2023-2024 Receivership School Quarterly Report #1
Report Period: *July 22, 2023, to October 25, 2023 (Due October 25, 2023)*

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

The reporting portion of this document is a self-assessment of the *implementation and outcomes of key strategies* related to Receivership, and as such, is not considered a formal evaluation by the New York State Education Department. Once finalized and accepted, this document in its entirety *must be posted* in a conspicuous, accessible location on the district website. All responses should directly align with or be adaptations to 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	320900011350	09	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):
Sullivan, John	James Waslawski	3/31/2015	Dr. Desmond K. Blackburn, Deputy Chancellor of School Leadership Sharon Rencher, Senior Executive Director of State/Federal Education Policy Dr. Tanicia Rivera, Senior Director of SIG	9-12	55.7% (6 year + HSE)

1 | P a g e
Receivership, 2023-2024 Q1 Report/OISR_Sept.23
 (As required under Section 211(f) of NYS Ed. Law)

		Implementation & Quality Assurance Daniel Atkins, Director of State/Federal Program Implementation		

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Receivership, 2023-2024 Q1 Report/OISR_Sept.23
 (As required under Section 211(f) of NYS Ed. Law)

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

Four Pillars for Building Trust in NYC Public Schools
The four pillars for improving and building trust with our families include:

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

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

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

4. Engaging families to be our true partners

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

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 5 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: October 15, 2023

SWD 22.3%

Total Current Enrollment/Registrant Counts: N= 148

ELL 44.6%

SWD/ELL percentage total 6.8%

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%	84%
Chronic Absenteeism Rate	54%	54%	59%	7%

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

Receivership, 2023-2024 Q1 Report/OISR_Sept.23
(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 and Drop-out rate 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%	55.9%
ELL Grad. Rate	6.2%	51.2%	51.9%	56.1%
SWD Grad. Rate	31.6%	25%	30%	25%
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%	40.7%
ELL Drop Out Rate	43.8%	34.1%	33.3%	39%
SWD Drop Out Rate	47.4%	62.5%	40%	62.5%
NYSAA Drop Out Rate	N/A	N/A	N/A	N/A

Suspension Tracking and Reporting Addendum

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 should analyze and frame a summary of the steps taken to implement lead strategies during the first quarter, as well as by identifying 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, equitable educational supports accessible 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 the _Quarterly Report #1_, identify processes:
  - Used throughout Quarter 1 to assess the impact of _strategies implemented_ to improve student learning outcomes.
  - For assessing the impact on student learning outcomes that will be newly implemented during the 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 Technical Assistance and Support sessions and diagnostic review feedback.

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.

**Quarterly Report #1 - Reflection on Lead Strategies Utilized during
July 22, 2023 – October 25, 2023**

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
1. Attendance Outreach Team	Green	The following Attendance Outreach Team supports helped our school achieve progress over the past quarter: • This strategy will yield improvements in the school's Chronic Absenteeism rate which is a new demonstrable improvement indicator. • The 2022-23 School Quality Report shows a 5.8 percentage point average change in student attendance. • The school's current attendance rate is 84%, which is unchanged from last year at the same time. • Students in the 9th grade have an 83% attendance; 10th grade has a 79% attendance; 11th grade has an 88% attendance; and 12th grade has an 88% attendance. • Our chronic absenteeism rate is currently 7% according to Insight. • 25% of our students are at risk of being chronically absent.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
2. Educational Technology	Green	The following Educational Technology supports helped our school achieve progress over the past quarter: • Computer-based MAP Growth Assessments are currently being administered to tier students accordingly in ELA and math. • Working with community partner, District Public, our English Professional Learning Community (PLC) will leverage technology to create a local itemized skills analysis for upcoming for mock regents administrations in ELA and math. • Technology is integrated into everyday instruction across the curriculum with daily student access to Chromebooks and web tools such as Google Classroom. • We continue to maintain remote instructional opportunities for all students through Apex Learning and Edgenuity.
3. Expanded Learning Time (ELT)	Green	The following ELT supports helped our school achieve progress over the past quarter: • Our Community Based Organization (CBO) partner Wediko @ The Home provides an array of ELT services that prioritize paid Learning to Work internships with the community. • Wediko targets youth at risk of gang involvement and provides supplemental violence prevention programs outside of regular school hours. • Our partner Center for Justice provides mentorship programs for students to elevate student engagement. • The Learning to Work coordinator develops job experience locations / sites, conducts employment readiness classes during student lunch times, and checks in with worksite hosts and students to resolve any issues which may arise from internship work.
4. Focused School Support (FSS)	Green	The following FSS supports helped our school achieve progress over the past quarter: • The SY 2024 focus of CSS is to ensure effective implementation and use of the new Illustrative Math curriculum in Algebra. • We provide cycles of support for new teachers to enhance monthly District Professional learning opportunities with an emphasis on providing ancillary resources for multilingual learners (MLLs). • Principal PLCs have engaged in professional development based on "Using Questions to Challenge Students' Intellect" in Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success. • District staff support school leaders in reviewing Cohort X discharges and conducting appropriate outreach with the goal of attaining a 67% Cohort X graduation rate.

New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Quarterly Report #1 with Reflection on Lead Strategies Utilized during
July 22, 2023 – October 25, 2023

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. - Describe how the data trends for this reporting cycle will inform future action steps. - Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. - 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	Green	**2023-24 Goal:**	The following data trends show continued progress toward meeting this indicator:

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
● Progress Target: 5 ● Indicator Code: 69		By August 2024, at least 5% of students from our 2021 Total Cohort will pass the ELA Regents Exam. **Key Strategies:** ● Teacher teams will analyze emergent data trends and patterns from past English Regents Exams and mock exams. ● The school will use multiple assessments to monitor student efficacy in ELA including the English Regents Exam, English Mock Regents Exams, and MAP Grow by NWEA (formerly known as Northwest Evaluation Association) and now a subdivision of HMH (Houghton Mifflin Harcourt).	• Teacher teams meet monthly with the district instructional specialists for ELA and ENL to support instructional improvements and efficacy with all learners. • Teacher teams partnered with vendor District Public to conduct an itemized skills analysis (ISA) of English Regents Exam data from 2022-23. • Quarter one ISA data shows our students are 0.30 gradients below the city in Determining Word Meanings and 0.36 gradients below the city in understanding words in context. • Teacher teams have developed new instructional units to address these findings.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
HS Chronic Absenteeism – All Students • Progress Target: 57 • Indicator Code: 170	Green	**2023-24 Goal:** By August 2024, we will achieve a Chronic Absenteeism rate of at least 57%. **Key Strategies:** • Guidance counselors and office staff will implement our "knowing every student well" supports alongside a targeted-mentoring-model (Success Mentor model) for supporting chronically absent students. • Our counselors will address chronic absenteeism by providing Students in Temporary Housing (STH) population with wellness checks in alignment with trauma informed practices. • The Office of Community Schools will provide ongoing PD for key staff for proper attendance data analysis / interpretation as well as best-practices protocols for	The following data trends show continued progress toward meeting this indicator: • Our average daily attendance (ADA) rate is currently 84%. • Students in the 9th grade have an 83% attendance; 10th grade has a 79% attendance; 11th grade has an 88% attendance; and 12th grade has an 88% attendance. • Our chronic absenteeism rate is currently 7% according to Insight. • 25% of our students are at risk of being chronically absent. • Counselors actively monitor our Students in Temporary Housing (STH) population which is currently 38% and work closely with shelter-based Family Assistants and Regional Managers to track student levels of engagement resulting in these students attending classes regularly.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		effective attendance meetings with follow-through.	
2018 Total Cohort 6-Year Grad Rate – All Students ● Progress Target: 51 ● Indicator Code: 250	Green	**2023-24 Goal:** By August 2024, the 2018 Total Cohort 6-year graduation rate will increase to 67%. **Key Strategies:** ● School leaders, with support of SEL staff, will utilize student orientations as a mechanism for helping parents and students understand promotion and graduation requirements. ● School leaders, with support of the district staff, will determine emergent trends and patterns in Cohort data review X through Y. ● School leaders will provide APEX programs and explore YABC (Young Adult	The following data trends show continued progress toward meeting this indicator: ● SEDDAS/L2RPT shows our 2017 Total 6-Year (Cohort W) Grad Rate inclusive of students who earned Regents, Local, or HSE Diplomas was 55.7%. ● L2RPT indicates that our 2018 Total 6-Year Cohort (Cohort X) is comprised of 59 students. ● While 55.9% of Cohort X students have graduated, our X Cohort will soon be adjusted based on the October BEDS Day capture. ● The 2022-23 School Quality Report shows our HST Graduation Rate increased by 2.9 percentage points to 43.8%. ● Average credits earned across all credit buckets increased so significantly that credit bucket demonstrable improvement indicators (DIIs) are no longer being used to track school progress on quarterly receivership reports.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. - Describe how the data trends for this reporting cycle will inform future action steps. - Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. - Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		Borough Center) options for identified students to consider all options for credit accumulation.	Future action steps will remain as indicated in the school's 2023-23 continuation plan and no adjustments will be made during this reporting period.
Survey: School Survey-Safety ● Progress Target: 1.58 ● Indicator Code: h3	Green	**2023-24 Goal:** By August 2024, the NYC School Survey indicator for Safety will increase to 1.58. **Key Strategies:** ● We will administer longitudinal surveys to collect data on student perceptions around school climate. ● We will engage our Community Engagement Team in survey analysis protocols to glean findings from quarterly surveys of students and staff.	The following data trends show continued progress toward meeting this indicator: ● Our 2023 NYC School Survey indicates that 71% of students responded favorably to questions on safety. ● The greatest survey decrease in the categorical area of safety relates to student perceptions about safety outside of the school. ● 88% of students responded favorably to the survey question on whether they feel safe in their classes at this school. ● Our spring 2023 equity self-reflection and student interviews revealed that our students struggle with balancing the fulfillment of academic tasks, studying for mastery with increasingly frequent paid work and typical social pursuits.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • 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 CET will explore trends that are consistent across multiple stakeholder groups. • We will repeat survey analysis processes based on focus areas.	Future action steps will remain as indicated in the school's 2023-23 continuation plan and no adjustments will be made during this reporting period.
Transfer HS Persistence (non-dropout) • Progress Target: 59.9 • Indicator Code: w1	Green	**2023-24 Goal:** By August 2024, our Transfer HS Persistence rate will increase to 59.9%. **Key Strategies:** • 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	The following data trends show continued progress toward meeting this indicator: • Our 2022-23 School Quality Report shows a 2.8 percentage point decrease in our Transfer HS Persistence rate with a result of 56.3%. • We have 64 students in our HST Persistence Rate subgroup. • Last year, we were able to support 4 students in Cohort W in obtaining their HSE Diplomas; this year, we have 0 Cohort X students who have transferred to approved HSE programs. • We are strengthening our partnership with District 79 to explore alternative pathways toward graduation for all students.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		school or program with at least 50% attendance. • School leaders and counselors will review Cohort X to determine which students may benefit by enrolling in YABCs (Young Adult Borough Centers).	Future action steps will remain as indicated in the school's 2023-23 continuation plan and no adjustments will be made during this reporting period.

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. If any changes in Level 2 indicator selections have occurred from last school year, provide details of this shift and the rationale for doing so in the DII Selection Addendum.

Quarterly Report #1 with Reflection on Lead Strategies Utilized during
July 23, 2023 – October 25, 2023

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	
			• Provide point-in-time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact and measurable contributive value of specific, applied methods of instruction, student learning, and areas of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • 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 • Progress Target: See the Community School Model Implementation Rubric. • Indicator Code: 2	Green	**2023-24 Goal:** By August 2024, we will implement a community school model as evidenced by NYSED's community school rubric. **Key Strategies:** • Community Based Organization (CBO) Wediko will conduct an annual comprehensive school and community needs and assets assessment. • 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 will 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	Our lead partner, Wediko @ The Home, supports the school with a range of school-based and school-linked programs to improve student learning that include: • Workforce development services that focus on preparing participants for careers in growing industries through education services, skills and certification training, job placement, and financial literacy. • Attendance improvement/dropout prevention (AIDP) services to increase student attendance, sustain participation and enhance achievement through individualized support, referrals, and parental engagement. • Restorative Justice practices are made available to all students as per the training and experience of Wediko staff members. • Our STH social worker and our Office of Community Schools social worker conduct direct one-on-one counseling sessions, complete Attendance Improvement Plans and use weekly data to set attendance team goals and meeting agenda.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point-in-time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact and measurable contributive value of specific, applied methods of instruction, student learning, and areas of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		(CA) and help students reach their potential.	Future action steps will remain as indicated in the school's 2023-23 continuation plan and no adjustments will be made during this reporting period.
Teacher Practices and Decisions (DTSDE Tenet 4) ● Progress Target: 40% of the Tenet 4 Phase 2 indicators are common across the school. *In addition, the school must also have 90% of the Phase 1 indicators common across the school. ● Indicator Code: 7	Green	**2023-24 Goal:** By August 2024, we will achieve 40% of the Tenet 4 Phase 2 DTSDE indicators and 90% of Phase 1 indicators. **Key Strategies:** • School leaders will collaborate with staff to develop an instructional focus which will be adjusted periodically. • School leaders will record and track observation data at both the teacher- and school-level, populate and print Evaluator Forms after observations, and calculate both MOTP (Measures of Teacher	The following data trends show continued progress toward meeting this indicator: • Our teachers have established classroom routines and behavioral expectations. Students demonstrate their understanding of these routines and expectations by responding to instructions and/or prompts. (4B) • Teachers use scaffolds and other strategies such as manipulatives and visual representations to support student learning. (4E) • Students with disabilities and ELLs/MLLs work on content aligned with the content of their grade level peers. (4F) • Teachers check the understanding of multiple students to determine when the class is ready to move on to the next phase of the lesson. (4G)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point-in-time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact and measurable contributive value of specific, applied methods of instruction, student learning, and areas of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		Practice) and MOSL (Measures of Student Learning) scores and ratings. • Peer Collaborative Teachers (PCTs) will work with teacher teams to deepen understanding of key curricula.	Future action steps will remain as indicated in the school's 2023-23 continuation plan and no adjustments will be made during this reporting period.
Providing 200 Hours of quality Extended Day Learning Time (ELT) • Progress Target: See the ELT Implementation Rubric. • Indicator Code: 2		**2023-24 Goal:** By August 2024, we will provide at least 200 total hours of Extended Day Learning Time (ELT). **Key Strategies:** • We will offer our ELT program to all eligible students considered to be at-risk of not meeting state standards. • We will program special events around mental wellness, cultural celebration, and social emotional support. • Our CBO will support the programming of ELT to ensure it offers opportunities for	The following data trends show continued progress toward meeting this indicator: • Extended day 9th period instruction supports 60 students (priority given to students taking a regents exam) and occurs three days a week. • Students who are entering and emerging ELLs are prioritized for period virtual tutoring twice weekly for 75 minutes in the evening (after 6 pm). • ELT provides time to effectively assess student literacy levels and to engage Tier 2 and Tier 3 supports in literacy.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	
			• Provide point-in-time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact and measurable contributive value of specific, applied methods of instruction, student learning, and areas of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		individualized academic support, and enrichment activities that emphasize real-world learning.	Future action steps will remain as indicated in the school's 2023-23 continuation plan and no adjustments will be made during this reporting period.
2018 Total Cohort 6-Year Grad Rate - ED Students • Progress Target: 52 • Indicator Code: 225	Green	**2023-24 Goal:** By August 2024, the 2018 Total Cohort 6-Year Graduation Rate for Economically Disadvantaged (ED) students will increase to 52%. **Key Strategies:** ● School leaders, with support of SEL staff, will utilize student orientations as a mechanism for helping parents and students understand promotion and graduation requirements. ● School leaders, with support of the district staff, will determine emergent trends and patterns in Cohort data review X through Y.	The following data trends show continued progress toward meeting this indicator: • The school is currently designated as Targeted Support and Improvement (TSI) for its ED subgroup. • L2RPT indicates that our 2018 Total 6-Year Cohort (Cohort X) is comprised of 56 ED students. • ED students account for 94.9% (56/59) of Cohort X. • While 53.6% of Cohort X ED students have graduated, our X Cohort will soon be adjusted based on the October BEDS Day capture. • The 2022-23 School Quality Report shows our HST Graduation Rate increased by 2.9 percentage points to 43.8%. • Average credits earned across all credit buckets increased so significantly that credit bucket demonstrable improvement

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide point-in-time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact and measurable contributive value of specific, applied methods of instruction, student learning, and areas of proficiency in ELA and Math. - Describe how the data trends for this reporting cycle will inform future action steps. - Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. - Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		School leaders will provide APEX programs and explore YABC (Young Adult Borough Center) options for identified students to consider all options for credit accumulation.	indicators (DIIs) are no longer being used to track school progress on quarterly receivership reports. Future action steps will remain as indicated in the school's 2023-23 continuation plan and no adjustments will be made during this reporting period.
Survey: Personal Attention and Support - Progress Target: 1.19 - Indicator Code: z15	Yellow	**2023-24 Goal:** By August 2024, the NYC School Survey indicator for Personal Attention and Support will increase to 1.19. **Key Strategies:** - School staff will integrate SEL check-ins during each lesson. - Lunch groups will be formed to support health and wellness capacity. - School staff will facilitate PD on identifying at-risk behaviors and directing resources to students and families.	The following data trends show continued progress toward meeting this indicator: - Our 2023 NYC School Survey indicates that 57% of students responded favorably to questions on Personal Attention and Support (based on 111 responses). - The greatest survey decrease in the categorical area of Personal Attention and Support relates to student perception that teachers don't explain things differently to deepen understanding. 79% of students responded favorably to the survey question on whether they feel adults communicate with them in a language they can understand.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point-in-time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact and measurable contributive value of specific, applied methods of instruction, student learning, and areas of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
			Future action steps will remain as indicated in the school's 2023-23 continuation plan and no adjustments will be made during this reporting period.

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.

Recommendations made by the CET, including how the school community and community at-large were engaged to (1) provide input into the school's Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team Plan and membership for the 2023-2024 SY should be included and detailed below.

Note: Administrative, teachers, 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

• 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*. • Include any changes that will be made to CET membership for the 2023-2024 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 on the basis of recommendations made periodically to the school leadership and, as applicable, the receiver. We have no changes to CET membership to report at this time. We held our CET hearing on October 2, 2023. No recommendations were provided during this hearing.	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.

	The CET discussed benefits of the new Title I School Improvement Grant 1003 titled, "Targeted Support for Long-Term Identified Schools Grant." These benefits include:
	• Providing Target Districts with schools in the Receivership support model that participate in the Targeted Coaching support option the opportunity to receive additional support and technical assistance to assist these schools in meeting their annual identified targets.
	• Up to $125,000 to advance our school's Continuation Plan/Comprehensive Education Plan (CEP), along with technical assistance from a NYSED-provided School Support Partner.
	• A project implementation period that runs from September 1, 2023 to August 31, 2024.
	The school's plan for CET meeting agenda development is based on the following:
	• Development of Goals and Action Steps for the Continuation Plan / Comprehensive Education Plan (CEP).
	• Implementation of community needs assessments inclusive of the NYC School Survey and the Assets and Needs Assessment Summary.
	• Analysis of the results of the comprehensive school and community needs assessment.
	• Review of quarterly receivership reports and updating the CEP progress reporting tool.
	• Review of ELT programmatic data both academic and enrichment.
	• Strategizing with Community Based Organization (CBO) partners.

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

Part V – Powers of the Receiver
Provide a summary of the use of the School Receiver's powers during this reporting period.

NYCDOE engages in regular consultation with the leadership of its collective bargaining units regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised CEP and SIG plans that require changes to the collective bargaining agreements, for example, mandatory participation of all school staff in summer professional development activities. We are planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.

Listed below are any other efforts to utilize the powers of the School Receiver:

* Replace school leadership to help transform a school on an as-needed basis.
* School-level community engagement meetings to discuss Receivership status and solicit public input and recommendations.

DII Selection Addendum – *If applicable, please indicate any changes in DII selection that have occurred after the submission of the Final Report and Continuation Plan and summarize any adjustments made to Lead Strategies based on these selections.*

Demonstrable Improvement Indicator (DII) selection that occurred after the submission of the Final Report and Continuation Plan included the following adjustments:

- The DTSDE Tenet 4 indicator (teacher practices) replaces Tenet 6 (Family & Community Engagement). The school had achieved all required phase 1 and 2 indicators for Tenet 6 which warranted this change. Additionally, by focusing on Tenet 4, the school can ensure improvement and sustainability of teacher practices.
- School Survey indicators targeting efforts on Collaborative Teachers and Supportive Environment were replaced with indicators focusing on Safety and Personal Attention and Support.
- The indicator Total Cohort (11th Graders) Passing ELA Regents replaces the Total Cohort (10th Graders) Passing Math Regents indicator.
- ELT and Community School Rubric Indicators remain intact.
- Chronic Absenteeism is a new indicator.
- The school's previous two indicators on average credits earned are no longer in use since the school's progress aligned to these indicators exceeded the median threshold for transfer schools.

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 2022-2023 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.*__*