

2024-2025 Receivership School Quarter 4 Report and 2025-2026 Continuation Plan

Quarter 4 Report Period: May 1, 2025, to June 30, 2025 (Due July 15, 2025)

All sections of this document should be completed by the Superintendent Receiver and/or their designee. State Monitor Districts should streamline reporting, drawing from related metrics, data, target status and applicable evidence as outlined in the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor’s Recommendations.

Parts I, II, and III of this document are a self-assessment of the *implementation and outcomes of lead strategies* related to Receivership and are not considered an evaluation by the New York State Education Department (NYSED). Once this document is finalized, submitted to, and accepted by NYSED, the completed document must be posted in a conspicuous location on the district website in applicably dominant languages. All responses should directly align with or be adaptations of previously approved improvement plans and *require explicit verified engagement and input* from Community Engagement Teams.

School Name	School BEDS Code	Building Grade-level Configuration	District	District website hyperlink to this Report
New Directions Secondary School (09X350)	320900011350	9-12	NYC Geographical District #9	https://infohub.nyced.org/reports/students-and-schools/school-receivership
Superintendent	School Principal (<i>If appointed since the last reporting period, attach resume.</i>)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Overall Graduation Rate (The most recent 6-Year graduation rate)
John Sullivan	James Waslawski	3/31/2015	Dr. Danika Rux, Deputy Chancellor of School Leadership, Sharon Rencher, Senior Executive Director of State/Federal Education Policy, Katrina Brave, Director of State/Federal Program Implementation, Dan Atkins, Director of State/Federal Program Implementation	48.3%

Overview of Quarter 4/End of Academic Year Data
Use the following template to provide demographic and other requested data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 3 of this reporting document to determine related calculations.

Data Source:

Insight

Date of Capture:

June 30, 2025

Last Date Loaded:

June 30, 2025

Total Current Enrollment/Registrant Counts:

N = 111

SWD = 24%

ELL = 58%

SWDs who are also ELLs:

N = 7 / 6 %

Current Average Daily, Chronic Absenteeism & All Students Attendance Rates

	2024-2025 (YTD)
Average Daily Attendance Rate	87 %
Chronic Absenteeism Rate	34 %

All Students Attendance Rate

Enter the number of students enrolled 30 or more cumulative instructional days (and in attendance at least 1 day) by attendance rate level.

	Level 1 85% or less	Level 2 85.1 - 90%	Level 3 90.1 - 95%	Level 4 95.1 - 100%
2024-2025 (YTD)	14	18	73	6

Current Out of School Suspensions by Number and Rate

	2024-2025 (YTD)
Out of School Suspensions	N= 12 11 %
ELL Suspensions	N= 6 5 %
SWD Suspensions	N= 4 4 %
Students Suspended One Time (Unduplicated)	N= 7 6 %
Students Suspended Two or More Times (Duplicated)	N= 5 5 %

Expected 4-Year Graduation & Current Drop Out Rates

	2024-2025 (YTD)
	June 2025 August 2025
Expected Overall Grad Rate	66.1 % 66.1 %
Expected SWD Grad Rate	53 % 53 %
Expected ELL Grad Rate	60 % 62 %

	2024-2025 (YTD)
Total Cohort Drop Out Rate	17 %
SWD Drop Out Rate	2 %
ELL Drop Out Rate	8 %

Out of School Suspension Tracking and Reporting Addendum *The definitions and formulas below are to assist in completing the data tables on page 3. No data should be entered here.*

Out of School Suspensions: In the numerator, include the number of all student(s) suspended out of school at least one time.

$$\text{Out of School Suspension Rate \%} = \frac{12}{111} \times 100 = 11\%$$

English Language Learners (ELL) Suspensions: In the numerator, include the number of all ELL student(s) who have been suspended out of school one or more times.

$$\text{ELL Suspension Rate \%} = \frac{6}{12} \times 100 = 50\%$$

Students with Disabilities (SWD) Suspension: In the numerator, include the number of all students with disabilities who have been suspended out of school one or more times.

$$\text{SWD Suspension Rate \%} = \frac{4}{12} \times 100 = 33\%$$

Students Suspended One Time (Unduplicated Suspensions): In the numerator, include the number of all student(s) suspended out of school one time only.

$$\text{Unduplicated Suspension Rate \%} = \frac{7}{12} \times 100 = 58\%$$

Students Suspended Two or More Times (Duplicated Suspensions): In the numerator, include the number of all student(s) suspended out of school two or more times.

$$\text{Duplicated Suspension Rate \%} = \frac{5}{12} \times 100 = 42\%$$

Pre-Planning and Reflection: Identifying Needs and Resources

- Prior to completing the Quarter 4 Report and Continuation Plan and choosing Lead Strategies in Part I of the report, **school and district leaders, along with their CET**, should reflect on the effectiveness of current initiatives and determine the most appropriate way to proceed based on current circumstances.
- All available data from the 2024-2025 school year should be examined relative to the impact of Lead Strategies on meeting or exceeding DI Indicator Targets.
- Schools are encouraged to utilize the needs assessment resources available at <https://www.nysed.gov/accountability/needs-assessment>, and should also include data obtained through surveys already conducted with various stakeholders during the 2024-2025 school year and through other consistently utilized local data collection processes, such as walkthrough tools and schoolwide formative assessment.
- Data pertaining to student subgroups should also be examined to ensure instructional decisions are made equitably and are differentiated to address specific subgroup DI Indicator targets as applicable.

Identify below all data sources that will be used to monitor the progress of school improvement in 2025-2026. Guidance on assessment is available at <https://www.nysed.gov/sites/default/files/programs/state-assessment/new-york-state-educational-assessment-strategy.pdf>.

Data Sources for the 2025-2026 School Year

Click each box next to all that apply

Diagnostic/Benchmark Assessments

- ☐ IXL
 ☒ NWEA
 ☐ iReady
 ☐ Star
 ☐ Lexia

List all others that apply:

Local Assessments

- ☒ Math CFA
 ☒ ELA CFA
 ☐ Literacy CFA
 ☒ Social Studies CFA
 ☒ Science CFA
 ☒ Classroom Formative Assessments

List all others that apply:

State Assessments

- ☒ Regents Exams
 ☐ 3-8 ELA
 ☐ 3-8 Math

List all others that apply:

Directions for Parts I, II, and III

The purpose of the Quarter 4 Report and Continuation Plan is not only to document and outline the strategies, actions and outcomes occurring during Quarter 4, but to comprehensively plan for the continuum of improvement into the following school year. School- and district-based decisions for 2025-2026 should be made using a wide range of reliable data sources while examining outcomes from the 2024-2025 school year, be rooted in evidence, and aligned with both school and district goals for continuous improvement.

The report should include a clear focus on *how data and evidence have and will guide the selection and implementation of instructional decisions*, as well as how teaching and learning will be supported via district resources such that educational opportunities are equitable and accessible to all students and ensure their positive social-emotional well-being and active engagement in learning. Applicable resources and related guidance can be accessed via the Department's [Culturally Responsive-Sustaining \(CR-S\) Education Frameworks](#) and the [NYS Social Emotional Learning Benchmarks](#).

Further, district and school leadership should frame a summary of the steps taken to implement the chosen instructional and non-instructional lead strategies aligned with Building- and District-based goals that were included in the 2024-2025 Continuation Plan and Quarterly Reports, as well as identify specific strategies leading to Demonstrable Indicator (DI) target attainment.

Data and narrative outlines included in the Quarter 4 and Continuation Plan portions of this document should be comprised of only supporting evidence and documentation relevant to the aligned time periods. Information, data, and supplements not aligned to key tracking towards target attainment should not be included in this report and may result in the need to amend and resubmit for applicable approval.

When responding to prompts for the Quarter 4 Report, be sure to:

- Frame how the strategy supported progress towards this year's Demonstrable Improvement Indicator (DII) targets. Identify specific processes, strategies and actions that were applied throughout Quarter 4 to improve student learning outcomes, as aligned to Lead Strategies, DII targets and district improvement goals.
- Describe the processes utilized to assess the impact lead strategies had on student learning outcomes and as applied each DI Indicator.
- Provide the data that was used to assess the actual impact of the lead strategies on student learning during Quarter 4 based on progress monitoring that took place relevant to each DI Indicator.

When responding to prompts for the Continuation Plan, be sure to:

- Frame how the implementation of lead strategies for the 2025-2026 school year will address *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
- Identify specific processes, strategies and actions that will be implemented during the new school year.
 - Claims should be evidentiary in nature.
 - Reported information and related data should be accessible and able to be reviewed upon request.
- For both Lead Strategies and each DII provide a plan for progress monitoring that includes:
 - An Early Implementation Progress Goal- a realistic goal that can be achieved by the end of Quarter 1 and progress for which will be included in the Quarter 1 Report.
 - A Mid-Year Progress Goal- a realistic interim progress measure based on historical data and DII targets. Progress for this goal will be included in the Quarter 2 Report.
 - A Spring Progress Goal- a preliminary additional progress measure based on both the Early and Mid-Year Goals. Progress for this goal will be included in the Quarter 3 Report.

Part I – Lead Strategies for School Improvement
 After reflecting on the Lead Strategies that were implemented during the 2024-2025 school year, **indicate 3-4 Lead Strategies** that will guide the school’s improvement plan in 2025-2026. Lead Strategies can be both instructional and non-instructional, as appropriate. These strategies will serve as key levers for improving student outcomes and should be intentionally aligned with data results and district-based improvement goals to advance progress across specific Demonstrable Improvement Indicators (DII). All lead strategies chosen should be evidence-based and aligned with the district’s vision for improvement. **To ensure the chosen Lead Strategies are evidence-based, refer to the New York State Supported Evidence-Based Interventions and resources at: <https://www.nysed.gov/accountability/state-supported-evidence-based-strategies>.**

Final Report and Reflection on Lead Strategies Applied From May 1, 2025 – June 30, 2025		Lead Strategies that Will Guide the 2025-2026 School Year Continuation Plan		
Identify the lead strategies that guided the school’s improvement strategy during the reporting period, including any that were discontinued and rationale for doing so.	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year’s demonstrable improvement targets, as well as whether the lead strategy will be maintained during the next school year.	List the lead strategies that will guide the school’s improvement plan during the 2025-2026 school year.	Is this a new, expanded or refined strategy for 2025-26? • <i>What data suggests this strategy will have a positive impact on outcomes in 2025-2026?</i> • <i>If this is a new strategy, explain the rationale for selection.</i>	For each strategy listed, provide the following: - Outline specific steps for how the strategy will be implemented, including related staff training and support. - Describe how progress resulting from implementation will be monitored and how related impact will be measured. - Include the following interim progress goals as defined on page 6: <i>Early Implementation Progress Goal</i> <i>Mid-Year Progress Goal</i> <i>Spring Progress Goal</i>
1. Attendance Outreach Team	The Attendance Outreach Team helped our school achieve progress over the past quarter as indicated by the following trends: The school’s attendance rate improved from 84% in quarter 3 to 87% in quarter 4.	1. Attendance outreach team in coordination with the School Culture Committee on attendance and academic success benchmarks.	This is an expanded and refined strategy for 2025-26. • <i>Elements of our school culture committee will emphasize the academic success behaviors required for every student’s personal success and graduation. This, coupled with</i>	Strategic implementation includes: - New interim progress goals - Attendance team meets to create, consider and “resource” the incentives menu. - By establishing the “Attendance Concern Days” calendar for the coming school

	• This attendance rate accounts for 112 students at the school which is 9 fewer than quarter 3. • The attendance rate has increased by 2 percentage points year-over-year. • Our ELL attendance rate was 90%. • Our SWD attendance rate was 79%. • Our Chronic Absenteeism rate was 34%, which is a new historical low and significant achievement. • This lead strategy will be largely maintained and reinforced to associate higher scholarship results along with these attendance strengths for School Year 2026.		<i>the attendance team’s success and approach, will tie together incentives, opportunities, access and choice to academic benchmarks in addition to the attendance benchmarks.</i> <i>•This shift has become necessary as we maintain high attendance rates but have not experienced a commensurate academic improvement (rise in test scores).</i>	year (July – Sept 2025) we will have dates around which we can plan opportunity or incentive interventions. An element of these interventions will be academic output, as measured by grades in all courses. • Grades progress will be expected in all courses, with significant attention on student performance on summative, “Regents-pointing” tasks and tests. This would result from the co-joined efforts of the Attendance Team and School Culture Committee. Success is measured at incentive event debriefing sessions which take place at EVERY SCC meeting, weekly. Related impact will be measured by student progress reports printed from Jupiter grades program every six weeks, beginning October 20, 2025, through May 15, 2026. Interim and Progress Goals: • Early Implementation Progress Goal of 6% higher grades at 70 and above on October 20, 2025, as per Automate the Schools (ATS). • Mid-Year Progress Goal of 11% higher number of grades
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				at 70 and above on January report card. • Spring Progress Goal: Retain 11% higher for 2026 over spring 2025 ○ End-of-Year goal of 15% more final grades over 70 in spring 2026 up from spring 2025.
2. Extended Learning Time	ELT helped our school achieve progress over the past quarter as evidenced by the following year-over-year trends: • Math course pass rates increased from 69%, June 2024 to 74%, June 2025 • Algebra I Regents pass rates held steady at 20% • Social studies course pass rates increased from 1% to 77%. • Global History Regents results reached 77% with 35 students tested • While science course pass rates improved from 70% in June 2024 to 82% in June 2025 • Science Regents exam progress was noted with 8 of 28 students passing either Biology or Earth & Space Science. These are new	2. Blended Extended Learning time and LTW program opportunities	This is a refined and coordinated strategy for 2025-2026 as we staff and prepare to address a broad array of student's academic and social emotional need alongside the offering of opportunities for them to define, engage and re-engage their purpose for completing high school at New Directions.	Strategic implementation includes: • Step One: Fall term Extended Learning Time academic objectives will be derived from spring 2025 NYS Regents analysis. (Early Implementation Progress Goal) • Step Two: Writing boot-camp curriculum will be co-created with teacher input, administrative support and community partner assistance. • Step Three: The “re-branding” of Extended Day School support will begin in July within our new student intake process. • Step Four: In the first weeks of fall term all students will take an Opportunity Interest Inventory, and select students a reading screener, a writing baseline, and the Imagine Math baseline assessment. A scientific reading baseline assessment will also be

	exams with no comparative data point For ELA we had a breakthrough year with 47% of 91 students passing the English regents through the January and June tests. This lead strategy will be largely maintained and reinforced to associate higher scholarship results along with noted attendance strengths for School Year 2026			administered in life and physical science courses. - Step Five: an early career screening interview and poll will be administered to all new students. All returning students will have an early career directions interview with CBO staff. (Mid-Year Progress Goal) - Step Six: NYCPS social workers and CBO staff will start lunch time groups to cultivate membership to afterschool clubs and interest groups. Lunch group encounters will inform extended day SEL support efforts. - Step Seven: By September 26, 2025, students will be programmed for <u>two</u> academic support areas, <u>one</u> opportunity area and <u>one</u> self-selected support area to occur Monday through Friday in Extended Day 9th Period from 2:30 to 4:00 pm. - Spring Progress Goal – will be assessed with participation rates, Mock Regents Exam scores and scholarship reports from STARS This strategy will continue to support all DIIs through both academic and
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				enrichment offerings beyond the school day.
3. Focused School Support (FSS)	Our School Support Partner (SSP) helped our school achieve progress over the past quarter as evidenced by the following: • The school’s End-Of-Year reflection and impact survey were created to frame the year’s progress and areas of growth for CEP. • ILT members worked with administration and NYSED coach to reflect and revise professional learning expectations and structures for the next school year. • FSS partner and principal have conducted class visits and provided feedback to teachers on the impact of strategies implemented to foster student progress. • Regents exams improved in most areas except Algebra I. This lead strategy will be maintained during the next school year.	3. Focused School Support (FSS)	This strategy will be kept for SY 2025-2026. It led to the creation of our SY 2026 Instructional Focus and will support monitoring over the course of the 2026 school schedule.	Strategic implementation includes: • Math teacher teams will engage in virtual and off-site meetings and visits to other high schools to increase instructional capacity aligned to the continued use of the Illustrative Math (IM) Curriculum • Teacher teams will work collaboratively to support the school-wide implementation of core PL objectives and to support the fidelity of their application across classrooms. These core PL objectives will be to support instructional practices to effectively meet the academic needs of all students. • Regents readiness programming will focus on ELT support and include data talks between teachers and students. • The SSP will continue to mentor the principal and

				assistant principal to identify coaching opportunities for all teachers. This strategy will continue to support all DIIs through increased alignment between content and assessments.
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Part II – Demonstrable Improvement Level 1 Indicators

List the school’s Level 1 Indicators and complete all columns below. This information should provide details about how lead strategies inform the implementation of specific strategies, action steps and goals to support progress toward meeting Demonstrable Improvement Indicators (DII) targets.

Final Report and Reflection on Specific Strategies and Action Steps Applied from May 1, 2025 – June 30, 2025		Specific Strategies and Action Steps for 2025-2026 School Year Continuation Plan for Meeting Each Indicator
DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. - Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. - Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. - Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. - Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. - Describe ongoing process monitoring and how impact will be measured throughout the year. - Include the following progress goals as explained on page 5: - Early Implementation Progress Goal - Mid-Year Progress Goal - Spring Progress Goal
HS Chronic Absenteeism – All Students	Key Strategies and Action Steps: Guidance counselors and office staff implemented a Success Mentor model to support chronically absent students.	Data Trends: As per Insight, the data shows and 16.6% decline in HS Chronic Absenteeism - All Students from spring 2024 (50.6%) to spring 2025 (34%). was 50.6% and the school met the 57% Progress Target.

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> ○ <i>Spring Progress Goal</i>
	• Our counselors provided Students in Temporary Housing with wellness checks and necessary resources for success • The Attendance Team participated in bi-weekly meetings to analyze emergent data trends and patterns across all subgroups. • The Attendance Team will provide attendance updates to the Community Engagement Team (CET). • The Attendance Team strengthened the “Every Student, Every Day” initiative that helped elevate our attendance rate to new historical highs. • The Attendance Team partnered with the Attendance Supervisor from the Office of Transfer High Schools to re-engage chronically absent students and students in temporary housing. The Attendance Team will collaborate with the School Culture Committee to ensure a frequent and relevant stream of resources and supports to students based on attendance.	• Our chronic absenteeism (CA) rate was currently 45% in mid-year and ended at 34%. • Our average daily attendance (ADA) rate ended the school year at 87%. • This past quarter we implemented a bi-weekly meeting structure that solely focused the Attendance Team on CA or at-risk CA students. The at-risk students were given stronger incentives and greater flexibility for success in return for staying engaged. The additional “Every Child and Family Is Known” protocols with our DHS-STH students provide financial and academic support directly to students to increase their performance in Algebra I. • Our attendance team meets weekly to monitor and discuss improvement strategies for all CA or trending CA students and provides daily conversation, intervention and support to help sustain attendance rates above the Chronically Absent percentage. Our early implementation goal is to ensure that CA as a topic is addressed bi-weekly at our attendance team meetings and that our at-risk of CA not surpass 30% by November 21, 2025. • Our mid-year progress measure is to ensure that CA not rise above 45% by the end of February 2026. • Our spring progress measure is to conclude the 2025-2026 school year with a CA rate below 33%.

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> ○ <i>Spring Progress Goal</i>
2021 Total Cohort (11th Graders) Passing ELA Regents	Key Strategies and Action Steps: • The school will administer the following EOY interim assessments: ELA & Algebra I MAP Growth and New Visions ELA and Other Mock Regents. • Teacher teams will analyze emergent data trends and patterns from past NYS English Regents Exams, ELA MAP Growth Assessments, and New Visions Mock English Regents Exams. • The Transfer School District will support the school in disaggregating student results from interim assessments using tools such as Item Skills Analysis Reports. Data trends for our “Passing ELA Regents” are strong, with literacy screeners in place, secondary assessments, and intervention instruction to low performing native English-speaking students and frequent Regents Readiness coaching for all MLL students, we are moving our success rates to much higher levels. This data would indicate that we offer more reading intervention instruction, implement literacy across all core subjects practices and continue our high	• NYSED Preliminary Demonstrable Improvement data shows our school made progress on the Total Cohort (11th Graders) Passing ELA Regents indicator for SY 24-25, exceeding the Progress Target with a 47.3% ELA regents pass rate for January and June 2025. As such we will continue with the high frequency literacy supports in core classes and after school and online virtually in the evenings. • 2024-25 School Performance was 47.3%, well above the 5% Progress Target. • For 2025-2026 progress monitoring will continue with frequent regents-derived classroom tasks that are reviewed and evaluated by teacher and admin teams to determine success and need for any adjustments. Once a month meetings with teachers about their regents support offerings will take place in content / departmental meetings. • Our early implementation goal is to ensure full – >80% participation in supplemental instruction for students identified by screeners (100% screened students) as having need for literacy intervention. • Our mid-year progress goal is to have a >50% pass rate on either the fall Mock exam or the January ELA Regents exam (combined). • Our spring progress goal is to surpass our overall annual ELA Regents pass rate by 3% with over 50% of the programmed ELA regents test takers in January and June 2026 passing the exam.

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> ○ <i>Spring Progress Goal</i>
	frequency of support to all MLL students in the humanities classrooms.	
2019 Total Cohort 6-Year Grad Rate – All Students	<u>Key Strategies and Action Steps:</u> • Transfer School District staff will review graduation cohort progress with school leaders and the instructional leadership team. • School leaders will engage with Community Partner “Foresight” and report to the CET in monthly reviews of graduation cohort data with attention to students still enrolled and HSE (High School Equivalency) opportunities. • School leaders, with the support of SEL staff, utilize student orientations as a mechanism for helping parents and students understand promotion and graduation requirements. • School leaders, with the support of the district staff, will determine emergent trends and patterns in Cohort data review Y and Z. • School leaders provide YABC access, additional courses through APEX virtual school as options for	<u>Data Trends:</u> • NYSED Preliminary Demonstrable Improvement data shows 2019 Total Cohort 6-Year Grad Rate - All Students was 48.3%. • The 2020 Total Cohort 5-Year Grad Rate - All Students is 52%. • Across graduation cohorts, we are currently at: 48.3% (Cohort Y), 52% (Cohort Z), and 61.6% (Cohort 1). • Students will continue to receive intervention literacy supports in school-day courses and in extended day learning; Students will continue to participate in credit gap remediation efforts (online learning for credit gap courses, YABC attendance); every student will continue to be assigned a success mentor that assists them with graduation planning, early career exploration and SEL/ academic support participation. • Student progress towards graduation will continue to be a function of the teacher teams and guidance team via weekly departmental meetings. • Pupil Personnel Meetings and the focal point of monthly professional learning sessions that support enhanced and successful approaches to intervention. Progress monitoring is conducted via admin participation in these meetings, quarterly one-on-ones with instructional staff and weekly one-on-ones with the student support services team.

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> ○ <i>Spring Progress Goal</i>
	identified students to accrue additional credits for graduation.	• Early implementation goal for fall is to have conducted a student-mentor success planning session for 85% of our students by 10/31/2025. With students drafting their SY 2026 Purpose statement, Opportunity declaration, gained access to their teachers' electronic gradebook and to participate in their weekly extended day supports. • Mid-year implementation goal would be to have improved grades in first semester final grades and a 15% increase in regents pass rates for January. • An end of year improvement goal would be to have a >70% graduation rate for cohort 1 and >55% graduation rate for Cohort 2.
Survey: School Survey-Safety	Data Trends from the 2025 NYC School Survey show: • Nearly 90% of the 132 student respondents feel safe in our school's hallways and shared spaces. (2nd year in a row) • 93% feel safe in class • Over 80% of respondents feel safe on their commute and in the school-campus neighborhood. • Student participation in school survey was over 90%, with students being supported by their success mentors to contribute and convey authentic feelings and thoughts. • School received an award for our participation rate overall of over 85% of our eligible school population. • These results validate our Success Mentor model that puts School staff together with CBO staff to support a small	<u>2025-2026 school goal:</u> • By June 2026, the index score on the NYC School Survey indicator on the NYC School Survey will increase from 1.75 to 1.85. <u>Key Strategies and Action Steps:</u> • We will administer group polls and other forms of longitudinal surveys to collect data on student perceptions of school climate and safety. • We will conduct after-action debriefing sessions with affected students and staff when incidents violating our community norms occur. • Our Community Engagement Team will be surveyed, and that data analyzed to adjust policies and school norms as needed.

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> ○ <i>Spring Progress Goal</i>
	number of students per adult in a focused and consistent manner.	<u>Data-informed Rationale:</u> • Based on consistent categorical strengths exhibited in our 2025 NYC School Survey, we will continue to implement the action steps indicated above.
Transfer HS Persistence (non-dropout)	<u>Data Trends:</u> • Through our partnership with District 79, we supported one additional Cohort Y student in obtaining their HSE Diploma this past year. • Additionally, we organized and supported two cohort Z students to begin their HSE program over the past year. Each made progress and are approaching completion as of June 2025. • Three cohort 1 students completed their HSE and three more began their HSE journey this past school year. • The dropout rate data continues to decline. In the 2024-2025 school year 11 students, or 7%, dropped out. For three years consecutive data reveals that more students stayed enrolled at our school by at least 1 to 4 percentage points year over year.	<u>2025-2026 SCEP goal:</u> • By August 2026, our Transfer HS Persistence rate will increase from 60.7% to 63%. <u>Key Strategies and Action Steps:</u> • We will partner with District 79 to provide students with opportunities to earn their High School Equivalency (HSE) Diploma. • Student Services Team members will monitor students who have enrolled in HSE programs and provide the CET with monthly updates. • We will train our data team to track this metric as defined: This metric shows the percentage of students in the transfer school's graduation cohort (defined above) who either earned a Local or higher diploma, earned a high school equivalency (formerly known as GED), earned a CDOS/SACC (only NYSAA eligible students), or were still enrolled in a DOE school. <u>Data-informed Rationale:</u> • Although we had a smaller number of students earn HSE diplomas in 2025 (3) compared to 2024, we believe that our strong partnership with District 79 will continue to serve to re-engage students for high school completion.

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. - Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. - Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. - Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. - Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. - Describe ongoing process monitoring and how impact will be measured throughout the year. - Include the following progress goals as explained on page 5: <i>Early Implementation Progress Goal</i> <i>Mid-Year Progress Goal</i> <i>Spring Progress Goal</i>
	These data trends show our persistence rate interventions are working and we will maintain this effort for the 2024-2025 school year.	

Part III – Demonstrable Improvement Level 2 Indicators
List the school’s Level 2 Indicators and complete all columns below. This information should provide details about how lead strategies inform the implementation of specific strategies, action steps and goals to support progress toward meeting Demonstrable Improvement Indicator (DII) targets.

Final Report and Reflection on Specific Strategies and Action Steps Applied From May 1, 2025 – June 30, 2025	Specific Strategies and Action Steps for 2025-2026 School Year Continuation Plan for Meeting Each Indicator
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DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> ○ <i>Spring Progress Goal</i>
Plan for and implement Community School Model	<u>Data Trends:</u> • The school's attendance rate improved from 84% in quarter 3 to 87% in quarter 4. • Our ELL attendance rate was 90%. • Our SWD attendance rate was 79%. • Our Chronic Absenteeism rate was 34%. • CBO Wediko sponsored specific attendance (targeted and whole-school) events in Quarter 4 that supported a sustained high daily attendance rate. • CBO Wediko supported and maintained a workshop schedule for students seeking to obtain an array of certifications in specific early career areas (childcare, food handling, lifeguarding, building maintenance). These courses improve their outcomes for our LTW (Learning to Work) program. These data trends show our CBO Wediko is providing attendance and community school supports that help our students stay engaged in school in the 2024-25 school year and beyond.	<u>2025-2026 school goal:</u> • By June 2026, our CBO Wediko at The Home for Little Wanderers will support the school activities and programs as a fully implemented community school model, as indicated by NYSED's community school rubric. <u>Key Strategies and Action Steps:</u> • The community school director (CBO Site Manager) will participate on the attendance team and the community engagement team (CET) to provide regular updates to stakeholders on community events and student attendance. • Community-Based Organization (CBO) Wediko will update our comprehensive school and community needs and assets assessment in partnership with the Office of Community Schools. • CBO Wediko will continue to support both academic and career enrichment ELT sessions. • School leaders will assign adult or peer success mentors to all students. • In partnership with the Office of Community Schools, we'll continue to implement NYCPS's Every Student, Every Day (ESED) campaign, which calls upon all New York City schools to take strategic actions to reduce chronic absenteeism (CA) and help students reach their potential. <u>Data-informed Rationale:</u>

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DI. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> ○ <i>Spring Progress Goal</i>
		• The joint NYSPS staff-led teams, along with CBO Wediko collaboration has maintained the attendance turnaround of our school. This is indicated by our 87% YTD attendance rate for SY 2025. YTD student attendance rate continues to rise YoY.
Teacher Practices and Decisions (DTSDE Tenet 4)	<u>Data Trends:</u> • 95% of our DTSDE Tenet 4 Phase I indicators are currently being implemented across the school. • 85% of our DTSDE Tenet 4 Phase II indicators are currently being implemented across the school. • 70% of our DTSDE Tenet 4 Phase III indicators are currently being implemented across the school. • Teachers have made excellent strides re-directing off-task students who need to re-focus attention on their learning. (4B) • Aligned to our school-based commitments, teachers use scaffolds and other intervention strategies such as small group instruction with manipulatives and/or assisted interpretation of visual aids to support student learning. (4E) These data trends show that most DTSDE Tenet 4 indicators are common across the school because of the strategies we	<u>2025-2026 Goal:</u> By June 2026, 97% of the Tenet 4 Phase 1 indicators will be common across the school, 60% of the Tenet 4 Phase 2 indicators will be common across the school, and at least six Tenet 4 Phase 3 indicators will be common across the school. <u>Key Strategies:</u> • School leaders will collaborate with staff to develop an instructional focus which will be supported by fall Professional Learning and teacher meeting time September through December. • School leaders will record and track teacher observation data, populate evaluator forms immediately after observations, and calculate both MOTP (Measures of Teacher Practice) and MOSL (Measures of Student Learning) scores and ratings. • Officially designated Teacher-Leaders will work with teacher teams to plan, implement and asses use of school wide literacy and discussion practices with every curricula in use. • Transfer School District staff will review agendas from the Instructional Leadership Team and provide district support where needed.

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> ○ <i>Spring Progress Goal</i>
	implemented and will continue to use for 2025-2026 school year.	• The NYSED School Support Partner (SSP) will support the principal in establishing a structure to provide meaningful feedback and coaching to all teachers. <u>Data-informed Rationale:</u> • Data from Tenet 4 shows the school continues to shift its implementation of teacher practices as evidenced from documented oversight from the NYSED SSP.
Providing 200 Hours of quality Extended Day Learning Time (ELT)	<u>Data Trends:</u> • Our current 2025 school year calendar reflects an additional 70 student contact hours in and above the target of 200. Each student was offered 270 ELT programming hours this past school year. • 100% of students are targeted for ELT, whether academic or enrichment programming. • Teacher collaboration and professional development time is an integral part of ELT and consists of at least 2.5 hours per week. • 100% of ELT academic courses are taught by certified teachers.	<u>2025-2026 School Goal:</u> By August 2026, we will provide at least 200 total hours of Extended Day Learning Time (ELT) from September 2025 through June 2026. <u>Key Strategies:</u> • We will continue to collaborate with OPSR, NYCPS LTW program, and CBO partner, Wediko, to provide both academic and enrichment ELT. • Our ELT program will continue to target all students with a special focus on students considered to be at risk of not graduating within their 6-year time. • CBO Wediko will support special events around wellness, cultural awareness, and community building.

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> ○ <i>Spring Progress Goal</i>
	ELT data trends show we have implemented the ELT program with fidelity and look forward to maintaining our ELT program for the 2025-2026 school year.	• Our CBO supports the programs that constitute our ELT day to ensure consistent offering of opportunities for individualized academic support, and enrichment activities that emphasize real-world learning. <u>Data-informed Rationale:</u> • Data from this indicator shows our ELT program has increased student performance and achievement as seen from year-over-year trends: ○ Math course pass rates jumped 5%. ○ Algebra I Regents pass rates improved from 19.6% to 21%. ○ Social studies course pass rates remain strong at 77%. ○ Global History Regents results jumped 77%. ○ ELA Regents pass rose to 47% for January and June tests.
2019 Total Cohort 6-Year Grad Rate - ED Students	<u>Data Trends:</u> • The SIRS 201 Total Cohort Summary Report shows the 2019 Total Cohort 6-year graduation rate for ED students is currently 48.3% (indistinguishable from All Students), unchanged from the year prior. • The 2019 Total Cohort 6-year graduation rate for all students is currently 48.3%. • 28/58 students have graduated from this cohort (Cohort Y).	<u>2025-2026 School goal:</u> • By August 2026, the 2020 Total Cohort 6-Year Grad Rate for ED students will be at least 58%, Additionally, 4 students of Cohort Z will attain P2G completion for a total grad rate of 62.3%. <u>Key Strategies and Action Steps:</u> • Transfer School District staff will review graduation cohort progress with school leaders and the instructional leadership team.

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> ○ <i>Spring Progress Goal</i>
	• All 33 graduates have earned Regents Diplomas without Advanced Designation. • ELLs have a 56.1% 6-year graduation rate. • SWDs have a 25% 6-year graduation rate. • School counselors are working to re-engage students who may have dropped out from this cohort to enroll in HSE programs. Data trends show we are approaching our 6-year ED graduation rate progress target of 55%.	• School leaders will engage the CET in monthly reviews of graduation cohort data with attention to students still enrolled and HSE (High School Equivalency) opportunities. • School leaders, with the support of SEL staff, utilize student orientations as a mechanism for helping parents and students understand promotion and graduation requirements. <u>Data-informed Rationale:</u> • Data from this indicator shows the school continues to graduate over half of its students, including the ED population year after year based on the action steps above.

Survey: Personal
Attention and Support

Data Trends:

- Results from the 2025 NYC School Survey show that for this area, of the 8 questions asked, only one indicator declined. The percentage of positive responses in the category of Personal Attention and Support is 78%, which is 9 percentage points greater than a year prior.
- The school had 69% favorable responses for this indicator in 21-22, 57% favorable responses in 22-23, and 69% favorable responses in 23-24 and 78% in 24-25.
- The Transfer School superintendency rate for this indicator is 85% which is 7 percentage points above our current rate.

These data trends show the school improved upon its prior result with this indicator but needs to further adjust action steps to ensure continuous improvement.

2025-2026 School goal:

- By August 2026, the NYC School Survey indicator for Personal Attention and Support will increase to 1.85.

Key Strategies:

- In collaboration with the SSP, school leaders will develop new techniques for teachers to explain how students can improve in their classes.
- School staff will continue to integrate SEL check-ins during each lesson to ensure teachers support all students when they are upset.
- CBO Wediko will form lunch groups based on student interest to support health and wellness capacity.
- School staff will facilitate PD in identifying at-risk behaviors and directing appropriate resources to both students and families to ensure personal attention and support.

Part IV – Executive Summary

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. Limit the summary to *no more than 250 words per summary*. Applicable links must be made publicly accessible prior to submitting the report.

Summary of Quarter 4 May 1, 2025 – June 30, 2025	Summary of Systems and Processes That Will Guide the 2025-2026 School Year Continuation Plan
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Reflect on the changes and progress made during Quarter 4 and provide a <u>plain-language summary</u> to include: - How these systems and processes were utilized to implement lead strategies and engage the community. - Any relevant findings and actions taken to enact the Powers of the Receiver.	After reflecting on progress made during the 2024-2025 school year, provide an overview the school’s vision for improvement, as aligned to the district’s strategic goals, for the 2025-2026 school year. Include: - A brief description of the school’s theory of action for improvement during the 2025-2026 school year. - How this theory of action will build upon the progress made during 2024-2025.
Changes and progress made during Quarter 4 that have brought the school closest towards meeting Progress Targets for its Demonstrable Improvement Indicators include: - We had an average daily attendance rate ranging between 82% and 86% and a chronic absentee rate well below the target range of 56%. - Our 2019 Total Cohort graduation rate is 48.3% as of June 2025 on SIRS 201 and the school is 5.3 points from meeting this indicator. 2024-25 SIRS 204 Total Cohort Report shows 2022 Total Cohort (11th Graders) scoring ELA Regents Levels 3-5 (65+) at 49%, well above its 8% progress target. The progress referenced above was noteworthy enough to share during monthly CET meetings to ensure that our community remains engaged with our progress. There have been no actions taken in 24-25 to enact the Powers of the Receiver.	As aligned to the District’s DCEP, the school will continue to focus on the NYC Chancellor’s Priorities: - All students learn to read well - All students are physically and emotionally safe - All students have a high-quality academic experience - All students graduate college and career ready and have a strong plan and pathway to economic security - All districts and schools are more inclusive and responsive for parents and families, including having more families choose NYC Public Schools. - Student Attendance/Chronic Absenteeism The school’s theory of action for improvement in 25-26 is: - If the school develops targeted CEP goals that emulate those from the district, then supports can be adequately provided in the areas of: - Literacy - School Safety & Social-emotional Support - Math - Student Work Based Learning Experiences and Internships - Student attendance We will build upon this theory by continuing to participate in monthly district-led professional learning opportunities and by welcoming push-in support from district staff.

Part V – Community Engagement Team (CET)
The [Community Engagement Team](#) is a representative body designed to foster and support public engagement. The CET serves as an active thought partner contributing to and supporting the development of recommendations for school improvement as outlined by the school and district.

Identify 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, update as applicable, and provide a list of CET membership for the 2024-2025 school year.

Report Out of 2024-2025 CET Plan Implementation	Plan for Use of CET Recommendations during the 2025-2026
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- List the roles/titles of stakeholders who have <i>consistently</i> participated as CET members during 2024-2025, including their constituent categories. Include any changes made to the CET’s membership during Quarter 4. - Describe how recommendations made by the CET during Quarter 4 were used to inform the implementation of the school’s improvement plan. - Provide data and related evidence used to measure the impact and efficacy of the CET during 2024-2025.	- Include any changes that will be made to CET membership for the 2025-2026 school year. Include the roles/titles of new members. - Outline the process by which new members of the CET will be identified and selected¹, including action steps to increase participation of parents/family members and students. - Outline the school’s plan for ensuring the CET’s engagement and contributions are represented in decisions made about the school’s improvement plan and implementation, including how the CET’s impact will be measured. - Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner.
Our categorical CET membership includes but is not limited to: - School Principal - Lead Partner Agency - Wediko - Other School Leaders or Key Staff – UFT chair is new - Teachers – various teachers - Relevant Community Agencies – Housing solutions - Social Services and Youth-Serving Agencies, including Health and Behavioral - Health Services (Wediko, Housing Solutions) - Parents or persons in parental relation to students attending the school - Two students from our school CET members may be modified at any time based on recommendations made periodically to the school leadership and, as applicable, the receiver.	Ongoing integration of families and community agencies into the Community Engagement Team (CET) is a combined effort led by the Community School Director (CSD), Parent Coordinator, and Principal. The Community School Director is vital member of the school staff, supervised by the school principal, and collaborating daily with the Parent Coordinator and community stakeholders from the School Leadership Team (SLT), Parent Associations, community groups, elected Community Education Councils, and Parent Advisory Councils to engage families and community members to participate in the CET. During this reporting period, school and district leaders solicited recommendations from CET members on how to improve the school with updates to be included in the CEP accessible on the iPlan Portal. All CET members have a vested interest in the well-being of our school and participate in monthly CET meetings that serve to continually assess and report on the implementation of the School Comprehensive Education Plan (SCEP) and Receivership Continuation Plan, informed by school performance data on selected Demonstrable Improvement Indicators (DIs) and any other information necessary to assess the implementation of the plan. CET meetings are held monthly at a time convenient for teachers, students, parents, and relevant community constituencies.

¹ Administrative, teacher, and parent representative members of the CET must be selected through the process as established in [Commissioner’s Regulations 100.11\(b\)](#).

Part VI – Powers of the Receiver
NYS Education Law 211-f and Commissioners Regulation §100.19 grant certain powers to the Superintendent Receiver to be used to manage and operate a school in areas that include, but are not limited to, curriculum, programming, staffing and scheduling.

Report Out on the Powers of the Receiver Utilized during the 2024-2025 School Year	Planned Use of the Powers of the Receiver during the 2025-2026 School Year
Provide a summary for how the Superintendent Receiver’s powers were applied during the 2024-2025 school year. If Powers of the Receiver were adjusted for Quarter 4, provide an explanation. If Powers of the Receiver were not utilized, indicate such and explain why.	Describe how the Superintendent Receiver’s powers will be applied during the 2025-2026 school year. - List the Powers of the Receiver that will be utilized. - Provide a rationale for the selection of these powers. - How will the selected Powers of the Receiver specifically support this school? - Describe how the impact of these decisions will be measured throughout the school year.
New York City Public Schools regularly consults with the leadership of its collective bargaining units regarding the construct of receivership and related requirements. NYCPS is currently reviewing the revised CEP and SIG plans to identify any elements necessitating adjustments in collective bargaining agreements. Engagements with UFT and CSA are underway for planning and conducting these activities. Following this engagement process, NYCPS will determine necessary changes to collective bargaining agreements. While the Superintendent Receiver does not currently anticipate using the powers of the Receiver, below are several actions that may be considered: - Replacement of school leadership as needed to facilitate school transformation. - Organizing school-level community engagement meetings to discuss the status of receivership and seek public input and recommendations.	New York City Public Schools does not currently intend on using the Superintendent Receiver’s powers in the 2025-2026 school year.

Part VII – District Support Plan	
Report Out on the 2024-2025 School Year District Support Plan	District Support Plan for the 2025-2026 School Year
Provide a summary of the district supports that were most impactful during the 2024-2025 school year, including data/evidence to support the statement of impact.	Describe how the district will plan and implement an equitable distribution of resources to support Schools under Receivership to drive school improvement and DI target attainment. - What is the district’s plan to review resource allocation in the upcoming year to ensure equitable distribution based on the needs of its schools? - What is the district’s plan in the upcoming year to ensure that students in Schools under Receivership have as much access to strong teachers as their peers in schools identified for LSI? - Describe how the impact of these decisions will be measured throughout the school year.
District supports that were most impactful during the 2024-25 school year include: - Administering and grading Mock Regents Exams and NWEA MAP Growth Assessments. - Title I requirements such as the Title I Parent Advisory Council. - Principal Learning Groups to support promising practices such as Learning to Work (LTW). - Advising us on potential expenditures for 2024-25 Title I, 1003 School Improvement Grant (SIG) Targeted Support for Long-Term Identified Schools funds . These supports, particularly the administration of interim assessments in combination with district-led targeted professional development, allowed our teachers and students to escalate the sense of urgency to graduate within 6 years.	The district has a team of Senior Grants Officers and Budget Directors who review resource allocations across all our schools to ensure that equitable distribution of resources is taking place annually. Additionally, principals submit their Comprehensive Education Plan (CEP) by June 28 and complete an online attestation in the iPlan Portal, stating that the annual goals align with the preliminary school-based budget. Once CEPs are submitted and attested, the Superintendent Team reviews resources referenced in the CEP certifies the alignment of CEP annual goals with the preliminary school-based budget by July 29. All schools use the NYSED SCEP Expectations Form to ensure their plan meets New York State Education Department (NYSED) requirements. Regarding access to strong teachers, our district’s receivership schools have no vacancies and over 98% teacher attendance rate, and 0% turnover during the past year. This data points to a high level of stability and excellence among teachers. Our schools will also continue to track Teacher Attendance Rate and the percentage of certified teachers.

Part VIII – Assurance and Attestation

By signing below, I attest that the information in this Quarter 4 Report and Continuation Plan is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and Community Engagement Team (CET) 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 that the Community Engagement Team (CET) has had the opportunity to provide direct and explicit input into this Quarter 4 Report and Continuation Plan. The CET has also reviewed and updated, as necessary, its CET Plan and membership for the 2025-2026 school year.

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

***The CET Attestation must be signed by a CET member other than a school administrator.**