**New York State EDUCATION DEPARTMENT**
Knowledge > Skill > Opportunity

## 2022-2023 Receivership School Quarterly Report #2
Report Period: *November 1, 2022 to January 20, 2023*

Complete all sections by fully responding to each prompt**.** For Districts with State Monitors, to streamline reporting, related metrics, data, target status, and related evidence should be drawn from the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor's Recommendations.

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<br><br>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 Yeboah Van-Ess | Tenesha Worley | 9/1/21 | Dr. Desmond K. Blackburn, Deputy Chancellor of School Leadership Sharon Rencher, Senior Executive | 09-12 | 64% | 275 | 32% | 29% | 2% |

| | | | Director of State/Federal Education Policy Dr. Tanicia Rivera, Senior Director of State School Improvement Interventions, Andrew Kenney, Director of State/Federal Program Implementation | | | | | | |
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**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.* Applicable links 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 #2 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**

Receivership, Quarterly Report #2 2022 – 2023 School Year
*(As required under Section 211(f) of NYS Ed. Law)*

*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 #2 with Reflection on Lead Strategies Utilized during**
**November 1, 2022 – January 20, 2023**

| 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. |
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| **Best Practices Professional Learning Community Model**<br><br>A Professional Learning Community model developed collaboratively and guided by the school vision, mission, and instructional focus in addition to the school-wide assessment data, teacher observation trends, Instructional Leadership Team intervisitation findings, and teacher team surveys. The top priority goal is the improvement of literacy practices across all content areas.<br><br>The areas of focus are:<br>· Instructional Leadership Team<br>· Grade-level Teacher Team<br>· Department Teacher Team | G | ● 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.<br>● Teacher teams created smart goals that are based on school data analysis and aligned to the school's vision, mission, and instructional focus, which will help to achieve school goals. Team leaders collaborated with school leadership to develop goals and strategies that are meant to address gaps and build on strengths discovered in student data. Instructional walkthroughs are incorporated to monitor progress made regarding teacher teams initiatives.<br>● Inter-visitations allow teachers the opportunity to reflect on their work and gain insight into their own strengths and challenges through the process of observation and feedback.<br>● Sharing best practices allows teachers to bring different skills and talents and share their knowledge to help leverage colleagues to improve their own challenge areas. This year we are focusing on disciplinary literacy through explicit instruction. Targeting literacy and its components help to achieve progress on all demonstrable improvement targets.<br>● Teacher team meetings are grounded in data to develop, monitor progress, 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. |
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| **Social-Emotional Learning**<br>1. Success Mentoring<br>2. Advisory Program<br>3. Attendance Program<br><br>The implementation of these lead strategies continues to be improved collaboratively and informed by school-wide assessment data, teacher and team observations and artifact reviews, and student surveys and focus groups. The top priority goal will be:<br>● The use of recent alumni to serve as success mentors for 11th-grade students<br>● The further refinement of schoolwide and specific advisory curriculum<br>● The partnership of community-based organizations to provide success mentors, guest speakers within advisory classes, and staff members to provide individual and family support to chronically absent students.<br><br>**Social Emotional Learning**<br>· Advisory<br>· Restorative Practices<br>· Professional Learning<br>· Extended Time Clubs<br>Cultural, Performing, and visual arts opportunities | G | ● Success mentors continue to 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 student's strengths, areas of growth, aspirations, and fear to advocate for our students' best interests.<br>● Advisories continue to be in place to ensure that an additional staff member is accountable for ensuring students' learning needs are met. Advisors meet one on one with their students and encourage them to make good academic choices and plan for their future.<br>● Our Attendance Team continues to meet weekly. It 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 on attendance is an integral part of success. The correlation between attendance and dropout rates has important ramifications beyond the classroom.<br>● Utilizing a schoolwide approach allowed us to focus on preventing problems before they occurred. Using an SEL curriculum schoolwide helped forge relationships and communication in our school. While moments of conflict are great opportunities to help students learn important SEL skills, we believe that teaching those skills before the conflicts occur has prevented them.<br>● Using SEL strategies school-wide helped to forge our school in newfound relationships and communication.<br>● 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, we saw an overall increase in academic achievement and improved attendance due to SEL strategies. |

| 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. |
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| **Schoolwide Instructional Program Improvement**<br><br>Strengthening the instructional program will greatly impact the ability of FDA VI to achieve progress on the demonstrable indicators.<br><br>We ensure core instruction provides rigorous grade-level content for all students. Instructional leadership will develop targeted intervention plans based on school-wide data. The implementation of these lead strategies continues to be improved collaboratively and informed by universal screener analysis, school-wide secondary assessment data, teacher and team observations, artifact reviews, and student surveys and subgroup focus. The top priority goal will be:<br>● Literacy and Math Instructional Strengthening through tiered interventions.<br>● Improvement of data-based instructional practices in literacy and math by strengthening school-wide protocols for direct reading and vocabulary instruction, student-led discussions | Y | ● Literacy and Math Instructional strengthening through tiered interventions take place across all teacher teams. The Map Growth Reading and Math 6-12 universal screener was administered school wide in early October. School-wide data is analyzed for instructional shifts in the ILT and Literacy Leadership Teams. The data was analyzed, and students were bucketed into three levels of tiered support. Tier one interventions have been administered in all classes. Horizontal and Vertical teacher teams have developed curricular changes and instructional shifts that support student growth in literacy and math. Professional learning and instructional coaches supported necessary and differentiated supports for teachers in curriculum design and instruction.<br>● 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. McGraw Hill will administer the approved secondary screener in the 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 teams developed and selected interventions to be implemented. Frayer Model, Annotation Protocol, and Writing Protocols are the focus of teams at least twice a month.<br>● Professional learning and instructional coaches continue to support necessary and differentiated 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.<br>● Improvement of data-based instructional practices in literacy and math by strengthening school-wide protocols.<br>● Extended Time Program utilization as academic intervention services. The extended time program model has been developed collaboratively and informed by school-wide assessment data, teacher observation trends, Instructional Leadership Team and district team intervisitation findings and teacher team surveys. Tier 2 and Tier 3 students are targeted via outreach and other communication to improve AIS outcomes. |

| 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. |
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| ● Use of technology across classrooms to support differentiated instruction.<br>● Extended Time Program utilization as academic intervention services | | |

**Part II – *Demonstrable Improvement Indicators-Level 1***

| **Level 1 Indicators**<br>*Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how the lead strategies informed the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.* |
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| **Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during**<br>**November 1, 2022 – January 20, 2023** |

| Indicator | Status (R/Y/G) | Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators. | • Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.<br>• Describe how the data trends that emerged during this reporting period will inform future action steps.<br>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.<br>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report. |
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| 2021 Total Cohort Passing Math Regents | Y | **Goal:**<br>By June 2023, we will achieve improvement in our math scholarship report by at least a 5% increase from 66 to 70.<br><br>**Key Strategies:**<br>• Administered a benchmark assessment/MAP growth that modeled the skills tested on the Regents exam to all students.<br>• Analyzed the data to determine the skills that need intervention.<br>    ○ Simplifying Expressions (Eliminating fractions)<br>    ○ Modeling with expressions | **The following data supports continued progress toward meeting this indicator:**<br><br>• As of December 2022, the mathematics course passing rate for the 10th graders during the fall 2022 2nd marking period increased to 66% from 60% compared to this time last semester according to the NYCDOE STARS Scholarship Report. This is attributed to the school leader meeting with teachers regarding the scholarship data and then developing individual success plans. We enhanced existing data monitoring practices for monitoring credit accumulation by focusing data on specific subgroups (ELLs, SWDs, etc.).<br>• We administered MAP Assessment as Baseline Assessment in all Math classes to identify standards-aligned skill gaps. The Grade-Level and Department-Level teams (which culminate in Regents Exams for students) met to review the alignment of texts and tasks to Regents tasks to map and implement the planned curriculum and analyze assessment data and student performance during the time allotted for collaboration.<br><br>**Key Strategies that support data trends:** |

| Indicator | Status (R/Y/G) | Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators. | • Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.<br>• Describe how the data trends that emerged during this reporting period will inform future action steps.<br>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.<br>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report. |
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| | | ○ Solving multistep equations<br>○ Interpreting linear functions and solutions<br>• Selected inquiry students representing the respective classes' demographics to monitor and track progress throughout the cycle.<br>• Math teachers collaborated with a QSHS BCO Mathematics coach to develop an action plan targeting the intervention/strategies suggested. | • Additional extended day instruction offered for students who needed credit recovery.<br>• Co-teachers continue to meet multiple times per week to address student deficiencies and co-plan lessons<br>• We continue to utilize New Visions Portal data to identify student-specific challenges, problems, teacher practice, and implement research-based strategies to improve specific skills related to the math Regents.<br>• We are continuing to provide targeted Intervention-Rewards (Recognition assemblies and certificates, Honorable Mention Lists on display, etc.).<br>• We continue to attend professional development sessions with the Borough/Citywide Office assigned mathematics coach.<br>• We continue to conduct benchmark assessments and analyze the data to determine the area of focus for each student. Implemented benchmark assessments based on regents level skills, conducted at the beginning of each marking period to assess student preparedness to succeed on the Regents exam and classroom formative and summative assessments.<br><br>**Targeted skills included:** |

| Indicator | Status (R/Y/G) | Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators. | ● Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.<br>● Describe how the data trends that emerged during this reporting period will inform future action steps.<br>● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.<br>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report. |
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| | | | We continue to target the following skills as foundational skills are necessary for success in math achievement:<br>● Simplifying Expressions (Eliminating fractions)<br>● Modeling with expressions<br>● Solving multistep equations<br>● Interpreting linear functions and solutions |
| 2020 Total Cohort Passing ELA Regents | Y | ● Work with District Achievement/Instructional Specialist coaches to provide professional development aligned to Instructional Focus with specific attention toward strategies that support teachers in implementing Literary Practices.<br>● Administered a benchmark assessment MAP growth that models the skills tested on the Regents exam to all students. | **The following data supports continued progress toward meeting this indicator:**<br><br>The ELA course passing rate for the 2020 Total Cohort for the Fall 2022 2nd marking period increased to 83.8 from 75.43 during the first marking period, according to the NYCDOE STARS Scholarship Report.<br><br>Q1 Fall Map Growth results are:<br>Grade 9 23/57 Reading at or above High School level based on Lexile Ranges<br>Grade 10 23/58 Reading at or above High School level based on Lexile Ranges<br>Grade 11: 13/29 Reading at or above High School level based on Lexile Ranges<br>Grade 12: 20/45 Reading at or above High School Lexile based on Lexile Ranges |

| Indicator | Status (R/Y/G) | Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators. | • Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.<br>• Describe how the data trends that emerged during this reporting period will inform future action steps.<br>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.<br>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report. |
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| | | • Analyzed the data to determine the skills that need intervention.<br>• Selected inquiry students representing the respective classes' demographics to monitor and track progress throughout the cycle.<br>• ELA teachers collaborated with the district ELA coach to develop an action plan targeting the intervention/strategies suggested. | **Key Strategies that support data trends:**<br>• Strengthening lesson design by ensuring the use of a schoolwide lesson plan model.<br>• Co-teachers meet multiple times weekly to address student deficiencies and co-plan lessons.<br>• We continue to utilize New Visions Portal data to identify student-specific challenges, and problems of teacher practice, as well as implement research-based strategies to improve specific skills as they relate to Math Regents<br>• We continue to provide targeted Intervention-Rewards (Recognition assemblies and certificates, Honorable Mention Lists on display, etc.).<br>• We continue to attend professional development sessions with the district-assigned mathematics coach.<br>• We continue to conduct benchmark assessments and analyze the data to determine the area of focus for each student. Implemented benchmark assessments based on regents level skills, conducted at the beginning of each marking period to assess student preparedness to excel on the Regents exam and classroom formative and summative assessments. |

| Indicator | Status (R/Y/G) | Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators. | <ul><li>Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li><li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li><li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li><li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li></ul> |
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|  |  |  | **Targeted skills included:**<ul><li>We continue to use the MAP Growth Data to progress and monitor key ideas and details, vocabulary usage, craft, and structure</li><li>In addition, the mock Regents and in-class unit exams assess argumentation skills, such as developing an argument with a claim, reasons, evidence, and explanation.</li></ul>**Specific strategies to address these skills included:**<ul><li>Text Annotation</li><li>Explicit Vocabulary Instruction</li><li>Scaffolding</li><li>questioning and discussion</li><li>collaborative learning</li><li>read aloud</li><li>modeling</li><li>sentence starters</li></ul> |
| 2019 Total Cohort 4-Year Grad Rate - All Students | Y | <ul><li>Work with District Achievement/Instructional Specialist/Coaches to provide professional development aligned to Instructional Focus</li></ul> | **Specific Data/Evidence:**<ul><li>According to New Visions data, we currently have 82% of students from this cohort expected to graduate by August 2023.</li></ul>**Adjustments:** |

| Indicator | Status (R/Y/G) | Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators. | ● Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2.  Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.<br>● Describe how the data trends that emerged during this reporting period will inform future action steps.<br>● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.<br>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report. |
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| | | with specific attention toward strategies that support teachers in implementing Rigor, Relevance, and Culturally Responsive teaching practices that enhance student achievement.<br>● Trained staff are utilizing small group restorative practices to empower students to improve their attendance and address their individual concerns.<br>● Partnering with CBO to develop community-centered communications campaigns on the importance of attendance and create short-term and long-term attendance initiatives. In | ● Counselors continue to review transcripts of students in the graduating cohort. Where students are not on track to graduate, students are programmed for supplementary classes and/or shared instruction with YABC and consider alternative settings that might allow for accelerated credit accumulation.<br>● Seniors at risk of not graduating receive biweekly check-ins from their counselors and be the subject of case conferencing or other collaborative meetings. In many cases, there is overlap between this activity and Success Mentoring.<br>● Counselors reevaluate their caseloads based on Fall grades. Where necessary, students are reprogrammed to ensure they stay on track for credits.<br>● The Guidance Team, the CBO, 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.<br>● Each Mentor work with a caseload of at-risk students in consultation with a GC to allow for consistency and continuity of services.<br>● Our CBO and success mentors evaluate the impact of their work and plan with the AP Guidance to ensure students receive adequate support in the Spring. |

| Indicator | Status (R/Y/G) | Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators. | ● Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.<br>● Describe how the data trends that emerged during this reporting period will inform future action steps.<br>● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.<br>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report. |
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| | | collaboration with our partners, we are creating systems to reward and increase attendance and punctuality through positive behavior reinforcement. These incentives include recognition activities, school-wide celebrations, trips, luncheons, youth employment, and/or community service opportunities.<br>● 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 | ● The assistant principal and ENL lead evaluate the progress of ELL students and design tutoring/interventions to support credit accumulation and course completion using Title III. |

| Indicator | Status (R/Y/G) | Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators. | ● Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2.  Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.<br>● Describe how the data trends that emerged during this reporting period will inform future action steps.<br>● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.<br>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report. |
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|  |  | monthly and individually as needs are diverse.<br>● Staff is strengthening student leadership (i.e. - student government) to promote student attendance, collaborate in the recognition, celebrations, and student activities monthly. Address attendance improvements, concerns, motivating the student body at general assemblies, award ceremonies, and SLT meetings |  |
| 2018 Total Cohort 5-Year Grad Rate - All Students | Y | ● Work with District Achievement/Instructional Specialist coaches to provide professional development aligned to Instructional Focus with specific attention toward | **Specific Data/Evidence:**<br>● **(Q1)** data revealed that (2) of the 7 students were on track to graduate in June '23. **(Q2)** data now reveals that (2) of the 7 students are on track to graduate in January 2023; (1) student was discharged; (4) of the 7 are on track to graduate in June '23. |

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| | | strategies that support teachers in implementing Rigor, Relevance, and Culturally Responsive teaching practices that enhance student achievement. ● 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 the CBO to develop a community-centered communications campaign on the importance of attendance and creating short-term and long-term | **Adjustments:** ● The Guidance Team, the CBO, and the Success mentors continue to 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 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 assistant principal 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 for credit accumulation, using supplemental services that allow students to toggle between English and their native language. |

Receivership, Quarterly Report #2 2022 – 2023 School Year
 *(As required under Section 211(f) of NYS Ed. Law)*

| Indicator | Status (R/Y/G) | Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators. | ● Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.<br>● Describe how the data trends that emerged during this reporting period will inform future action steps.<br>● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.<br>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report. |
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| | | attendance initiatives. In collaboration with our partners, we created systems to reward and strengthen positive attendance and punctuality through positive behavior reinforcement. These incentives include recognition activities, school-wide celebrations, trips, luncheons, youth employment, and/or community service opportunities. | |
| College, Career and Civic Readiness Index - All Students | Y | This year FDA VI is concentrating on expanding college and career planning by<br><br>● Equitable and accessible programming continue to be | **Specific Data/Evidence:**<br>• 2021 College, Career & Civic Readiness (CCCR) for All Students is at 16% as measured by CCCR Index - School Performance Dashboard.<br>• 2022 College, Career & Civic Readiness for All Students is projected at 54% as measured by CCCR Index- School Performance Dashboard.<br>• 2022 Data Reveals that 173/265 Students are currently On Track in Post-Secondary Exploration Milestones. |

Receivership, Quarterly Report #2 2022 – 2023 School Year
 *(As required under Section 211(f) of NYS Ed. Law)*

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| | | used to monitor enrollment in advanced courses.<br>● Advanced course sustainability is being improved by the professional development of instructors and vertical curriculum planning support.<br>● Maintaining and supporting high expectations for all students by providing rigorous and relevant instruction across content areas.<br>● Targeting grades 9-10 and purposefully embedding post-secondary topics in the school's advisory program monthly. Focal areas include college talks, college tours and fairs, rep visits, career | • 2022 Data Reveals that 207/265 Students are currently On Track in Post-Secondary Preparation Milestones.<br><br>**Adjustments:**<br>● CCCR Index improvement will be 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 will be progress monitored by course instructors and relevant teacher teams. Curriculum adjustments will be made based on the data twice a year.<br>● Students below proficiency in advanced course benchmark exams receive tutoring and review in person and on College Board websites.<br>● Post-Secondary Enrollment predictions are progress monitored in College and Career Exploration classes in College Board Big Future.<br>● College and Career based trip attendance is closely monitored to ensure access across 9-12, equitable access across subgroups and targeted attendance.<br>● College and Career based student event attendance is closely monitored to ensure access across 9-12, equitable access across subgroups and targeted attendance.<br>● FAFSA completion is closely tracked with google sheets post-secondary |

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|  |  | fairs, mock interviews, parent workshops, and strengthening the core curriculum.<br>• Ensuring students attend at least two 1:1 counseling sessions per term to ensure students in grade 12 can communicate their post-secondary plans through instructional strategies that will empower them in the areas of decision-making, problem-solving, goal-setting, communication, and emotional literacy.<br>• College and Career team meetings to ensure curriculum alignment of College and Career | tracker and bi-monthly meetings.<br>• Over the past quarter, our school team led by teachers and staff in the following events:<br> • A Trip to Yale University<br> • College and Career Fair<br> • I Will Graduate Day @ the Barclay Center<br> • Big Apple College Fair<br> • FASFA & Dream Act Workshops for Students<br> • FASFA & Dream Act Workshops for Parents<br> • Senior Intensive Event to complete. |

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| | | Exploration Class across the 11-12th grades.<br>● Continued use of 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).<br>● 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 visit) for students across all grade levels. | |

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| HS Chronic Absenteeism - All Students | G | ● The Attendance Team reviews the impact of Success Mentoring as measured by the improvement in year-over-year attendance of students receiving Success Mentoring and will also change caseloads to reflect students newly at risk of being chronically absent. <br> ● The school's new guidance counselor continues to make an impact in supporting our chronically absent students. <br> ● This school year, the school has a second CBO partnership added to develop | **Specific Data/Evidence:** <br> ● Our current Chronic Absenteeism rate for All students is 51% Q2 (54% Q1) according to New Visions Data. <br> ● Our overall attendance for mid-January '23 is 83%, which is higher than the average attendance rate pre-covid (81%) and the average attendance rate of Q1 (81%). <br> ● 12th graders averaged 80% Q2 (79% Q1), 11th graders averaged 80% Q2 (74% Q1), 10th graders averaged 85% (88% Q1), and 9th graders averaged 89% Q2 (88% Q1). <br><br> Since the start of the school year, the efforts of our Attendance Team have significantly reduced the number of students on the no-show list by conducting the necessary attendance outreach for their respective caseloads. We have reduced our no-show students from (20) Sept '22 to (1) Jan '23. <br><br> FDAVI firmly believes that when students are absent from school, they miss out on consistent instruction that is needed to develop basic skills which can have a snowball effect that impacts future learning. December '22 revealed |

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| | | community-centered communications campaigns on the 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 positive behavior reinforcement. These incentives include recognition activities, schoolwide celebrations, trips, luncheons, youth employment, and/or community service opportunities. Strengthen student leadership (i.e., | (63) students with perfect attendance. Marking period 2 revealed (16) students achieved the Principal's Honor Roll with a GPA of 90 or higher. (32) students achieved High Honor Roll with a GPA of 85-89. (36) students achieved Honor Roll status with a GPA of 80-84.99. |

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|  |  | student government) to promote student attendance and collaborate in the monthly recognition, celebrations, and student activities. Address attendance improvements, and concerns, motivating the student body at general assemblies, award ceremonies, and SLT meetings.<br>• The Attendance Team continues to evaluate the incentives' results by analyzing student-level and school-level data for specifically incentivized days.<br>• Explicitly create a section in school meeting agendas (Cabinet, ILT, SLT, PTA) to |  |

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| | | address 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 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 | |

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| | | Tool, Physical and Virtual Bulletin Boards, newsletters, and individual conferences. | |
| HS Math All Students PI | Y | By June 2023, the Regents passing rate will increase by at least 20% in comparison to last year's regents passing rate of 12.99%. Of these, at least a 10% increase among Gen Ed students achieving 65 or better on the Algebra Regents Exams, a 5% increase of MLLs achieving 65 or better, and a 5% increase of SWD achieving a 65 or better on the Math Regents exams.<br>● Professional Development Plan reflects increasing the social emotional, and cultural competency of all teachers and staff, reinforcing the increased Rigor/Relevance Framework, and a significant | **The following data supports continued progress toward meeting this indicator:**<br><br>The mathematics course passing rate for the Fall 2022 2nd marking period increased to 74 % from 72% during the first marking period according to the NYCDOE STARS Scholarship Report. This is attributed to the school leaders meeting with teachers regarding the scholarship data then developing individual success plans. We enhanced existing data monitoring practices for monitoring credit accumulation by focusing data for specific subgroups (ELLs, SWDs, etc.).<br><br>**Targeted skills included:**<br>● Simplifying Expressions (Eliminating fractions)<br>● Modeling with expressions<br>● Solving multistep equations<br>● Interpreting linear functions and solutions<br><br>**Specific strategies to address these skills included:** |

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|  |  | overhaul of our co-planning and co-teaching strategies. <br> ● Professional Development Plan reflects best practices in progress monitoring to support the tracking of strategies selected and developed to address department-wide problems of practice. <br> ● Ensuring all co-teachers have received professional development on the multiple models of co-teaching and implementation of effective co-planning. <br> ● ILT plans PD series on Literacy in the Content Areas, ENL Best Practices, Rigor and Relevance, Restorative | ● Used assessment data from benchmark assessments and engaged in data analysis of these assessments to progress monitor student mastery of grade level standards, provided feedback to students, and adjusted Instruction. <br> ● Additional extended day regents prep instruction offered for all students. <br> ● Co-teachers met multiple time per week to address student issues and co-plan lessons. <br> ● Utilized New Visions Portal data to identify student-specific challenges, problems of teacher-practice, as well as implement research-based strategies to improve specific skills as they relate to Math Regents <br> ● Provided targeted Intervention-Rewards (recognition assemblies and certificates, Honorable Mention Lists on display, etc.). <br> ● Attended professional development sessions for math teachers. <br> ● Conducted benchmark assessments and analyzed the data to determine the area of focus for each student. <br> ● Implemented benchmark assessments based on regents level skills, conducted at the beginning of each marking period to assess student preparedness to excel on the regents exam. |

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| | | Practices, and Assessment in and for Learning.<br>● Revising the current delivery of the Algebra 1 course<br>● Increased efficacy of district coaching by increasing co-leader planning, collaborative opportunities, and aligning the mission and vision of the district and school. | |
| HS ELA All Students PI | Y | ● Professional Development Plan reflects increasing the social emotional, and cultural competency of all teachers and staff, reinforcing the increased Rigor/Relevance Framework, and a significant overhaul of our co-planning and co-teaching strategies.<br>● Professional Development Plan reflects best practices in | **The following data supports continued progress toward meeting this indicator:**<br>The ELA course passing rate for the Fall 2022 2nd marking period increased to 84.87% from 80% during the first marking period, according to the NYCDOE STARS Scholarship Report.<br><br>Q1 Fall Map Growth results are 3-High RIT, 19-Average High-RIT, 18 Average-RIT, 38-Low Average RIT, 110- Low RIT<br><br>**Key Strategies that support data trend:** |

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| | | progress monitoring to support the tracking of strategies selected and developed to address department-wide problems of practice.<br>● Ensure all co-teachers continue to receive professional development and support in co-teaching and co-planning.<br>● 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. | ● Strengthening lesson design by ensuring use of schoolwide lesson plan model<br>● Co-teachers continue to meet multiple times per week to address student deficiencies and co- plan lessons.<br>● We continue to utilize New Visions Portal data to identify student-specific challenges, problems of teacher-practice, as well as implement research-based strategies to improve specific skills as they relate to Math Regents<br>● We continue to provide targeted Intervention-Rewards (recognition assemblies and certificates, honorable mention lists on display, etc.).<br>● We continue to attend professional development sessions with the district-assigned mathematics coach<br>● We continue to conduct benchmark assessments and analyze the data to determine the area of focus for each student. Implemented benchmark assessments based on regents level skills, conducted at the beginning of each marking period to assess student preparedness to excel on the Regents exam and classroom formative and summative assessments.<br><br>**Targeted skills included:** |

![New York State EDUCATION DEPARTMENT - Knowledge > Skill > Opportunity]

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| | | ● The Holistic writing team continues to progress monitoring by analyzing student writing samples for strengths and areas of growth.<br>● Ensure efficacy in the implementation of the ENL specialist through professional development and district coach support.<br>● ILT plans PD series on Literacy in the Content Areas, ENL Best Practices, Rigor and Relevance, Restorative Practices, and Assessment in and for Learning.<br>● Inquiry Work is conducted departmentally to analyze and monitor student achievement in diverse | ● We continue to use the MAP Growth Data to progress and monitor Key ideas and details, Vocabulary usage, craft, and structure.<br>● In addition, the Mock Regents and in-class unit exams will assess Argumentation skills, such as developing an argument with a claim, reasons, evidence, and explanation.<br><br>**Specific strategies to address these skills included:**<br>● Text Annotation<br>● Explicit Vocabulary Instruction<br>● Scaffolding<br>● questioning and discussion<br>● collaborative learning<br>● read aloud<br>● modeling<br>● sentence starters |

New York State
EDUCATION DEPARTMENT
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| | | subgroups and tiers to make instructional adjustments. | |
| HS Science All Students PI | Y | **2022/2023 Science Department SMART Goal** <br> By June 2023, 70% of all students will achieve 55 or better as measured by the Science (Living Environment, Earth Science, and Chemistry) Regents exams. Of the 70% of the passing students, 50% will receive a mastery grade of 75 or better on the Regents exams. <br> ● By June 2023, 60% of the Gen Ed students will achieve mastery grades of 75 or better on the Science Regents Exams. <br> ● By June 2023, 50% of MLLs will achieve grades of 65 or | **The following data supports continued progress toward meeting this indicator:** <br><br> The Science course passing rate for the Fall 2022 2nd marking period increased to 82.96 % from 81.86% during the first marking period according to the NYCDOE STARS Scholarship Report. This is attributed to the school leaders meeting with teachers regarding the scholarship data then developing individual success plans. We enhanced existing data monitoring practices for monitoring credit accumulation by focusing data for specific subgroups (ELLs, SWDs,etc.). <br><br> **Key Strategies that support data trend:** <br> The Science Common Assessment measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills that apply to the study of the natural sciences. The questions require you to recognize and understand the basic concepts related to the information contained within the passages, critically examine the hypotheses developed, and generalize from given information to draw conclusions or make predictions. |

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| | | better on the Science Regents exams. <ul><li>By June 2023, 50% of SWDs will achieve grades of 65 or better on the Science Regents exams</li></ul>**Key Strategies:**<ul><li>Professional Development Plan reflects increasing the social emotional, and cultural competency of all teachers and staff, reinforcing the increased Rigor/Relevance Framework, and a significant overhaul of our co-planning and co-teaching strategies.</li><li>Professional Development Plan reflects best practices in progress monitoring to support the tracking of strategies selected and developed to</li></ul> | Here is the overview of the types of passages:<ul><li>Data Representation Passage</li><li>Research Summaries Passage</li><li>Conflicting Viewpoints Passage</li></ul>**Targeted skills included:**<ul><li>identify the main idea or trend of a chart (or table or graph)</li><li>identify the purpose of an experiment.</li><li>Analyze an argument: identify which parts of the opposing viewpoints agree and disagree.</li></ul>**Specific strategies to address these skills included:**<br>Student Activities / Independent Practice implement the following:<ul><li>Phenomenon / Real-World Connections</li><li>Science And Engineering Practices</li><li>Cross-Cutting Themes in Science</li><li>Introduction / Do Now with multiple entry points: connecting daily topics to everyday life for student engagement/student buy-in</li><li>Protocols for student accountability: students assign team roles</li><li>Frayer Model for vocabulary analysis and development</li><li>Protocols for student-to-student discussion / accountable talk</li><li>Comparing texts and explanations for similarities and differences</li></ul> |

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| | | address department-wide problems of practice.<br>● Professional Development Activities in best practices in the district and school priorities are facilitated every Tuesday before school.<br>● Cabinet team and ILT monitor the implementation of professional development activities throughout the year to ensure fidelity to our planned initiatives.<br>● Cabinet and ILT meet weekly to evaluate various data points to identify the needs of subgroups and plan multi-tiered instructional support to meet student needs.<br>● ILT plans a professional development series on Literacy in the Content Areas, ENL Best | ● Annotation for information synthesis and explanations<br>● Evidence-based writing<br>● Regents Exam Questions<br>● Skills-based rubrics<br><br>The Science Common Assessment exposes students to authentic science scenarios. While engaging with these authentic science scenarios, students continue to implement and practice skills such as interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the sciences. Strengthening these skills will help students to successfully complete the Science Regents Exams in June.<br><br>Data from Common Assessments<br><br>Based on the data, the science department continues to engage students in the following:<br>● identify and cite information present<br>● identify and explain trends/relationships<br>● analyze the experimental design |

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| | | Practices, Rigor and Relevance, Restorative Practices, and Assessment in and for Learning.<br>• Science teachers focus on disciplinary literacy and lesson planning practices during weekly departmental meetings. | • synthesize inferences from trends in data<br>• synthesize and analyze arguments<br>• identify similarities and differences between opposing viewpoints |
| HS Social Studies All Students PI | Y | **Goal(s):**<br>1. By June 2023, we will achieve a NYS Demonstrable Improvement Indicator (DII) Score increase of at least 5 points<br>2. By August 2023, there will be a 9-point Increase<br>or more, from 56 to 65 on the average score for All Students on Global History; and a 5-point increase or more from 60 to 65 on the average score for All Students on US History as reported | **The following data supports continued progress toward meeting this indicator:**<br><br>The social studies course passing rate in Fall 2022 increased 1% from marking period 1 to marking period 2, according to the NYCDOE STARS Scholarship Report. This is attributed to the school leader meeting with teachers regarding the scholarship data then developing individual success plans. We enhanced existing data monitoring practices for monitoring credit accumulation by focusing data for specific subgroups (ELLs, SWDs, etc.).<br><br>**Key Strategies that support data trend:**<br>Social Studies content areas implemented baseline assessments based on regents' level skills, conducted at the end of each marking period to assess |

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|  |  | on the School Performance Dashboard.<br>**Key Strategies:**<br><ul><li>ILT plans a professional development series on Literacy in the Content Areas, ENL Best Practices, Rigor and Relevance, Restorative Practices, and Assessment in and for Learning.</li><li>Professional Development Plan reflects increasing the social emotional, and cultural competency of all teachers and staff, reinforcing the increased Rigor/Relevance Framework, and a significant overhaul of our co-planning and co-teaching strategies.</li><li>Professional Development Plan reflects best practices in</li></ul> | student preparedness to excel on the regents exam. Students are evaluated using the department's power standard rubric, designed to address weak skills areas in students.<br><br>[Corresponding Benchmark Data](#)<br>**Targeted skills included:**<br>  - Identifying and explaining cause and effect relationships between historical developments<br>  - Identifying and explaining similarities and differences between historical events<br>  - Determining the reliability of a document as it is used to support an argument<br>  -<br>**Specific strategies to address these skills included:**<br><ul><li>Multiple entry points do now's</li><li>Activity lists</li><li>Frayer model</li><li>Interactive word walls</li><li>Affinity maps</li><li>Venn Diagrams</li><li>T-Charts</li></ul> |

| Indicator | Status (R/Y/G) | Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators. | ● Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2.  Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.<br>● Describe how the data trends that emerged during this reporting period will inform future action steps.<br>● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.<br>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report. |
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| | | progress monitoring to support the tracking of strategies selected and developed to address department-wide problems of practice.<br>● Professional Development Activities in best practices in the district and school priorities are facilitated every Tuesday before school.<br>● Cabinet team and ILT monitor the implementation of Professional Development activities throughout the year to ensure fidelity to our planned initiatives.<br>● Cabinet and ILT meet weekly to evaluate various data points to identify the needs of subgroups and plan multi-tiered instructional support to meet student needs. | ● Targeted graphic organizers<br><br>To break down the baseline skills assessment, teachers recorded the number of students who were not able to complete the targeted skills. Based on the regents' level assessment tasks, the skills identified as integral to the study of social studies are the following: identity, description, cause, effect, similarities, differences, and argue.<br><br>Teachers recorded student progress using a spreadsheet to track progress across marking periods. In the data spreadsheet, teachers recorded which aspect of the power standard rubric students struggled with. The areas with the highest number of students who could not complete the tasks were: similarity, difference, cause, effect, and reliability. Based on these data trends, it was determined that the social studies department would work with students to develop their understanding of relationships that exist between historical events and processes, as well as how we can determine the reliability of primary and secondary sources to understand the significance of historical events. |

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| | | ● Social Studies teachers focus on cross-curricular skill building for collaborative planning around instructional expectations and the creation of interdisciplinary units of study. | |
| 2017 Total Cohort 6-Year Grad Rate - All Students | G | ● School Administration and department leads have been making personalized outreach to ascertain the progress of these students and develop individualized graduation plans for them. <br>● The school has been partnering with CBO to develop a community-centered communications campaign on the importance of attendance and create | **Specific Data/Evidence:** <br>● Our school currently has one student from this cohort still on our roster. She is on track to graduate in January 2023. <br><br>**Adjustments:** <br>● The Guidance Team, the CBO and the Success mentors continue to work to ensure that potential grads at risk and their families are well-supported with all the items necessary for student success. <br>● Each Mentor works with a caseload of at-risk students in consultation with a GC to allow for consistency and continuity of services. <br>● Our CBO and Success mentors will evaluate the impact of their work and plan with the assistant principal Guidance to ensure students receive adequate support. |

| Indicator | Status (R/Y/G) | Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators. | • Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.<br>• Describe how the data trends that emerged during this reporting period will inform future action steps.<br>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.<br>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report. |
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| | | 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 positive behavior reinforcement. These incentives include recognition activities, school-wide celebrations, trips, luncheons, youth employment, and/or community service opportunities. | • The assistant principal and ENL Lead will continue to 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 for credit accumulation, using supplemental services that allow students to toggle between English and their native language. |
| School Safety - HS | G | • Community Partnerships- Rockaway Development & Revitalization Corporation (RDRC), The Child Center of | **Specific Data/Evidence:**<br>• **2021-2022 Q2:**<br>Online Occurrence Reporting System (OORS) data revealed (36) level 3-5 incidents and (8) level 1-2 incidents.<br>• **2022-2023 Q2:** |

| Indicator | Status (R/Y/G) | Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators. | • Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.<br>• Describe how the data trends that emerged during this reporting period will inform future action steps.<br>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.<br>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report. |
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| | | New York, Sheltering Arms, and Queens Defenders.<br>• Modify the advisory curriculum to include updated Restorative Practices and train all staff during PDs.<br>• Send more teachers to DOE Restorative Practices Training.<br>• Hosting Culturally Responsive/Relevant teaching professional development 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 | Online Occurrence Reporting System (OORS) data revealed a significant decrease in level 3-5 incidents (8) and level 1-2 incidents (1).<br><br>**Adjustments:**<br><br>• As a community school, we partnered with our CBOs to develop a community-centered communications campaign on the importance of attendance, communication, restorative, and social-emotional strategies to create short-term and long-term initiatives. Our school has embedded community partners within the campus to support at-risk students.<br>• Collaboratively work with the Attendance Team to review the impact of Success Mentoring as measured by the improvement in attendance of students receiving Success Mentoring and OORS data.<br>• Kid Talks (common planning) with SWD Teacher Team. Implement personalized Intervention based on individualized student needs.<br>• Kid Talks (common planning) with ELL Teacher Team. Implement personalized Intervention based individualized student-needs<br>• Restorative circles help students process their thoughts and feelings. Trained staff members help facilitate this process. |

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| | | • 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. | • Guided questions are utilized to help identify the emotions and reasons that went into the student's behavior.<br>• Instructional Leadership Team (ILT), with administration  will continue 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*

Receivership, Quarterly Report #2 2022 – 2023 School Year
 *(As required under Section 211(f) of NYS Ed. Law)*

**Level 2 Indicators**
*Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how the 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 #2 Reflection on Activities Completed for this Indicator Level during November 1, 2022 – January 20, 2023**

| Indicator | Status (R/Y/G) | What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? | • Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2.  Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.<br>• Describe how the data trends that emerged during this reporting period will inform future action steps.<br>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.<br>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report. |
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| Plan for and implement Community School Model | G | **Key Strategies:**<br> • Use the 21st Century Grant to fund STEM Program, decrease chronic absenteeism, and provide attendance incentives<br>* ELL-focused- identify specific goals for Chronic absentee students.<br> • Formulate new strategies looking at student profiles and outside supports – analysis of successes and challenges<br> • Professional Development series for all teachers and staff to understand the interventions for each target group of students | **The following data supports continued progress toward meeting this indicator:**<br><br>• 28 students have been coached and monitored by The Rockaway Development and Revitalization Corporation.<br>• 21 of those students participated in RDRC's Learn & Earn Program.<br>• Northwell - 228 students from FDA VI are registered at the clinic.<br>• 15 students are being counseled in college and careers by The Rockaway Development and Revitalization Corporation to develop post-secondary plans. |

| Indicator | Status (R/Y/G) | What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? | ● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. <br> ● Describe how the data trends that emerged during this reporting period will inform future action steps. <br> ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. <br> ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report. |
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| | | • Targeted mentoring for ELL students and SWD students <br> • Targeted interventions for these subgroups with data analysis from the attendance team <br> • Counseling services for students with disabilities, case by case • One-on-one counseling for Students in Temporary Housing with the social worker - Community School Director and Social Worker with a targeted caseload for students in temporary housing population to provide wraparound services. <br> • Town Halls - School leaders facilitate grade-level town halls to discuss attendance priorities, including all students below 90% attendance <br> • Advisory - Advisors will help to identify individual term goals formulated around the agreed upon school community vision. <br> • Special focus on Family Engagement with attendance teams, time allocated for | • 10 students are being counseled in college and careers by Child Center of NY to develop post-secondary plans. <br> • We hosted 2 Immigration Workshops to strengthen, and support ELL families and will continue to do so monthly. <br><br> **Key Strategies that support data trend:** <br> Specific data/evidence to determine progress and impact toward meeting this indicator include: <br> • School leaders facilitate an attendance-based support system using skill-specific attendance team members to track and increase attendance for chronically absent students. <br> • CBO attendance groups interventions and incentives. Chat and Chew, trips, and prizes. <br> • We are Implementing both in-person and virtual parent workshops. <br> • Teachers are providing targeted support for English Language Learners (ELLs) at risk of severely chronically absent. <br> • Our team is leveraging community-based organization affiliates as attendance team members who conduct outreach for peers at risk of increasing the number of absences per month. |

| Indicator | Status (R/Y/G) | What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? | • Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.<br>• Describe how the data trends that emerged during this reporting period will inform future action steps.<br>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.<br>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report. |
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| | | teacher/parent outreach in conjunction with Parent Coordinator on a weekly basis to assess family engagement, needs of the school community, outreach, and systems for empowering families to be leaders of the school community. | • We are conducting professional development workshops for all instructional and support staff to access New Visions Data Portal and learn data tracking methods.<br><br>● Over the past quarter, our school team has collaborated with teachers, staff, and other stakeholders in the following events:<br> • Spirit Week<br> • Homecoming<br> • College and Career Fair<br> • Holiday treats<br> • Fall Harvest (SEL activity)<br> • Ugly Sweater Day<br> • Trips to Theater performances on Broadway<br> • Academic Awards and STARS Assemblies (academic achievement, effort, participation)<br> • Go Gold - Student and Teacher of the Month |
| Family and Community Engagement (DTSDE Tenet 6) | G | **Goal:**<br>By June 2023, our Family Engagement DII will meet the progress target parameters on the DTSDE – Tenet 6 as required by SED. | **The following data supports continued progress toward meeting this indicator:**<br><br>**Selected Questions about Strong Family-Community Ties** |

| Indicator | Status (R/Y/G) | What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? | ● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.<br>● Describe how the data trends that emerged during this reporting period will inform future action steps.<br>● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.<br>● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report. |
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|  |  | **Key Strategies:**<br>• The school offers regular workshops and information sessions that help families engage as active stakeholders in their children's education.<br>• 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 readiness.<br> • The principal shares data with families about the school and describes how the school is working to make improvements during PTA and SLT-related communications.<br>• 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. | 61% of families say that school staff regularly communicate with them about how families can help their child learn<br><br>62% of families say that they have communicated with their child's teacher about their child's performance<br><br>78% of teachers say that teachers at their schoolwork closely with families to meet students' needs<br><br>According to the yearly DOE School Survey Results:<br>77% responded positively to questions about Strong Family-Community Ties.<br><br>**Key Strategies that support data trends:**<br><br>• Our Parent Coordinator continues to support families as a valued member of our attendance team.<br>• The school offers regular workshops and information sessions that help families engage as active stakeholders in their children's education (i.e.- Child Abuse and Neglect Intervention and Prevention workshop for parents). |

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| | | The school conducted informational and parental empowerment sessions for parents geared towards increasing relationship-building with the teacher and the school. | • 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.<br>• The principal shares data with families about the school and describes how the school is working to improve during PTA and SLT-related communications.<br>• 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. |
| Providing 200 Hours of quality Extended Day Learning Time (ELT) | G | **Key Strategies:**<br>● Mentoring is measured by the improvement in academic performance of students receiving Success Mentoring and grade data.<br>● The ILT continues to establish overarching goals for the year, including the systems and structures that ensure: | **Specific Data/Evidence:**<br>● **2021-2022 Q2 Data:**<br>-There were 106 students enrolled in the Q2 extended day program. Nine of the 106 students were LTA's (8%).<br>● **2022-2023 Q2 Data:**<br>-There are 80 students enrolled in the Q2 extended day program. Four of the 80 students are LTA's (5%).<br><br>● **Q1 Data:** |

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| | | ● Students are learning procedural mathematics and the conceptual underpinnings fundamental to constructed response questions.<br>● Students are being held accountable for correct mathematical vocabulary, notation, and argumentation.<br>● ICT teachers continue to co-teach Math sections to ensure students receive both specially designed instruction and appropriate mathematical content support.<br>● 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<br>● The math department plans professional development sessions to | -There were (167) students enrolled in the Extended Day Program. (17) of these students are chronically absent cases followed by the Attendance Team.<br>● **Q2 Data:**<br>-There are 80 students enrolled in the Extended Day Program. (40) of these students are chronically absent cases followed by the Attendance Team.<br><br>There has been a decrease in the amount of students enrolled in the Extended Day Program due to the fact that more students are passing classes and do not need to make up credits.<br><br>● 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 needs. Students had a combination of taking classes 6 hours a week and/or 4 hours on Saturdays.<br><br>**Adjustments:** |

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| | | align with the schoolwide focus on writing to learn and writing to demonstrate learning, as well as looking at student work and teacher tasks.<br>● Students have opportunities to attend supplemental lunch AIS, Saturday school, and/or Extended Day tutoring to address the deficits identified by classroom assessments and credit gaps.<br>● Algebra Teachers engage in a 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: | ● Continuously assess and evaluate systems and structures created by Instructional Leadership Team (ILT) to continue to promote instructional strategies built upon academic discourse including specific accountable talking stems as access for all students through school-wide professional development and weekly department team meetings. Target group ELL.<br>● 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.<br>● Teachers assess student work weekly and adapt curriculum accordingly, with support of the Instructional Coach. (All Students).<br>● Quarterly assessment data is analyzed, and curriculum is adjusted based on the trends, patterns and areas of growth that were observed through the quarterly assessments.<br>● ILT with district support plans culturally responsive pedagogy and SEL PD series.<br>● 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. |

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| | | 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.<br>● The CBO (RDRC), along with the Guidance Department, are working to ensure that potential grads at risk and their families are well-supported with all the items necessary for student success.<br>● Support mentors work with at-risk students in consultation with a | ● ILT explores 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 language development of MLL on the team. (Teacher Teams will continue to meet Mondays and Fridays on a weekly basis).<br>● Ensure all co-teachers have received professional development on the multiple models of co-teaching.<br>● Provide time for co-teachers to plan together. (Mondays-Common Planning). |

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| | | guidance counselor to allow for consistency and continuity of services.<br>● All advisors, the 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.<br>● Incorporate a new course Contemporary Math.<br>● Revising the current delivery of the Algebra 1 course.<br>● The school has added a 2nd full-time co-leader to increase administrative instructional leadership of the mathematics department. | |
| HS Math Black PI | Y | **GOAL:**<br>By June 2023, we will achieve a NYS Demonstrable Improvement Indicator (DII) | **The following data supports continued progress toward meeting this indicator:**<br>● 2022-23 Q2-87 % Black students are passing their Mathematics class according to the New Vision Data Portal |

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| | | Score on our HS Math Black Performance Index DII from the 2018-19 result of 71. **Key Strategies: (CEP Action Plans)** ● We analyze the data to determine the skills that need intervention. Progress monitoring is a key factor in determining any changes in the implementation of interventions. ● Math teachers collaborate with coaches to develop an action plan targeting the intervention/strategies suggested. A new curriculum "New Visions," has played a key role in student engagement and student-centered learning. Students comprehend the strategies and are involved in the learning process. ● We have been able to Analyze the data to determine the skills that need intervention. A number of the students | ● We revised the existing interim assessment and data analysis cycle to include Mock Regents earlier and more frequently. ● We enhance existing data monitoring practices for monitoring credit accumulation and Regents progress by focusing data on specific subgroups (ELLs, SWDs, Black Males, etc.) ● Professional Development is continuously aligned with our Instructional Focus and the Rigor/Relevance framework that supports teachers in implementing differentiated instruction as well as culturally responsive teaching practices that enhance both social-emotional and cognitive aspects of teaching. **Key Strategies that support data trend:** ● Co-teachers met daily to address student issues and co-plan lessons. ● Use assessment data from quarterly interim assessments and engage in data analysis of these assessments to progress monitor student proficiency in grade-level standards, provide feedback to students and make adjustments to Instruction. |

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| | | are IEP students, and have worked with them through the SERP program. Students are provided with student coaches to support them in the completion of classwork and Select inquiry students that represent the demographics of the respective classes to monitor and track progress throughout the cycle. <br> ● Success monitors have been provided to struggling seniors to assist and support them one on one. | <ul><li>Guidance monitors scholarship reports each marking period – for math passing rates and co-plans interventions for struggling students with teachers.</li><li>Monitor Algebra Regents and course passing rates (Jan and June) to identify target students for additional interventions.</li></ul> |
| 2017 Total Cohort 6-Year Grad Rate - SWD Students | G | ● The CBO (RDRC) and the Guidance Department will work to ensure that potential graduates at risk and their families are well-supported with all the items necessary for student success. <br> ● Support mentors will work with at-risk students in consultation with a | **Specific Data/Evidence:** <br> ● 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. |

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| | | guidance counselor to allow for consistency and continuity of services.<br>● 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.<br>● Monitor subgroup progress toward graduation and ensure students know their progress toward graduation.<br>● Targeted mentoring support for Students with Disabilities (SWD) who are at risk of becoming severely chronically absent.<br>● Collaboration between ILT and SWD coordinator to facilitate professional development to staff on supporting Average Daily Attendance of Students with Disabilities. | |

| Indicator | Status (R/Y/G) | What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? | • Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2.  Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.<br>• Describe how the data trends that emerged during this reporting period will inform future action steps.<br>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.<br>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report. |
|---|---|---|---|
| | | • During quarterly CEP monitoring, SWDs and ELLs are 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 the school and district 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.  Such should be addressed in response to the prompts below.*

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

| ● List the constituent categories of stakeholders that have participated as CET members during this reporting period. <br><br> ● 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. | Describe how recommendations made by the CET during this reporting period were used to inform the school's improvement plan implementation. |
|---|---|
| Our CEP/SLT stakeholders include the following: <br> ● PTA President <br> ● Principal <br> ● UFT Chapter Chair <br> ● Assistant Principal <br> ● Student Representatives: <br> ● DC 37 Representative: <br> ● Title 1 Chair <br> ● PTA Treasurer <br> ● PTA Secretary <br> ● CBO Representatives <br>     ○ RDRC <br>     ○ Queens Defenders <br>     ○ Child Center of New York <br> ● Parent/Guardian (New member) | The outcome of the CET can be viewed here CET Information <br><br> The cohesiveness and shared interests of our CET have allowed for a warm and welcoming environment where families, school staff, and community partners work together, with equal voice, to provide well-rounded opportunities that support the growing and changing needs of the whole child, families, school staff and community members. <br><br> Our CET continues to share a commitment to partnership, rethinking, and at times, rebuilding relationships based on a solid foundation of trust and respect. We link families to services ensuring educators can focus on teaching and students can focus on learning. We do this by creating new partnerships and cultivating existing community strengths so that the heart of our community continues to prosper. |

**Part V -** *Receivership Powers*

| **Powers of the Receiver** |
| *Provide a summary of the use of the School Receiver's powers <u>during this reporting period.</u>* |

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, 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 Community Engagement Team criteria have been met as necessary and required per Commissioners Regulation §100.19.

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, as necessary, its 2022-2023 Community Engagement Team Plan and membership.

Name of CET Representative (Print):    _____
Signature of CET Representative:        _____
Title of CET Representative:                _____
Date:                                                 _____
<mark>*The CET Attestation must be signed by a CET member other than a school administra</mark>
Updated November 2022

Receivership, Quarterly Report #2 2022 – 2023 School Year
 *(As required under Section 211(f) of NYS Ed. Law)*