New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2023-2024 Receivership School Final Report and 2024-2025 Continuation Plan
Report Period: *May 1, 2024, to June 30, 2024 (Due July 12, 2024)*

Note that Parts I, II, and III of this document are a self-assessment of the *implementation and outcomes of key strategies* related to Receivership, and as such, is not considered an evaluation by the New York State Education Department (NYSED). Once finalized and accepted by NYSED, the complete document *must be posted* in a conspicuous accessible 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 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:
New Directions Secondary School (09X350)	320900011350	NYC Geographical District #9	Wediko	2	https://infohub.nyced.org/reports/students-and-schools/school-receivership

Superintendent	School Principal (*If appointed since the last reporting period, attach resume*)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent 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 Dr. Tanicia Rivera, Senior Director of State School Improvement Interventions Dan Atkins, Director of State/Federal Program Implementation	9-12	55.9%

Procedural Checklist for Quarterly Report Completion Review
As the report is completed and reviewed, use the checklist below to confirm completion of each part by placing your initials in the related box.

Title Page

☑ All boxes are fully completed with accurate and point-in-time information.

Executive Summary

☑ The Executive Summary is completed per the related outline.

Data Trend Tables

☑ All tables have been completed with the most recent point-in-time data.

*Suspension Tracking and Reporting Addendum

☑ *The *Suspension Tracking and Reporting Addendum* is a process outline only. No data is entered on this page.

Building- and District-based Commitments and SMART Goal Strategies

☑ The *SMART Goal Strategies and Actions Towards Attaining Commitments* have been completed by the building and district leaders, including, but not limited to:
   ☐ Incremental goals towards meeting targets.
   ☐ Strategies, actions, and resources towards meeting targets.
   ☐ How all goals and strategies will be measured/assessed.

Part I - Lead Strategies for School Improvement

☑ Each Lead Strategy is outlined, including how the strategy supported meeting achievement-based progress towards this year's DII targets.

Demonstrable Improvement Level 1 Indicators

☑ Each Level 1 Indicator that has been assigned for the current school year is identified. For each indicator, each bullet point has been fully addressed.

Part III – Demonstrable Improvement Level 2 Indicators

☑ Each Level 2 Indicator that has been assigned for the current school year is identified. For each indicator, each bullet point has been fully addressed.

Part IV – Community Engagement Team (CET)

☑ Prompts in each column are completed with the understanding that CET implementation is guided by *Commissioner's Regulations §100.11(b).*

Part V- Powers of the Receiver & Part VI – Assurance and Attestation

☑ A clear summary of the application of the Powers of the Receiver is provided.

☑ Required signatures have been obtained from regulatory approved CET members who are **not** school administrators.

Executive Summary

Please provide a _plain-language summary_ of this Quarterly Report #4 to both reflect the changes and progress made since the last reporting period. Describe the systems and processes utilized to implement lead strategies, engage the community, and actions taken to enact the Powers of the Receiver during the past quarter have framed a basis for developing a data-informed continuation plan for the next school year.

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.

Mission:

Our mission at the New York City Public Schools is to ensure that each student graduates on a pathway to a rewarding career and long-term economic security, equipped to be a positive force for change.

New York City Public Schools (NYCPS) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that 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.

Overview of School Demographic and Four-Year Trend Data
Use the following template to provide demographic and four-year trend data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 6 of this Reporting Document to determine related calculations .

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as 'point-in-time.'

Data Source: _____Insight_____

Date of Capture: ___June 28, 2024_____

SWD: 23.1%

Total Current Enrollment/Registrant Counts: N =   138

ELL: 44.2%

SWDs who are also ELLs:

N = 8 / 5.7%

Average Daily Attendance and Chronic Absenteeism Rate by Year

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	71%	79%	83%	86%
Chronic Absenteeism Rate	54%	54%	59%	43%

Suspension % Rate and Number by Category

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Out-of-School Suspensions	2.2%/3	0%/#0	0%/#0	0%/#0
Duplicated Suspensions	21.7%/#5	0%/#0	0%/#0	0%/#0
Unduplicated Suspensions	13%/#3	0%/#0	0%/#0	0%/#0
ELL Suspensions	26%/#6	0%/#1	42.8%/#9	0%/#0
SWD Suspensions	2.8%/#4	1.4%/#2	14.2%/#3	0%/#0

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 (As required under Section 211(f) of NYS Ed. Law)

Overview of School Demographic and Four-Year Trend Data
Use the template below to provide four-year graduation, drop-out rate, and 3-8 ELA and Math proficiency rates trend data, as applicable.

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, Year-to-Date Data should be reported as 'point-in-time.'

Graduation Percentage Rates

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Grad. Rate	27.3%	50.8%	42.9%	11.6%
ELL Grad. Rate	6.2%	51.2%	51.9%	11.1%
SWD Grad. Rate	31.6%	25%	30%	5.9%
NYSAA Grad. Rate	0%	0%	0%	0%

Drop Out Percentage Rates

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Drop Out Rate	43.6%	37.3%	35.7%	24.6%
ELL Drop Out Rate	43.8%	34.1%	33.3%	11.1%
SWD Drop Out Rate	47.4%	62.5%	40%	29.4%
NYSAA Drop Out Rate	N/A	N/A	N/A	N/A

3-8 ELA Proficiency Rates

	2021-2022	2022-2023
Percentage of Students Scoring Level 3 and Above	N/A	N/A

3-8 Math Proficiency Rates

	2021-2022	2022-2023
Percentage of Students Scoring Level 3 and Above	N/A	N/A

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**Suspension Tracking and Reporting Addendum** *The definitions and formulas below are to assist in completing the data tables on page 4. No data should be entered here. *

**Out of School Suspensions #:**

Number of students who received at least one day of out of school suspension.

$$Out\ of\ School\ Suspension\ \%\ Rate = \frac{Number\ of\ Students\ with\ at\ Least\ 1\ Day\ Suspension}{Total\ Enrollment\ as\ of\ BEDS\ Day}\ x\ 100$$

**Duplicated Suspensions #:**

Number of the same student(s) suspended more than one time.

$$Duplicated\ Suspension\ \%\ Rate = \frac{Number\ of\ Students\ Suspended\ More\ Than\ One\ Time}{Total\ Number\ of\ Suspensions}\ x\ 100$$

**Unduplicated Suspensions #:**

Number of students suspended out of school one time.

$$Unduplicated\ Suspension\ \%\ Rate = \frac{Number\ of\ Students\ Suspended\ Out\ of\ School\ One\ Time}{Total\ Number\ of\ Suspensions}\ x\ 100$$

**English Language Learners (ELL) Suspensions #:**

Number of ELL students suspended at least one time.

$$ELL\ Suspension\ \%\ Rate = \frac{Number\ of\ ELL\ Students\ Suspended\ at\ Least\ One\ Time}{Total\ Number\ of\ Suspensions}\ x\ 100$$

**Students with Disabilities (SWD) Suspensions #:**

Number of students with disabilities suspended at least one time.

$$SWD\ Suspension\ \%\ Rate = \frac{Number\ of\ SWD\ Suspended\ at\ Least\ One\ Time}{Total\ Number\ of\ Suspensions}\ x\ 100$$

Directions for Parts I, II, and III - District and school leadership frame a summary of the steps taken to implement lead strategies aligned with Building- and District-based Commitments outlined during the most recent session with OISR, as well as identify key strategies that were included in the 2023-2024 Continuation Plan as part of an ongoing process of _continuous and comprehensive planning, and school improvement._

The report should include a clear focus on _how evidence guides decisions_ and an outline of explicit, equitably accessible educational supports to all students to ensure positive social-emotional well-being and active engagement in learning in an inclusively diverse, culturally relevant, safe learning space. Applicable resources and related guidance can be accessed via the _Department's Diversity, Equity, and Inclusion_ and _Culturally Responsive-Sustaining (CR-S) Education Frameworks_, (@ DEI Framework and Policy Statement | New York State Education Department (nysed.gov), Culturally Responsive-Sustaining Education | New York State Education Department (nysed.gov), and in support of the NY Social Emotional Learning Benchmarks @ NYS SEL Benchmarks (nysed.gov).

- When responding to prompts pertaining to _Quarterly Report #4_, identify processes:

  - Applied throughout Quarter 4 to <u>assess the impact of _strategies implemented_</u> to improve student learning outcomes, <u>_as aligned to Building- and District-based Commitments_</u>.
  - Utilized to <u>assess the impact</u> on student learning outcomes that will be newly implemented during the pending new school year.

- Frame how 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.

  - Claims should be evidentiary in nature.
  - Reported information and related data should be accessible and able to be reviewed upon request.

To ensure sustained application of key data where strategy implementation results in _long-term sustainable growth_, District and School Leadership should _assess the impact_ of identified lead strategies on student learning, _as aligned to Building- and District-based Commitments_ and Technical Assistance and Support sessions and diagnostic review feedback.

Building- and District-based Commitments and SMART Goal Strategies: Specific/Measurable/Achievable/Relevant/Time-bound
At the close of the last touch point, the following commitments were identified by school and district leaders as priorities for ongoing school improvement.
(1) Reflect on the 2023-2024 end-of-year outcomes for each commitment in relation to the SMART goals established and, as appropriate, adjust the commitments and SMART goals such that they support implementation of the strategies and action steps included in the 2024-2025 School Year Continuation Plan.
(2) The strategies section is to be completed by school and district leadership and should include specific, measurable, achievable, relevant, and time-bound (SMART) goals aligned with Lead Strategies that lead to DII target attainment. Strategies should include incremental assessment of measurable progress and actions toward meeting each commitment and SMART Goal. For example, "ELA proficiency of SWDs will increase 2% by January 2025 and 5% overall by June 2025."

Building-based Commitments	**SMART Goal Strategies and Actions Towards Attaining Commitments**
- All math teachers will be trained monthly on the NYC Mathematics Collaborative program which is currently instituting Illustrative Mathematics (IM) Algebra I Phase I across NYC transfer schools. - <u>School Reflection</u>: Our school made great strides in attending to the math IM commitment with the support of Transfer School District math specialists who provided curricular supports in IM unit planning with our teacher teams. Additionally, Transfer School math specialists helped provide instructional supports to ensure the seamless administration of both MAP Growth assessments in Algebra I and the Algebra I Mock Regents. - Teacher teams will receive feedback from the school administration about ways to advance student learning and how to integrate student feedback activities into daily lessons. <u>School Reflection</u>: Our Advance District point was instrumental in engaging school leaders in class visits to calibrate our use of the Danielson Framework with special attention to component 3a, communicating with students. - The school will convert success in attendance to academic success. - <u>School Reflection</u>: Aside from a year-over-year decrease on the English Regents our strong attendance trends led to increases on regents exams across all other subject areas. This suggests that our 86% attendance rate did translate into academic success.	- By January 2024, 100% of teachers will provide personalized instructional support to students as evidenced by the use of scaffolds across all classrooms to deepen Illustrative Math discourse. - <u>New SMART goal:</u> By January 2025, 100% of teachers will provide personalized instructional support to students as evidenced by the use of scaffolds across all classrooms to deepen Illustrative Math discourse. - By January 2024, 100% of teachers will help students take ownership of their learning by engaging students in frequent opportunities to provide written feedback to peers for reflection and improvement. - <u>New SMART goal:</u> By January 2025, 100% of teachers will help students take ownership of their learning by engaging students in frequent opportunities to provide written feedback to peers for reflection and improvement. - By April 2024, the school will sustain an 84% attendance rate and a 75% course pass rate across all major subject areas. - <u>New SMART goal:</u> By April 2025, the school will achieve an 86% attendance rate and a 76% course pass rate across all major subject areas.

District-based Commitments

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(As required under Section 211(f) of NYS Ed. Law)

• The district will support the school in its implementation of Illustrative Math. • <u>School Reflection</u>: The district provided supports such as a Math Newsletter, IM school intervisitations, and IM Adobe Digital Portfolios which helped our math teachers with this new curriculum. • The district will help to facilitate a partnership between the school and the NYC Office of Multi-Lingual Learners (MLL) to provide targeted support to ELL students. • <u>School Reflection</u>: The district developed a partnership between the NYC Office of Multi-Lingual Learners (MLL) and New Directions was overseen by the MLL District Services Coordinator, who monitored our school's use of MLL instructional resources such as formative assessment for ML/ELLs which comprise 38% of the school. • The district will support teachers in the use of class discussions to enhance a Multi-Tiered System of Supports (MTSS) and advance learning. • <u>School Reflection</u>: The district enhanced Multi-Tiered System of Supports (MTSS) was made possible by our ML/ELLs Services Administrator who helped school leaders determine the tiers of support that could be implemented during our extended learning time (ELT).	• By April 2024, district math instructional leads will facilitate at least 3 training sessions on how to implement a standardized algebra program of Illustrative Math and provide resources inclusive of instructional and assessment tasks, lesson plans, and other resources for teachers. • <u>New SMART goal:</u> By April 2025, the district math instructional leads will facilitate at least 3 training sessions on how to implement a standardized algebra program of Illustrative Math (Phase II) and provide resources inclusive of instructional and assessment tasks, lesson plans, and other resources for teachers. • By April 2024, the district MLL/ELL Services Administrator will share at least 8 monthly MLL Newsletters with school staff highlighting ongoing professional development opportunities aligned to the Four Pillars of ML/ELL Engagement: building intentional community, ensuring accessibility, supporting social-emotional well-being, and culturally responsive and sustaining practices. • <u>New SMART goal:</u> By April 2025, the district MLL/ELL Services Administrator will participate in at least 4 instructional rounds to assess the quality of ELL instruction at New Directions Secondary School.
SMART Goal Strategies, Actions and Resources Towards	**Supporting Commitment Attainment**

Part I – Lead Strategies for School Improvement
Include 3-4 core lead strategies that are central to the school's improvement plan. Such strategies should be a continuation or extension of lead strategies implemented in the prior school year and serve as key levers for improvement based on trends in student performance to serve as overarching approaches for strategically implementing targeted action plans leading to demonstrable improvement.

Final Report and Reflection on Lead Strategies Applied during May 1, 2024 – June 30, 2024	**Lead Strategies that Will Guide the 2024-2025 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 2024-2025 school year.	Explain why the lead strategy listed was selected based on current data trends, and how the lead strategy will help to achieve progress toward this year's demonstrable improvement targets.
1. Attendance Outreach Team	The Attendance Outreach Team helped our school achieve progress over the past quarter as evidenced by the following trends: • The school's attendance rate improved from 83% in quarter 3 to 86% in quarter 4. • This attendance rate accounts for 131 students at the school which is 8 fewer than quarter 3. • The attendance rate has increased by 2 percentage points year-over-year. • Our ELL attendance rate was 92%. • Our SWD attendance rate was 80%. • Our Chronic Absenteeism rate was 43%, which is a new historical low and a significant achievement. This lead strategy will be maintained during the next school year.	1. Attendance Outreach Team	Current data trends suggest this lead strategy will continue to help us achieve progress toward all demonstrable improvement targets by implementing the following action steps: • The Attendance Team will participate in monthly 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 will expand the "Every Student, Every Day" initiative that helped to elevate our attendance rate to new historical highs. • The Attendance Team will partner 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 reward students with an array of Positive

			Behavioral Interventions and Supports (PBIS) incentives.
2. Educational Technology	The Educational Technology lead strategy helped our school achieve progress over the past quarter by allowing us to: • Leverage the use of computer-based interim assessments such as MAP Growth and the New Visions Mock Regents. • Generate Excel spreadsheets based on results from interim assessments to determine areas where students need support. • Provide low-income students with LTE-enabled devices to access Internet resources at home even without WI-FI. • Test our technology infrastructure. This lead strategy will not be maintained during the next school year.	2. Educational Technology will be integrated into the remaining 3 lead strategies and will no longer be a standalone lead strategy	While our school will continue to implement this strategy, we will no longer report on this as a lead strategy in future quarterly reports. Instead, our expectations are that educational technology will be embedded in all that we do including but not limited to: • Students will use Google Chromebooks every day. • Students will access Instagram by Meta to find updates on school events. • Teachers will use SmartBoards to enhance classroom instruction. • Teacher will use Google Classroom to post resources for all students and parents. • Teacher teams will use itemized skills analysis reports to identify areas where students underperform on MAP Growth, New Visions Mock Regents, or NYS Regents Exams. • CET meetings will take place using the Microsoft Teams software application when stakeholders are unavailable for in-person meetings.

			This strategy will continue to support all DIIs.
3. Extended Learning Time (ELT)	ELT helped our school achieve progress over the past quarter as evidenced by the following year-over-year trends: • Math course pass rates jumped from 63.2% to 69.4% • Algebra I Regents pass rates improved from 11.3% to 19.6%. • Social studies course pass rates increased from 72% to 76%. • Global History Regents results jumped from 37.1% to 53.5%. • While science course pass rates improved from 59.8% to 69.7%, Living Environment Regents results declined from 12.2% to 9.3%. • Although ELA course pass rates improved from 67.5% to 71.6%, our ELA Regents pass rates decreased from 32% to 21.2%. This lead strategy will be maintained during the next school year.	3. Extended Learning Time (ELT)	The following ELT supports will continue to be provided for the 2024-25 school year: • We continue implementing a 9th-period instruction class attended by 50% of our school. • Students will be scheduled for 9th period based on whether they will take an upcoming Regents exam. • Students will influence our ELT offerings by providing input on satisfaction levels through informal surveys. • All ELT courses will be taught by certified teachers. • ELT enrichment and SEL programs will continue to be provided during lunch periods and after-school. This strategy will continue to support all DIIs through both academic and enrichment offerings beyond the school day.
4. Focused School Support (FSS)	Our School Support Partner (SSP) helped our school achieve progress over the past quarter as evidenced by the following:	4. Focused School Support (FSS)	The following SSP supports will continue to be provided for the 2024-25 school year:

	- The school's Regents Readiness program was adjusted to include mock assessments, interventions, and targeted supports. - Teachers worked with a consultant who conducted a series of workshops designed to increase clarity around using data to support all students. - School leaders have conducted class visits and provided feedback to teachers on the implementation of the strategies - Attendance rates across all ELT programs have increased by 15 percent from a year prior. This lead strategy will be maintained during the next school year.		- Math teacher teams will engage in onsite meetings and virtual visits with math consultants to increase instructional capacity aligned to the implementation of the Illustrative Math (IM) Curriculum - Teacher teams will work collaboratively to identify 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.

Part II – Demonstrable Improvement Level 1 Indicators
Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies informed the implementation of specific strategies, action steps, goals, and commitments to support progress toward meeting Demonstrable Improvement Indicator targets.

Final Report and Reflection on Lead Strategies Applied during May 1, 2024 – June 30, 2024	2024-2025 School Year Continuation Plan for Meeting this Indicator

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
2021 Total Cohort (11th Graders) Passing ELA Regents	**Data Trends:** ● ELA course pass rates improved from 67.5% to 71.6% year-over-year (YoY). ● ELA Regents pass rates decreased from 32% to 21.2% YoY. ● During quarter 3, we reported that the SIRS 204 Total Cohort Report shows 73.5% of students in the 2021 Total Cohort have taken the English Regents Exam: 38.8% scored at Level 1; 8.2% scored at Level 2; 4.1% scored at Level 3; 22.4% scored at Level 4 or 5. ● As of quarter 4, the percentage of students who scored at level 3 increased from 4.1 to 4.2%.	**2024-2025 SCEP goal:** • By August 2025, at least 6% of students from our 2022 Total Cohort (11th graders) will pass the English Regents Exam. **Key Strategies and Action Steps:** • The school will administer the following interim assessments: ELA MAP Growth and New Visions ELA 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 the aforementioned.

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	• 22.9% scored at Level 4 or 5. These data trends require that we redouble our efforts to improve English Regents results due a YoY decrease in student pass percentages.	**Data-informed Rationale:** • The school will implement these action steps since data trends from the last quarter show an improvement in English course pass rates but a decrease in ELA Regents pass rates. This discrepancy suggests that school leaders need to need to more closely monitor how teachers are using the results of newly implemented progress measures such as MAP Growth and the New Visions Mock Regents. • Linked is a sampling of ELA PD Agendas.
HS Chronic Absenteeism – All Students	**Data Trends:** • The school's attendance rate improved from 83% in quarter 3 to 86% in quarter 4. • This attendance rate accounts for 131 students at the school which is 8 fewer than quarter 3. • The attendance rate has increased by 2 percentage points year-over-year. • Our ELL attendance rate was 92%.	**2024-2025 SCEP goal:** • By August 2025, our Chronic Absenteeism rate will decrease to 54%. **Key Strategies and Action Steps:** • Guidance counselors and office staff will ensure they know every student well and will provide a Success Mentor model to support chronically absent students.

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(As required under Section 211(f) of NYS Ed. Law)

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	• Our SWD attendance rate was 80%. • Our Chronic Absenteeism rate was 43%, which is a new historical low, and a significant achievement. These data trends indicate that our attendance efforts are working, and we will look to maintain these structures for the 2024-2025 school year.	• Our counselors will provide Students in Temporary Housing with wellness checks and necessary resources for success • The Attendance Team will participate in monthly 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 will expand the "Every Student, Every Day" initiative that helped to elevate our attendance rate to new historical highs. • The Attendance Team will partner 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 reward students with an array of Positive Behavioral Interventions and Supports (PBIS) incentives. **Data-informed Rationale:** • The school will implement these action steps to ensure we can sustain or improve upon an 86% attendance rate and a 43% chronic absenteeism rate.

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		• Linked is a sampling of a CET Agenda highlighting our attendance monitoring effort.
2018 Total Cohort 6-Year Grad Rate – All Students	**Data Trends:** ● The SIRS 201 Total Cohort Summary Report shows the 2018 Total Cohort 6-year graduation rate is currently 55.9%. ● 33/59 students have graduated from this cohort (Cohort X). ● 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.	**2024-2025 SCEP goal:** ● By August 2025, the 2019 Total Cohort 6-year graduation rate will increase from 55.9% to 67%. **Key Strategies and Action Steps:** ● Transfer School District staff will review graduation cohort progress with school leaders and the instructional leadership team. ● 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.

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	These data trends show we have reached our 6-year graduation rate target of 51%, and we will look to maintain our graduation rate efforts for the 2024-2025 school year.	• School leaders, with the support of the district staff, will determine emergent trends and patterns in Cohort data review X through Y. • School leaders provide APEX programs and explore YABC (Young Adult Borough Center) options for identified students to additional options for credit accumulation. **Data-informed Rationale:** • The school will implement these action steps to ensure we can increase our 55.9% 6-year graduation rate. • 6-year graduation rate progress is referenced in the [SIRS 201 Cohort data report](#).
Survey: School Survey-Safety	**Data Trends from the 2024 NYC School Survey show:** • Positive sentiment from students increased by 19 percentage points from a year prior in the category of preventing bullying.	**2024-2025 SCEP goal:** • By June 2025, the NYC School Survey indicator for Safety will increase to 1.75. **Key Strategies and Action Steps:**

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	• Positive sentiment from teachers increased by 42 percentage points regarding the new structures in place to prevent bullying. • Positive sentiment from students increased by 15 percentage points in the category of school safety. • Positive sentiment from teachers and staff increased by 11 percentage points in the category of school safety. • We have 0 out-of-school suspensions. These data trends show our Positive Behavioral Interventions and Supports (PBIS) initiatives are working and we will maintain this effort for the 2024-2025 school year.	• We administer longitudinal surveys to collect data on student perceptions of school climate. • We will engage our Community Engagement Team in survey analysis protocols to glean findings from quarterly surveys of students and staff. **Data-informed Rationale:** • Based on categorical improvements in our 2024 NYC School Survey with double-digit increases in both school safety and preventing bullying, we will continue to implement the action steps indicated above. • Linked is a sampling of our preliminary NYC School Survey and PBIS supports.
Transfer HS Persistence (non-dropout)	**Data Trends:** • Through our partnership with District 79, we supported 2 Cohort X students in obtaining an HSE Diploma. • Last year, we were able to support 4 students in Cohort W in obtaining their HSE Diplomas.	**2024-2025 SCEP goal:** • By August 2025, our Transfer HS Persistence rate will increase to 60.8%. **Key Strategies and Action Steps:**

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	• New York City Public Schools (NYCPS) has Pathway to Graduation (P2G) programs that New Directions partners with to ensure alternative pathways for students. • The dropout rate data shows that more students stayed enrolled at our school by at least 2 percentage points from a year prior. These data trends show our persistence rate interventions are working and we will maintain this effort for the 2024-2025 school year.	• We will partner with District 79 to provide students with opportunities to earn their High School Equivalency (HSE) Diploma. • Guidance Counselors 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. **Data-informed Rationale:** • Although we had half as many students earn HSE diplomas in 2024 compared to 2023, we believe that our partnership with District 79 will continue to grow and we look forward to re-engaging additional students, who may have dropped out, with HSE opportunities. • Linked is the Website to our District 79 partner and their P2G Program.

Part III – Demonstrable Improvement Level 2 Indicators
Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific actions and activities that support goal attainment, and ultimately target sustainable commitments that support progress toward Demonstrable Improvement Indicator targets attainment.

Final Report and Reflection on Lead Strategies Applied during May 1, 2024 – June 30, 2024	2024-2025 School Year Continuation Plan for Meeting this Indicator

Receivership, 2023-2024 Q3 Report/OISR_June.24
(As required under Section 211(f) of NYS Ed. Law)

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
Plan for and implement Community School Model	**Data Trends:** • The school's attendance rate improved from 83% in quarter 3 to 86% in quarter 4. • Our ELL attendance rate was 92%. • Our SWD attendance rate was 80%. • Our Chronic Absenteeism rate was 43%. • CBO Wediko hosted a summer fair and a community forum over the past quarter. • CBO Wediko offered a workshop to students to assist them in obtaining an array of certifications that serve to increase their prospects in our LTW (Learning to Work) program.	**2024-2025 SCEP goal:** • By June 2025, our CBO Wediko will support the school implementing a community school model as evidenced by NYSED's community school rubric. **Key Strategies and Action Steps:** • The community school director 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 host both academic and enrichment ELT sessions.

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	These data trends show our CBO Wediko is providing attendance and community school supports that help our students stay engaged in school in the 2023-24 school year and beyond.	• School leaders will assign adult or peer success mentors to high school students with a history of chronic absenteeism. • In partnership with the Office of Community Schools, we implement NYCDOE's Every Student, Every Day (ESED) campaign, which calls upon all New York City schools to take strategic actions to reduce chronic absenteeism (CA) and help students reach their potential. **Data-informed Rationale:** • CBO Wediko has led the turnaround of our school as evidenced by the YTD student attendance rate, which was 86%, and continues to rise YoY. • Linked is a sampling of Wediko supports.
Teacher Practices and Decisions (DTSDE Tenet 4)	**Data Trends:** • 90% of our DTSDE Tenet 4 Phase I indicators are currently being implemented across the school. • 75% of our DTSDE Tenet 4 Phase II indicators are currently being implemented across the school. • 69% of our DTSDE Tenet 4 Phase III indicators are currently being implemented across the school.	**2024-2025 Goal:** By June 2025, 90% of the Tenet 4 Phase 1 indicators will be common across the school, 50% of the Tenet 4 Phase 2 indicators will be common across the school, and at least four Tenet 4 Phase 3 indicators will be common across the school. **Key Strategies:**

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	• 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 strategies such as manipulatives and visual representations 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 implemented and will continue to use for 2024-2025 school year.	• School leaders will collaborate with staff to develop an instructional focus which will be adjusted periodically. • 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. • Peer Collaborative Teachers will work with teacher teams to deepen understanding of key curricula. • Transfer School District staff will review agendas from the Instructional Leadership Team and provide district support where needed. • The NYSED School Support Partner (SSP) will support the principal in establishing a structure to provide meaningful feedback and coaching to all teachers. **Data-informed Rationale:** • Data from Tenet 4 shows the school continues to shift its implementation of teacher practices as evidenced from documented oversight from the NYSED SSP. • Linked is the Cycle 3 summary report from the NYSED SSP.

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
Providing 200 Hours of quality Extended Day Learning Time (ELT)	**Data Trends:** • Our current school year calendar reflects an additional 200 student contact hours which are part of the ELT program. • 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 1.5 hours per week. • 100% of ELT academic courses are taught by certified teachers. ELT data trends show we have implemented the ELT program with fidelity and look forward to maintaining our ELT program for the 2024-2025 school year.	**2024-2025 Goal:** By August 2025, we will provide at least 200 total hours of Extended Day Learning Time (ELT). **Key Strategies:** • We will continue to collaborate with CBO 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 meeting state standards. • CBO Wediko will program special events around mental wellness, cultural awareness, and social-emotional support. • Our CBO supports the programming of ELT to ensure it offers opportunities for individualized academic support, and enrichment activities that emphasize real-world learning. **Data-informed Rationale:** • Data from this indicator shows our ELT program has increased student performance and achievement as seen from year-over-year trends: o Math course pass rates jumped from 63.2% to 69.4%

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		○ Algebra I Regents pass rates improved from 11.3% to 19.6%. ○ Social studies course pass rates increased from 72% to 76%. ○ Global History Regents results jumped from 37.1% to 53.5%. ○ While science course pass rates improved from 59.8% to 69.7%, Living Environment Regents results declined from 12.2% to 9.3%. ○ Although ELA course pass rates improved from 67.5% to 71.6%, our ELA Regents pass rates decreased from 32% to 21.2%. • Linked is our ELT Schedule.
2018 Total Cohort 6-Year Grad Rate - ED Students	**Data Trends:** ● The SIRS 201 Total Cohort Summary Report shows the 2018 Total Cohort 6-year graduation rate for ED students is currently 53.6%, up by 3.6 percentage points from a year prior. ● The 2018 Total Cohort 6-year graduation rate for all students is currently 55.9%. ● 33/59 students have graduated from this cohort (Cohort X).	**2024-2025 SCEP goal:** ● By August 2025, the 2019 Total Cohort 6-year graduation rate for ED students will increase to 55%. **Key Strategies and Action Steps:** ● Transfer School District staff will review graduation cohort progress with school leaders and the instructional leadership team. ● 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.

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	• 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. These data trends show we have reached our 6-year ED graduation rate target of 52% according to the SIRS 201 report, and we will look to maintain our graduation rate efforts for the 2024-2025 school year.	• School leaders, with the support of SEL staff, utilize student orientations as a mechanism for helping parents and students understand promotion and graduation requirements. **Data-informed Rationale:** • 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. • 6-year ED progress is referenced in the following SIRS 201 Cohort data report.
Survey: Personal Attention and Support	**Data Trends:** • Preliminary results from the NYC School Survey show the percentage of positive responses in the category of Personal Attention and Support is 69%, which is 12 percentage points greater than a year prior.	**2024-2025 SCEP goal:** • By August 2025, the NYC School Survey indicator for Personal Attention and Support will increase to 1.39. **Key Strategies:** • In collaboration with the SSP, school leaders will develop new techniques for teachers to explain how students can improve in their classes.

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	• 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. • The Transfer School superintendency rate for this indicator is 85% which is 16 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.	• 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. **Data-informed Rationale:** • Data from this indicator shows the has improved its NYC Survey Result by 12 percentage points but needs to continue to strengthen both strategies and action steps. • Linked is a sampling of our preliminary NYC School Survey and PBIS supports.

Part IV – 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.

Receivership, 2023-2024 Q3 Report/OISR_June.24
 (As required under Section 211(f) of NYS Ed. Law)

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 membership for the 2023-2024 SY should be included and detailed below.

Note: Administrative, teacher, and parent representative members of the CET must be selected through the process as established in Commissioner's Regulations 100.11(b)

Report Out of 2023-2024 CET Plan Implementation	Plan for Use of CET Recommendations in 2024-2025

• List the constituent categories of stakeholders that have participated as CET members during this reporting period. • Include any changes made to the CET's membership during this reporting period. Include the role/title of any new members. • Provide data and related evidence used to measure the impact and efficacy of the CET. • Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school's improvement plan.	• Outline the process by which new members of the CET will be identified and selected*, including action steps to increase participation of parents/family members and students. • Include any changes that will be made to CET membership for the 2024-2025 school year. Include the roles/titles of new members. • An outline of the school's plan for CET meeting agenda development, the identification of action items, the role of stakeholders, and how progress will be monitored, and goal attainment measured and reported. • 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 • Other School Leaders or Key Staff • Teachers • Relevant Community Agencies • Social Services and Youth-Serving Agencies, including Health and Behavioral Health Services • Parents of or persons in parental relation to students attending the school • 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. We have no changes to CET membership nor recommendations to report at this time.	The process by which new members of the CET will be identified and selected is as follows: • The Community School Director and Parent Coordinator meet regularly and work closely with key 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 and invite them to participate in our CET. • CET members all have a vested interest in the well-being of our school and participate in monthly meetings that serve to continually assess and report on the implementation of the School Comprehensive Education Plan (SCEP), informed by current data regarding school performance on selected receivership Demonstrable Improvement Indicators and any other information necessary to assess the implementation of the plan. • The school principal champions the notion that selected CET staff who operate as a cohesive group can make a difference in the lives of the children. The principal's relationship with staff members is what propels the formation of a purposeful school community embodied by the CET. That is why our CET is comprised of both school and community members who volunteer their time to develop and use resources to accomplish goals that matter. Methods that ensure the CET will have the necessary information and key data to analyze the impact of lead strategies are embedded in the linked Q4 CET agendas.

Part V – Powers of the Receiver *NYS Education Law 211-f and Commissioners Regulation §100.19 grant certain powers to the School Receiver to be used to manage and operate a school in areas that include, but are not limited to, curriculum, programming, staffing and scheduling. Provide a summary of the use of the School Receiver's powers during this reporting period.*	*Describe the anticipated use of the School Receiver's powers during the 2024-2025 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.

Part VI – Assurance and Attestation

By signing below, I attest that the information in this 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 that the Community Engagement Team has had the opportunity to provide direct and explicit input into this Quarterly Report and has had the opportunity to review and update, as necessary, its 2023-2024 Community Engagement Team Plan and membership for the current academic 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.