, this support could involve participation in Extended Day courses

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>for credit accumulation, using supplemental services that allow students to toggle between English and their native language.</p>
HS ELA All Students PI	G	<ul style="list-style-type: none"> ● Ensure all co-teachers have received professional development on the multiple models of co-teaching. ● Teacher teams (department teams) meet to evaluate current writing curriculum and revise as needed to include Culturally Relevant Pedagogy (CRP) with direct instruction on conveying meaning, structure, genre qualities, using details, voice, and conventions. ● Holistic Writing team assesses student writing samples for strengths and areas of growth. Ensure that there is an ENL specialist familiar with language development of MLL on the team. ● The school has added a 2nd full time co-leader to increase administrative instructional leadership of the ELA department. 	<p>Specific Data/Evidence:</p> <p>ELA June 2022 data: 47% pass rate for all students 70% pass rate for General Education Students 70% pass rate for SWD 0% pass rate ELLs</p> <p>MAP Reading Growth Fall 2021 to Spring 2022: 9th Grade - 55% growth 10th Grade - 62% growth 11th Grade - 75% growth 12th Grade - 57% growth</p> <p>11th Grade Baseline Writing Assessment - 9-2021 38% mastered Claim 50% mastered Evidence 45% mastered Reasoning</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>Adjustments:</p> <ul style="list-style-type: none"> ● All content can be related or transitioned to present time
HS Math All Students PI	Y	<ul style="list-style-type: none"> ● Ensuring all co-teachers have received professional development on the multiple models of co-teaching. ● ILT with district support plans culturally responsive pedagogy and SEL PD series. ● Incorporate a new course Contemporary Math ● Revising the current delivery of the Algebra 1 course ● The school has added a 2nd full time co-leader to increase administrative instructional leadership of the mathematics department 	<p>Specific Data/Evidence:</p> <ul style="list-style-type: none"> ● 19 % of students scored above a 64 on the June 2022 Algebra 1 Regents. ● The item analysis of the June 2022 Regents revealed that creating expressions and writing equations were identified as needing additional focus as 83% of the students who took the exam struggled with those portions. ● Baseline assessments were administered to determine areas of concerns <ul style="list-style-type: none"> ○ Creating expressions and writing equations were identified as needing additional focus ○ Power standards were created to focus on the skills/standards above <p>Adjustments: The ILT discussed the following adjustments to be implemented based on data:</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			<ul style="list-style-type: none"> ● Power standards were created to focus on the skills/standards above ● Implementing the Superintendent’s classroom expectations for enhanced engagement ● Utilize Weekly department, grade team, and co-planning meetings to conduct student inquiry both academically and socio-emotionally. ● Implementing school-wide protocol <ul style="list-style-type: none"> ○ SEE_THINK_WONDER ○ Gallery Walks ○ 3 Reads ● Creation and implementation of Math skills/power standards rubric to guide both teachers and students on the skill/content focus of each assessment. ● Writing in math (having student to explain their thinking by using academic math vocabulary and explain steps) ● Students will participate in ongoing assessments to assist with moving between tiers 3-1 ● Data used to represent students making their thinking visible ● Entry and Exit tickets

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"> ● Implemented coaching cycles for teachers based on 2021-2022 data. ● Creating Parent forums: Data/Strategy Meetings with parents
College, Career and Civic Readiness Index - All Students	G	<p>This year FDA VI is concentrating on expanding college and career planning by</p> <ul style="list-style-type: none"> ● Equitable and accessible programming is being used to increase enrollment in advanced courses. Advanced course sustainability is being improved by professional development of instructors and vertical curriculum planning support. ● Targeting grades 9-10, purposefully imbedding college talk, college tours and fairs, rep visits, career fairs, mock interviews, and strengthening the core curriculum. ● All students are increasingly able to communicate their post-secondary plans through instructional strategies that will empower them in the areas of decision- 	<p>Specific Data/Evidence: Currently the College, Career & Civic Readiness (CCCR) for All Students is at 16 to as measured by CCCR Index - School Performance Dashboard.</p> <p>Adjustments:</p> <ul style="list-style-type: none"> ● CCCR Index improvement is determined by the number of students enrolled and sustained in advanced classes. Students receive teacher developed baseline and interim exams aligned to EOY assessments. Student achievement data is progress monitored by course instructors and relevant teacher teams. Curriculum adjustments are made based on the data twice a year. ● Students below proficiency in advanced course benchmark exams receive tutoring and review in person and on College Board websites. ● PostSec Enrollment predictions are progress monitored in College and Career Exploration classes in College Board Big Future. ● College and Career based trip attendance is closely monitored to

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>making, problem solving, goal setting, communication and emotional literacy.</p> <ul style="list-style-type: none"> ● Developing tracking system and monitor student-level matriculation milestone completion in 11th and 12th grades (SAT completion, postsecondary application completion, financial aid application completion, postsecondary enrollment). ● Providing monthly postsecondary workshops in 9th and 10th grades in advisory ● Integrating College Access for All in order to establish at least one postsecondary awareness opportunity per semester (i.e., career fair, college fair, college campus visits and virtual visits) for students across all grade levels. ● Ensuring students are enrolled and are planning to sit for the Advanced Placement (AP) exams for the AP exams that are offered. Developing partnerships with other schools on the campus and local 	<ul style="list-style-type: none"> ● ensure access across 9-12, equitable access across subgroups and targeted attendance. ● College and Career based student event attendance is closely monitored to ensure access across 9-12, equitable access across subgroups and targeted attendance. ● FAFSA completion is closely tracked

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>college and universities to provide increased advanced course taking opportunities</p> <ul style="list-style-type: none"> ● College and Career Exploration Curriculum aligned to NYCDOE Post-Secondary scope and sequence. Milestone achievement is carefully tracked by the College and Career Team. 	
HS Chronic Absenteeism - All Students	Y	<ul style="list-style-type: none"> ● The school has a new full time guidance counselor ● This school year, the school has a second CBO partnership added to develop community centered communications campaign on importance of attendance and create short-term and long-term attendance initiatives. In collaboration with our partners, we are creating systems to reward and strengthen positive attendance and punctuality, through the lens of positive behavior reinforcement. These incentives include recognition activities, schoolwide celebrations, trips, luncheons, 	<p>Specific Data/Evidence:</p> <ul style="list-style-type: none"> ● Our current Chronic Absenteeism rate for All students is 54% according to New Visions Data. ● Our overall attendance for mid- October is 81%, which was the average attendance rate pre-covid. ● 12th graders averaged 79%, 11th graders averaged 74%, 10th graders averaged 88%, and 9th graders averaged 88%. <p>Adjustments: School leaders continually review 2022-23 attendance data to develop particular areas of focus, including but not limited to:</p> <ul style="list-style-type: none"> ● Chronic LTA's who are over-aged and under-credited. ● Students who were chronically absent in 2021-22. ● Facilitation of weekly attendance team meetings.

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>youth employment and/or, and community service opportunities. Strengthen student leadership (i.e.- student government) to promote student attendance, collaborate in the recognition, celebrations, and student activities on a monthly basis. Address attendance improvements, concerns, motivating the student body at general assemblies, award ceremonies, and SLT meetings.</p> <ul style="list-style-type: none"> ● Explicitly creating a section in school meeting agendas (Cabinet, ILT, SLT, PTA) for addressing attendance with all stakeholders. This includes student assemblies, student meetings, staff meetings, SLT, Parent Association meetings, Parent Conferences, professional development workshops, department meetings, ILT, and Administrative Cabinet meetings. The student attendance rate must be explicitly communicated with all stakeholders, at 	<ul style="list-style-type: none"> ● We implemented Attendance Reversal practices to correct attendance errors and incoming late students. ● Special attendance team focuses on Long Term Absences. ● We implemented personalized intervention strategies pertaining to the individual case. ● Our team members are assigned specific attendance cases based on members' specific skill sets, shared information and data discovered in investigation and work together, when possible, to remedy each attendance concern. If a case requires various levels of intervention, a case may be passed from one member to another upon reaching a different level of progress. ● Additionally, we focused on a school-wide initiative to establish a positive, supportive and engaging school climate to entice students to want to come to school. We utilize the data from the annual school climate survey to measure our school's conditions for learning. From this information, we developed and implemented a school climate improvement plan to reinforce areas found to need additional attention. This plan includes the following: <ul style="list-style-type: none"> ○ Ensuring that the materials and curricula in our school reflect our students, their cultures, varying learning styles, and student- interests (CRSE).

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>least monthly through several forms of communication. Staff members can access updates using Skedula, CAASS reports, ATS reports (such as the RISA), letters to parents, New Visions' Data Tool, Physical and Virtual Bulletin Boards, newsletters, and individual conferences.</p>	<ul style="list-style-type: none"> ○ Promoting culturally responsive teaching along with the tenets of social- emotional learning. ○ Advertising events focused on student engagement and school spirit (i.e.- student advisories based on student interests, school spirit weeks, recognition assemblies, etc.). ○ Providing a safe, clean environment with updated technology. ○ Using the Whole School, Whole Community, Whole Child framework to include all stakeholders in the decisions that promote the best-interests of our students. ○ We provide incentives and recognition for teachers who attend school regularly and model good attendance. ○ We implement restorative strategies and practices in Schools to improve school climate and prevent student behavior that can negatively impact attendance.
HS Science All Students PI	Y	<ul style="list-style-type: none"> ● Ensuring all co-teachers have received professional development on the multiple models of co-teaching. ● Increasing student motivation and engagement in College Readiness 	<p>Specific Data/Evidence:</p> <ul style="list-style-type: none"> ● 35% of students scored 64 or above on the June 2022 Living Environment Exam scored

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>opportunities, such as being enrolled in Advanced Placement courses, alignment between content and post-secondary decisions.</p> <ul style="list-style-type: none"> ● Meeting with our partners to discuss how the programs they provide are expected to raise academic achievement in the Sciences. ● The school has added a 3rd full time co-leader to increase administrative instructional leadership of the science department. 	<ul style="list-style-type: none"> ● The Item analysis revealed that the 79% of the students struggled with expository test ● The June 2022 Living Environment Regents Exam was analyzed for the top seven questions with the most incorrect responses. ● This analysis was conducted for 1) all students 2) students identified as ELL and 3) students identified as SWD. Skill gaps were then highlighted from the data to determine the instructional needs. ● The questions were analyzed for 1) the content students needed to know to answer the questions and 2) the skills students needed to answer the questions. ● A subset of standards was selected based on this Regents Exam Data Dive. These standards were determined to be the highest priority for students to learn the content and skills to master the questions from the Regents Exam. The standards were used to develop a skills rubric for teachers and students to assess growth towards mastery of the content and skills. <p>Link to Regents Exam Data Dive Link to Skills Rubric (Draft)</p> <p>Adjustments:</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			<ul style="list-style-type: none"> ● Teachers are attending workshops on utilizing the New Visions Curriculum in September ● Teachers have increased their use of Educational Technology to provide more engaging activities for students by using the following: explore learning, gizmos, videos in addition to the use of PowerPoints. ● A Science and ENL coach are assigned to provide science specific best practices from the vertical teacher teams. ● Science teachers are co-planning with another high school to implement phenomena - based learning for two units from the New Vision Curriculum to engage students in inquiry-based learning. ● The science department has continued to engage students with hands-on labs, synthesizing models, implementing the new NYS Science Learning Standards, aligning instruction to common cross-cutting ideas / themes, and implementing cross-content references.

<p>HS Social Studies All Students PI</p>	<p>Y</p>	<ul style="list-style-type: none"> ● Strengthening the ICT Model through strategic programming to maximize co-planning time. ● Ensuring all co-teachers have received professional development on the multiple models of co-teaching. ● Meeting with our partners to discuss how the programs they provide are expected to raise the academic achievement in Social Studies. ● Increasing focus on subgroups of students and their performance on Regents extended responses. Including surfacing gaps and obstacles for the increasing ELL population entering and emerging students who struggle with academics, as well as having a higher chronic absenteeism rate. This includes providing professional development, aligned to Culturally Responsive/Relevant and Sustaining Teaching practices. ● The school has added a 3rd full time co-leader to increase administrative instructional leadership of the social studies department. ● Implementing Department wide rubric based on skills assessment. ● School wide protocols/EDTECH that have been implemented to show a cohesive model throughout all subjects. 	<p>Specific Data/Evidence:</p> <ul style="list-style-type: none"> ● Benchmarks based on skills rubric (2022-2023) ● Global Regents (June/Aug 2022) (13/33 passed, not including waivers) ● Classroom assessment data (tests, quizzes, essays) ● Scholarship report for first marking period will be available 10/31/22 <p>Adjustments: The ILT has suggested the following instructional strategies for the social studies department:</p> <ul style="list-style-type: none"> ● Multilevel “DO NOWS” that give students choice. ● Activity Lists (to be implemented further after the PD) to allow students a differentiated entry point for each lesson.
------------------------------------------	----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>2017 Total Cohort 6-Year Grad Rate - All Students</p>	<p>G</p>	<ul style="list-style-type: none"> • The School Leader has been making personalized outreach to ascertain the progress of these students and develop individualized graduation plans for them. • The school has been partnering with CBO to develop a community-centered communications campaign on importance of attendance and create short-term and long-term attendance initiatives. In collaboration with our partners, we are creating systems to reward and strengthen positive attendance and punctuality, through the lens of positive behavior reinforcement. These incentives include recognition activities, school-wide celebrations, trips, luncheons, youth employment, and/or, and community service opportunities. 	<p>Specific Data/Evidence:</p> <ul style="list-style-type: none"> • Our school currently has one student from this cohort still on our roster. She is on track to graduate in January 2023. <p>Adjustments:</p> <ul style="list-style-type: none"> • The Guidance Team, the CBO's and the Success mentors are working to ensure that potential grads at risk and their families are well-supported with all the items necessary for student success. • Each Mentor is working with a caseload of at-risk students in consultation with a GC to allow for consistency and continuity of services. • CBOs and Success mentors will evaluate the impact of their work and plan with the AP Guidance to ensure students receive adequate support in the Spring. • The AP and ENL Lead are evaluating the progress of ELL students throughout September and October. They are designing tutoring/interventions to support credit accumulation and course completion using Title III funding.
<p>School Safety - HS</p>	<p>G</p>	<ul style="list-style-type: none"> • Modify the advisory curriculum to include updated Restorative Practices and train all staff during PDs. • Send more teachers to DOE Restorative Practices Training. • Hosting Culturally Responsive/Relevant teaching PDs provided by the district. ILT meets to agree on strategies to incorporate, fine-tune and add monthly. This will occur with support from the district and then will be included as strategies observed during classroom instruction 	<p>Specific Data/Evidence:</p> <ul style="list-style-type: none"> • 2021-2022 Q4: <ul style="list-style-type: none"> ○ Online Occurrence Reporting System (OORS) data reveals a decrease in level 1 and level 2 incidents by six (from 7 to 1); as well as a decrease in level 3-5 student incidents for Q4 from 35 to 13. ○ There was a decrease in the total number of suspensions from June 2020 (including the transition to full remote in March 2019) from 78 to 42 in June 2022. • 2022-2023 Q1: <ul style="list-style-type: none"> ○ September 22: Level 1 = 0, Level 2 = 0, Level 3 = 2, Level 4 = 1, level 5 = 0.

		<ul style="list-style-type: none"> Students must feel that their beliefs and backgrounds are accepted, respected, and valued which will be accomplished through advisory and increased cultural recognition events and projects. 	<ul style="list-style-type: none"> October 22: Level 1 = 1, Level 2 = 0, Level 3 = 2, level 4 = 1, level 5 = 0. <p>Adjustments:</p> <ul style="list-style-type: none"> Starting in September, the attendance team is collaboratively working with the CBO to review the impact of Success Mentoring as measured by the improvement in attendance of students receiving Success Mentoring and OORS data. Kid Talks (common planning) with SWD Teacher Team are being implemented. There is a personalized Interventions based on individualized student needs. Kid Talks (common planning) with ELL Teacher Team are being implemented. There are personalized Interventions based on individualized student-needs Instructional Leadership Team (ILT), with administration, is continuing to provide professional development on de-escalation strategies, including TCIS and PBIS components (i.e.- Life Space Interview, common vernacular, expectations).
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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	G	<ul style="list-style-type: none"> Implementing NYCDOE's Every Student, Every Day (ESED) campaign which calls upon all New York City schools to take strategic actions to reduce chronic absenteeism (CA) and help students reach their potential. Educating students and parents about emotional wellness and early identification of children and/or teenagers in need of mental health services. 	<p>Specific Data/Evidence:</p> <ul style="list-style-type: none"> Our school was awarded the 21st Century Grant which provides us with the Community School Model grant for the next 5 years 28 students have been coached and monitored by The Rockaway Development and Revitalization Corporation 21 of those students participated in RDRC's Learn & Earn Program. Northwell - 228 students from FDA VI are registered at the clinic <p>Adjustments:</p> <ul style="list-style-type: none"> Individual counseling for students in temporary housing.

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"> ● RDRC and the Child Center of New York conduct a comprehensive school and community needs/assets assessment. ● Collaboration between Parent Coordinator, SLT, and ELL coordinator to facilitate professional development to staff and parents on supporting average daily attendance of English Language Learners. 	<ul style="list-style-type: none"> ● The school has now added an additional CBO: The Child Center of New York, which is a result of the 21st Century Grant. ● Partnerships with other organizations have opened the door to a myriad of extracurricular activities such as Dance, Theater, and Art. ● Through the Mayor’s initiative, Project Pivot we now offer a variety of clubs such as English as a Second language, Art, Music, and Weight Training to name a few. ● One-on-one counseling has been conducted for Students in Temporary Housing with the social worker - Community School Director and Social Worker with a targeted caseload for the STH population to provide wraparound services. ● Rockaway Development and Revitalization Corporation (RDRC) have offered the following services: <ul style="list-style-type: none"> ○ work, learn and grow ○ train students to create a resume ○ students attend trips ○ students receive summer employment if they complete the program ○ OSHA class ● We also have a community clinic in the building-Northwell Health which has provided: <ul style="list-style-type: none"> ○ Medical care including treatment for acute and chronic conditions

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"> ○ Immunization updates ○ Mental health services ○ Reproductive health care ● NYCDOE partnerships have offered services to our school. They are: <ul style="list-style-type: none"> ○ United Federation of Teachers Community Schools provide pantry services ○ Rockaway Peninsula Support from Office of Youth Student Development /Community Schools/District Office/Boroughwide City Office
Family and Community Engagement (DTSDE Tenet 6)	G	<ul style="list-style-type: none"> ● Differentiating groups of parents to address their needs, taking into consideration common interests and cultural awareness and competence to address sensitive and confidential situations. ● Providing opportunities and activities to bring all cultures together- For example, the school hosted a Latinx lunch celebration for Hispanic heritage month in September 	<p>Specific Data/Evidence:</p> <ul style="list-style-type: none"> ● Based upon the NYC School Survey: Families of 165 responses: ● 94% of them responded favorably to the statement: This school makes an effort to reach out to parents to engage them directly in the processes of enhancing student learning. ● 98% responded favorably to the following statement - My child's school communicates with me in a language and way that I can understand. ● 91% responded favorably to the statement: teachers work closely with me to meet my child's needs.

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"> ● Improving the forms of communication between parents and teachers, facilitating collaboration of all stakeholders. ● The Guidance Department is providing workshops to families (in English and Spanish) regarding programs, requirements, courses and assessments that supports families' understanding of what is needed for successful and timely grade-level/course completion on their children's trajectory toward graduating college and career ready. ● Family survey data is analyzed to identify trends and areas of concern. Families are involved in planning how to address the identified areas of concern in various ways, including PTA and SLT meetings. ● School leaders are working toward developing Tier 2 and 3 supports. For Tier 3, this will involve identifying staff who are willing to serve as support mentors for students and developing expectations for the role of mentor. For Tier 2 supports, this 	<p>Adjustments:</p> <ul style="list-style-type: none"> ● Each student is assigned an Advisor. ● Students' advisors conduct outreach to the families of their advisees on a regular basis. During the times of Parent Teacher Conferences this fall, the advisor makes appointments for virtual meetings at the parent/guardian's convenience. ● In addition to the aforementioned, school staff has conducted outreach to families using email, phone calls, and/or video chats to keep regular contact with students and families, depending on identified needs. ● A Parent workshop was conducted to the participant families of the PTA by the Parent Coordinator and the Assistant Principal regarding student programs and course requirements for each grade level. Parents were provided the opportunity to ask questions during and after the presentation to ensure clarity around their child's current academic year and those to follow.

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>will involve communicating to the assigned teacher that the child is potentially at-risk, and that academic success 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</p> <ul style="list-style-type: none"> • Support mentors meet daily with student mentees throughout September and October receiving tier 3 support to check-in with the student. Mentors will share any information about barriers to school success with the guidance team. Kid Talk for all students - Weekly data tracking of students who are not meeting responsibilities, identify, support, and connect with students (Including SWD and ELL). 	
Providing 200 Hours of quality Extended Day Learning Time (ELT)	G	<ul style="list-style-type: none"> • The ILT is establishing overarching goals for the year including the systems and structures that ensure: • Students are learning procedural mathematics as well as the conceptual 	<p>Specific Data/Evidence:</p> <ul style="list-style-type: none"> • 2021-2022 Q4 Data was obtained and analyzed over Summer 2022: <ul style="list-style-type: none"> ○ There were 106 students enrolled in the Q2 extended day program. Nine of the 106 students were LTA's (8%).

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>underpinnings fundamental to constructed response questions.</p> <ul style="list-style-type: none"> ● Students are being held accountable for correct mathematical vocabulary, notation, and argumentation. ● ICT teachers continue to co-teach Math sections to ensure that students receive both specially designed instruction and appropriate mathematical content support. ● The department restructures school-wide rubrics and provides multiple opportunities for both teachers and students to utilize the rubrics to provide actionable feedback and for students to improve their problem-solving skills ● The Math Department plans professional development sessions focusing on aligning with the schoolwide focus on writing to learn and writing to demonstrate learning, and also involving looking at student work and teacher tasks. ● Students are attending supplemental lunch AIS, Saturday school, and/or Extended 	<ul style="list-style-type: none"> ○ There are 114 students enrolled in the Q3 extended day program. 29 of the 114 students are LTA's (27%). ○ There are 120 students enrolled in the Q4 extended day program. 26 of the 120 students are LTA's (21.6%). ○ All students in need received an individualized Extended Learning plan that included AIS, regents' prep, English Language Skills-development for ELLs, and college and career readiness workshops. Students also participated in Saturday School for additional AIS, regents and literacy need. Students had a combination of taking classes 6 hours a week and/or 4 hours on Saturdays. <ul style="list-style-type: none"> ● 2022-2023 Q1 Data: <ul style="list-style-type: none"> ○ There are currently 167 students enrolled in the Extended Day Program. 17 of these students are chronically absent cases followed by the Attendance Team. <p>Adjustments:</p> <ul style="list-style-type: none"> ● Create systems and structures via Instructional Leadership Team (ILT) to continue to promote instructional strategies built upon academic discourse including specific accountable talking stems as

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>Day tutoring to address the deficits identified by classroom assessments and credit gaps.</p> <ul style="list-style-type: none"> ● Algebra Teachers are engaging in common planning and collaborative inquiry process of looking at student work and developing common assessments that focus on cross-walking Advanced Literacy Hallmark 4: Vocabulary to Math Practice 1: Make Sense of Problems and Persevere in Solving Them, Vocabulary to Math Practice 2: Reason Abstractly and Quantitatively, and Practice 3: Construct Viable Arguments and Critique the Reasoning of Others, Vocabulary to Math Practice 4: Model with Mathematics and Practice 5: Use Appropriate Tools Strategically, and Vocabulary to Math Practice 6: Attend to Precision, Practice 7: Look For and Make Use of Structure, and Practice 8: Look For and Express Regularity in Repeated Reasoning. 	<p>access for all students through school-wide professional development and weekly department team meetings. Target group ELL.</p> <ul style="list-style-type: none"> ● ILT evaluates planning and meets with teacher teams to discuss successes and need for modifications. Through school-wide professional development sessions and weekly department team meetings. Target group ELL. ● Teachers assess student work weekly and adapt curriculum accordingly, with support of the Instructional Coach. (All Students). ● Teacher teams (department teams) meet to evaluate current writing curriculum and revise as needed to include Culturally Relevant Pedagogy (CRP) with direct instruction on conveying meaning, structure, genre qualities, using details, voice, and conventions. ● ILT is exploring Holistic Writing strategies, turn-key to staff, and student writing samples will be analyzed for strengths and areas of growth. Ensure that there is an ENL specialist familiar with the language development of MLL on the team. (Teacher Teams will continue to meet Mondays and Fridays on a weekly basis). ● All co-teachers have received professional development on the multiple models of co-teaching in September or October. ● Provide time for co-teachers to plan together. (Mondays-Common Planning).

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"> ● The CBO (RDRC), along with the Guidance Department is working to ensure that potential grads at risk and their families are well-supported with all the items necessary for student success. ● Support mentors are working with at-risk students in consultation with a guidance counselor to allow for consistency and continuity of services. ● All advisors, the CBO, and Guidance Counselors are evaluating the impact of their work, and plan with the Assistant Principal of Guidance to ensure students receive adequate support throughout the school year. 	
HS Math Black PI	Y	<ul style="list-style-type: none"> ● The CBO (RDRC), along with the Guidance Department works to ensure that potential grads at risk and their families are well-supported with all the items necessary for student success. ● Support mentors work with at-risk students in consultation with a guidance counselor 	<p>Specific Data/Evidence:</p> <ul style="list-style-type: none"> ● Baseline assessments were administered to determine areas of concerns <ul style="list-style-type: none"> ○ Creating expressions and writing equations were identified as needing additional focus ○ Power standards were created to focus on the skills/standards above

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 allow for consistency and continuity of services.</p> <ul style="list-style-type: none"> ● All advisors, CBO, and Guidance Counselors evaluate the impact of their work and plan with the Assistant Principal of Guidance to ensure students receive adequate support throughout the school year. ● Monitor subgroup progress toward graduation and ensure students know their progress toward graduation. ● Targeted mentoring support for Students with Disabilities (SWD) who are at risk of becoming severely chronically absent. ● Collaboration between ILT and SWD coordinator to facilitate professional development to staff on supporting Average Daily Attendance of Students with Disabilities. ● During quarterly CEP monitoring, SWDs and ELLs are closely monitored. 	<ul style="list-style-type: none"> ● MAP growth assessments were administered in grade-specific content (Algebra 1) <p>Adjustments:</p> <ul style="list-style-type: none"> ● Implementing the Superintendent’s classroom expectations for enhanced engagement ● Utilize Weekly department, grade team, and co-planning meetings to conduct student inquiry both academically and socio-emotionally. ● Implementing school-wide protocol <ul style="list-style-type: none"> ○ SEE_THINK_WONDER ○ Gallery Walks ○ 3 Reads ● Creation and implementation of Math skills/power standards rubric to guide both teachers and students on the skill/content focus of each assessment. ● Writing in math (having student explain their thinking by using academic math vocabulary and explain steps) ● Students will participate in ongoing assessments to assist with moving between tiers 3-1 ● Data used to represent students making their thinking visible ● Entry and Exit tickets <ul style="list-style-type: none"> ● Implemented coaching cycles for teachers based on 2021-2022 data.

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"> • Creating Parent forums: Data/Strategy Meetings with parents
2017 Total Cohort 6-Year Grad Rate - SWD Students	G	<ul style="list-style-type: none"> • The CBO (RDRC), along with the Guidance Department will work to ensure that potential grads at risk and their families are well-supported with all the items necessary for student success. • Support mentors will work with at-risk students in consultation with a guidance counselor to allow for consistency and continuity of services. • All advisors, CBO, and Guidance Counselors will evaluate the impact of their work and plan with the Assistant Principal of Guidance to ensure students receive adequate support throughout the school year. • Monitor subgroup progress toward graduation and ensure students know their progress toward graduation. • Targeted mentoring support for Students with Disabilities (SWD) who are at risk of becoming severely chronically absent. 	<p>Specific Data/Evidence:</p> <ul style="list-style-type: none"> • We currently have no students with SWDs from the 2017 cohort in attendance at FDAVI. The students have either graduated or entered an alternative work program.

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"> ● Collaboration between ILT and SWD coordinator to facilitate professional development to staff on supporting Average Daily Attendance of Students with Disabilities. ● During quarterly CEP monitoring, SWDs and ELLs will be closely monitored. 	

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 implementation of the school’s improvement plan.</p>
<p>Our CEP/SLT stakeholders include the following:</p> <ul style="list-style-type: none"> PTA President I Principal UFT Chapter Chair Assistant Principal Student Representatives DC 37 Representative Title 1 Secretary PTA Treasurer Parent Representative CBO Representatives <ul style="list-style-type: none"> - RDRC - Queens Defenders We currently have the following new members: <ul style="list-style-type: none"> - Title 1 Representative was selected in June - There is an additional UFT Representative (CET Secretary) - CBO Representative - Child Center of New York 	<p>During the quarterly reporting period, we held a public hearing to update our school community on our receivership status and to solicit recommendations for the improvement of the school. Our online hearing took place on October 11, 2022. Translations in the community’s most prevalent languages were made available to all participants upon request.</p> <p>Currently, there are no formal recommendations.</p> <p>Our CET meets monthly and CET recommendations are presented periodically to school leadership. Over the past quarter, CET topics included, but were not limited to:</p> <ul style="list-style-type: none"> We have made adjustments to college and career readiness experience; we now have two classes one for the Junior Class and the other for the Seniors. Students have been on two college trips thus far. We have made adjustments to our Advisory Curricula to further incorporate life skills. Our community Associate and Attendance Teacher are contacting and visiting the homes of the chronically absent to conduct re-engagement conferences. We continue to introduce new attendance incentives and provide intensive student mentoring via advisory and ongoing monitoring by teachers and other staff members. We are also engaging with coaches that have been dispatched by the district to build upon instructional best practices. The School’s CBOs are planning new events to improve school culture.

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: _____