New York State EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2022-2023 Receivership School Quarterly Report #3
Report Period: *February 1, 2023, to April 19, 2023*

Complete all sections by fully responding to each prompt.

The reporting portion of this document is a self-assessment of the *implementation <u>and outcomes of key strategies</u>* 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 <u>*must be posted*</u> in a conspicuous place on the district website. All responses should directly align with, or be adaptations to, previously approved intervention plans and require explicit engagement and input from Community Engagement Teams.

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, the School Demographic and Four-Year Trend Data should be reported as 'point-in-time' for each reporting period. (Attachment)

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, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Sullivan, John	James Waslawski	3/31/2015	Dr. Danika Rux, Deputy Chancellor of School Leadership, I.A. Sharon Rencher, Senior Executive Director of State/Federal Education Policy	9-12	55.7% (6 year + HSE)

			Dr. Tanicia Rivera, Senior Director of SIG Implementation & Quality Assurance Daniel Atkins, Director of State/Federal Program Implementation		

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Executive Summary
Please provide a *plain-language summary* of this completed report to reflect changes and progress made during this reporting period and to describe how actions were taken to implement lead strategies, engage the community, and enact Receivership powers. The summary should be written in terms easily understood by the community at large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*. Applicable links must be made publicly available prior to submitting the report.
The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that each and every one of our students graduates on the pathway to a rewarding career and long-term economic security, equipped to be a positive force for change in our community and city. This vision is grounded in the Chancellor's Four Pillars for Building Trust in NYC Public Schools and focuses on a reimagined school experience that prioritizes student well-being by supporting schools to create an Ecosystem of C.A.R.E. (Connect, Affirm, Respond, Empower) for the whole child that affirms student identity and voice, ensures physical and emotional safety, and supports students in reaching their full potential.   **Four Pillars for Building Trust in NYC Public Schools**   The four pillars for improving and building trust with our families include: 1. **Reimagining the student experience**   • Career Pathways Initiative - creating career-connected learning and pathways for all our students to help activate their passion and sense of purpose.   • Ensuring that all students graduate with a strong plan and head start on a pathway to the middle class, including financial literacy and civics skills.   • Supporting our children to become strong readers.   • Making sure every single one of our students is getting strong, phonics-based literacy instruction from the very start.   • Building on the universal screening tools that identify risk for dyslexia to tailor more effective responses at the earliest possible ages, strengthening early childhood education.   • Creating an advisory council on literacy.   • Virtual learning - expanding virtual options for students.   2. **Scaling, sustaining, and restoring what works**   • Identifying the amazing practices throughout the NYCDOE and sharing via state-of-the-art knowledge-sharing systems so that they become models that other schools can try to emulate.   • Expanding opportunities for accelerated learning in every school.   3. **Prioritizing wellness and its link to student success**   • Working with the NYC Mayor's office to increase the number of school safety agents.

- Collaborating with community-based partners to support school safety, mental health, attendance, and enrichment.
- Extending learning beyond the four walls of the classroom to feed the souls of our children with visits to museums, parks, and activities in the great outdoors.
- Increasing our school's capacity to provide quality mindfulness practices that are scientifically researched, evidence-based, and culturally responsive.

4. Engaging families to be our true partners

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

Directions for Parts I, II, and III - District and school staff should respond to this document's sections by analyzing and summarizing the steps taken to implement lead strategies during the third quarter. Include processes that were *used to assess the impact* of strategies implemented on student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #3 is an opportunity for district and school staff to provide a reflective outline of actions, strategies, and process adaptations made to the school's 2022-2023 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and ultimately, the school improvement process.* This should include a clear *focus on how evidence* guides decisions and an articulation 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.

- The District should ensure that the implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
    - Claims should be evidentiary in nature.
    - Reported information and related data should be accessible and able to be reviewed upon request.

- District and school staff should *assess the impact* of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve *long-term sustainable growth.*

Part I –*Lead Strategies for Improvement*

Lead Strategies for School Improvement
Include 3-4 core lead strategies that are central to the school's improvement plan, and outline the progress made this quarter by applying each strategy. Lead strategies are key levers for improvement that are identified based on trends in student performance data and serve as overarching approaches for implementing strategically focused action steps toward achieving demonstrable improvement.

Quarterly Report #3 with Reflection on Lead Strategies Utilized during
February 1, 2023 – April 19, 2023

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
1. Attendance Outreach Team	Green	The following data supports continued progress toward meeting this indicator: • Our attendance outreach team tracks emergent data trends and patterns regarding student attendance for all subgroups and is comprised of success mentors, social workers, and the pupil personnel team. • Data trends over the past quarter saw our monthly student attendance rate fluctuate from 82% in February to 84% in March and 81% in April. • The YTD (year-to-date) attendance rate for our school is currently 84%. • The YTD attendance rate is 84% for ELLs, 83% for SWDs, and 78% for OA-UC (overage, under-credited) most at risk students.
2. Educational Technology	Green	The following data supports continued progress toward meeting this indicator: • Student-assigned Chromebooks enable all students to engage in a flipped curriculum across most subject areas and classes. • ENL instruction for entering ELL students is primarily done through a web portal.

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
		• All teachers use JumpRope, a standards-based online gradebook that empowers teachers, students, and families with meaningful insights about how a student is doing academically.
3. Expanded Learning Time (ELT)	Green	The following data supports continued progress toward meeting this indicator: • Extended day academic support occurs during the 9th period, and approximately 72 students have been attending regularly with an 88%-90% attendance rate. • Extended day enrichment supports occur during lunch periods. Our team of school counselors, social workers, and advocate counselors offer different lunch groups based on student needs. Our lunch groups include Girls Group, Boys to Men, Walking Meditation Group, Gender & Sexuality Alliance, Self-Care Group, and Multicultural Group. • As part of the Taft Campus, many New Directions students participate in campus-wide PSAL teams. Students must meet certain academic criteria before they can attempt to join and maintain their spot on any of the following teams: Basketball, Volleyball, Wrestling, Softball, Indoor & Outdoor Track, Flag Football, Baseball, Soccer, Bowling, Cheer, and Dance.
4. Focused School Support (FSS)	Green	The following data supports continued progress toward meeting this indicator: • District staff met with the Instructional Leadership Team (ILT) and school leaders to review data and district cohort monitoring supports. • District staff engaged in school walkthroughs that included visiting classrooms across all core subject areas. • District staff assisted school leaders in monitoring cohort W students' progress to graduation. This includes but is not limited to analyzing subgroup data, identifying appropriate supports and interventions, creating a detailed graduation plan for each individual student in the W cohort, tracking credit accumulation, and monitoring attendance targets. • District staff facilitated monthly content support meetings and a required professional learning (PL) series in math and ELA.

Part II – *Demonstrable Improvement Indicators-Level 1*

Level 1 Indicators
Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies informed the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

Quarterly Report #3 Reflection on Activities Completed for this Indicator Level during February 1, 2023 – April 19, 2023			
Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
Transfer HS Grad Rate: Regular OA-UC • Progress Target: 20 • Indicator Code: b2	Green	**2022-23 Goal:** By August 2023, the school graduation rate (Transfer HS Regular OA-UC) will increase to 20%. **Key Strategies:** • Track students across all cohorts, grade levels, and subgroups for full attendance and academic progress using the New Visions tool with Office of Community School (OCS) supports. • Use Apex Learning's Courseware to increase graduation rates with flexible,	The following data trends show continued progress toward meeting this indicator: • Our 2017 Total Cohort (Cohort W) is comprised of 61 students. • Our 6 Year Outcome based on information from the Student Information Repository System SIRS) is currently 55.7% (34/61). • 29 students graduated with a Regents Diploma. • We have 8 students from Cohort W who transferred into alternative high school equivalency preparation programs (AHSEP). • 5/8 students in AHSEP received their HSE Diploma. • We need at least seven (7) more Cohort W students to earn a Regents, Local or HSE Diploma to reach a 67.2% graduation rate.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		high-quality 6-12 core, CTE, world languages, and elective courses. • Community-Based Organization (CBO) Wediko will continue to form successful monitoring partnerships among target HS students and available CBO partner staff.	
2019 Total Cohort (10th Graders) Passing Math Regents • Progress Target: 20 • Indicator Code: 67	Yellow	**2022-23 Goal:** By August 2023, the school will increase the proficiency rate of the 10th-grade cohort on the Algebra Regents Exam to 20%. **Key Strategies:** • Provide four semesters of Algebra I for students to ready themselves for the NYS Algebra I exam at the end of their 10th-grade year. • Create and maintain data streams on all HS math standards in Algebra, organized	The following data trends show continued progress toward meeting this indicator: • We have 41 (forty-one) 10th graders attempting to earn math credits. • The average number of math credits attempted during Q3 was 1.2. • The average number of math credits earned was 0.9. • The overall math course pass rate was 71%. • 16 students took the January 2023 Algebra I Regents Exam yielding a pass rate of 25%. • The attendance rate for 10th grade students is currently 81%.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		by school administration and our math team. • Administer MAP Growth assessments to monitor student growth in math.	
Credits Earned: Students Starting 0 to 11 • Progress Target: 5.3 • Indicator Code: u1	Green	**2022-23 Goal:** By August 2023, the average credits earned for students starting with 0 to 11 credits will increase to 5.3. **Key Strategies:** • Provide weekly attendance intervention and academic supports to this entering group of students via the actions of our Success Mentors and coordinated teams. • Continue to celebrate students who are engaged in learning (physical attendance) and who avail themselves of enhanced academic achievement supports.	The following data trends show continued progress toward meeting this indicator: • We currently have 50 students in the 0 to 11 credit bucket. • These students attempted to earn 6 credits on average during Q3. • The credit accumulation rate for this credit bucket after Q3 is 3.9. • Students earned more average credits in science (0.8) than any other core subject area. • The YTD attendance rate for the 0 to 11 credit bucket is 83%. • We had approximately a 66% course pass rate overall.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		• School leaders will track students and subgroups across all cohorts for full attendance and academic progress using tools provided by the Office of Community Schools (OCS).	
Credits Earned: Students Starting 11 to 22 • Progress Target: 6.9 • Indicator Code: u2	Green	**2022-23 Goal:** By August 2023, the average credits earned for students starting with 11 to 22 credits will improve to 6.9. **Key Strategies:** • The Academic Accreditation and Instructional Model teams will re-map core content courses to ensure elective courses are unique and appealing to students' intellectual curiosity. • School leaders will provide program APEX and link YABC options to identified	The following data trends show continued progress toward meeting this indicator: • We currently have 42 students in the 11 to 22 credit bucket. • These students attempted to earn 6.4 credits on average during Q3. • The credit accumulation rate for this credit bucket after Q3 is 5.2. • Students earned an equal amount (1.2) credits across math, science, and social studies subject areas. • The YTD attendance rate for the 11 to 22 credit bucket is 85%. • We had approximately an 83% course pass rate overall.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		students to provide more options to make up credit gaps.	
Regents Completion Rate – HST • Progress Target: 13 • Indicator Code: q2	Yellow	**2022-23 Goal:** By August 2023, the Regents Completion Rate – HST will increase for all students to 13%. **Key Strategies:** • The ILT will re-map core content courses to ensure current courses are designed to reinforce Regents preparation and completion. • Extended Learning Time is programmed for all students leading into Regents exams 3 days a week. • Enhanced educational technology innovations and supports for every student in every class.	The following data trends show continued progress toward meeting this indicator: • We had 63 students who sat during the January Regents Administration. • The English Regents exam provided our strongest pass percentage, with 18/35 students passing or 51%. • The mean score on the ELA Regents was 59.1%. • The rank order of student proficiency and mean score based on exams taken consists of English, Algebra I, Living Environment, Global History, and Earth Science. • We have conducted an itemized analysis of all regents results, and teacher teams are adjusting lesson plans to ensure that curricula is spiraled accordingly.

Part III *– Demonstrable Improvement Indicators-Level 2*

Level 2 Indicators
Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

**Quarterly Report #3 Reflection on Activities Completed for this Indicator Level during
February 1, 2023 – April 19, 2023**

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
Plan for and implement Community School Model • Progress Target: See the Community School Model Implementation Rubric • Indicator Code: 2	Green	**2022-23 Goal:** By June 2023, we will continue to address the social, health, and mental health needs of students and families through the development of collaborative partnerships with the school community designed to improve the capacity of all stakeholders as measured by our community school rubric. **Key Strategies:** • 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 (CA) and help students reach their potential. • We will educate students and parents about emotional wellness and early	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. • One-on-one interventions, group therapy, and family therapy to promote the social/emotional growth of children so they can thrive in school. • 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,

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		identification of children and/or teenagers in need of mental health services. • Community-Based Organization (CBO) Wediko will conduct a comprehensive school and community needs and assets assessment.	complete Attendance Improvement Plans, and use weekly data to set attendance team goals and meeting agendas. • Our combined social work and school guidance team join efforts to ensure that every student has a viable and realistic wellness and graduation plan into which students are required to provide essential input and ideas.
Family and Community Engagement (DTSDE Tenet 6) • Progress Target: See the DTSDE Phases of Implementation (Tenet 6) • Indicator Code: 6	Green	**2022-23 Goal:** By June 2023, at least 90% of Phase 1 from DTSDE Tenet 6 will be common across the school; 50% of Phase 2 indicators for parent and community engagement will be common across the school; four Tenet 6 Phase 3 indicators will be common across the school. **Key Strategies:** • We will offer regular workshops and information sessions that help families	The following data trends show continued progress toward meeting this indicator: • We are in the second year of conducting student-led IEP conferences, which permit students a unique opportunity to speak to their strengths, likes, and needs with school staff and family. • Our students discuss the quality of their work during parent-teacher conferences. • Displays (e.g., hallway TV monitor displays, bulletin boards, showcases, student work) within the school reflect the different cultures and languages of the student population.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		understand how children learn and are being taught. • We are providing families with guidance on questions to ask the school regarding their child's progress and placement. • We are hosting multiple cultural events during the year that families and school staff jointly lead.	• Translators in the most prevalent languages are available at school functions and events. • Families regularly share their perceptions and provide feedback to the school. Survey results are routinely shared with families.
Providing 200 Hours of quality Extended Day Learning Time (ELT) • Progress Target: See the ELT Implementation Rubric. • Indicator Code: 94	Green	**2022-23 Goal:** By June 2023, we will provide at least 200 hours of quality extended-day learning time (ELT). **Key Strategies:** • We will program ELT for all students 3 to 4 days per week. • We will provide targeted support for students completing NX grades (courses in progress) from September to October.	The following data trends show continued progress toward meeting this indicator: • Our school year calendar currently reflects an additional 200 student contact hours to the compulsory school year of 990 hours per year in secondary school. • Our ELT program includes the following components: Academic Programming, Enrichment Programming, and Teacher Collaboration time.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	- Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		CBO Wediko continues to form successful mentoring partnerships among target HS students and available CBO partner staff.	- Our guidance counselors have reviewed student programs to determine students who need to make up credits, and these students have been programmed for ELT. - The School Leadership Team (SLT), Community Engagement Team (CET), Community School Director (CSD), and partner organizations meet regularly to review ELT programming data.
NYC School Survey: Collaborative Teachers – HST - Progress Target: 2.24 - Indicator code: k3	Green	**2022-23 Goal:** By June 2023, the school will improve its overall index score on the NYC School Survey in the area of Collaborative Teachers to 2.24. **Key Strategies:** We will engage teacher department teams in a rigorous review of feedback to students in all courses and how it can be enhanced to impact class discussion and student revision positively.	The following data trends show continued progress toward meeting this indicator: - Teachers across math and science departments meet with consultants to revamp the curriculum. - District-supported coaches (math, literacy, and English) and professional development efforts from other campus schools (Claremont International HS) boost collaborative efforts school-wide, resulting in improved lesson plans. - The New York City Public Schools Literacy Collaborative supports our ELA and ELL teachers in implementing State Standards and embedding literacy skill development throughout the curriculum.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		• We will align professional responsibilities with the school's instructional goals. • We will engage in structured professional collaborations in teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.	
NYC School Survey: Supportive Environment – HST • Progress Target: 2.27 • Indicator code: I3	Green	**2022-23 Goal:** By June 2023, the school will improve its overall index score on the NYC School Survey in the area of Supportive Environment to 2.27. **Key Strategies:** • We will ensure that students and adults treat each other respectfully and that students' voice is welcome and valued. • We will strengthen our structures that allow for dedicated support staff to help	The following data trends show continued progress toward meeting this indicator: • The School Culture Committee, Attendance Team, and Pupil Personnel Team coordinate school and CBO efforts to provide end-to-end social and emotional support from wake-up calls to morning entry on-time attendance rewards. • During Respect for All (RFA) Week on Monday, February 13 to Friday, February 17, 2023, we built upon ongoing programs to help students and staff gain a better understanding of diversity. • In alignment with RFA, we also started new initiatives to promote respect for diversity that centered on themes such as Celebrating Kindness, Anti-Bullying, Religious Acceptance and

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each Demonstrable Improvement Indicator?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents must be made publicly available prior to submitting the report.
		personalize attendance supports and social-emotional learning (SEL). • We will partner with families to convey expectations around college and career readiness and progressive school / academic success.	Racial Diversity, Gender Identity, Sexual Orientation and LGBTQ Pride and Acceptance.

Part IV – *Community Engagement Team (CET)*

Community Engagement Team (CET)

The role of the Community Engagement Team is to serve as an active thought partner in contributing to and supporting the development of recommendations for school improvement by the school and district, soliciting input through public engagement. Recommendations made by the CET, including how the school community and community at large were engaged to (1) provide input into the school's Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team Plan and membership. Such should be addressed in response to the prompts below.

Report Out of 2022-2023 CET Plan Implementation

Describe how recommendations made by the CET during this reporting period were used to inform the school's improvement 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 since the development of the 2022-2023 continuation plan. Include the role/title of any new members.	Describe how recommendations made by the CET during this reporting period were used to inform the school's improvement plan implementation.
CET support this school year has come from the following constituencies: • Teachers – both content and specialty • Support staff (school aides, guidance counselors, social workers, CBO staff) Our CET membership remains unchanged since the first quarter. Categorical CET membership currently includes but is not limited to the following: • 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	Recent recommendations made by the CET encouraged our school leaders to update key information from quarter 2 to quarter 3 in preparation for our Mid-Year Report Reflective Review Session with the Office of Innovation and School Reform (OISR). Our Mid-Year Report Reflective Review Session took place on Monday, March 27, 2023. This session impacted our school-level improvement plan since we had to revisit our Progress Reporting Tool (PRT) from our CEP and cross-check progress measures with demonstrable improvement indicators. More importantly, the process of making critical updates to our quarterly report, PRT, and CEP allowed all stakeholders from our School Leadership Team (SLT) and CET to engage in fruitful opportunities to reflect on school progress to date, including but not limited to: • January Regents Exam readiness • Launch of Parent and Student Workshops • Setting effective expectations for student school habits (at-home study time, progress to graduation, work/school balance) • Skills practice in math and writing • An overview of progress and emergent issues • Changes in School Demographic Data • Progress Update for Lead Strategy Implementation, • Progress toward meetings DII targets • Subgroup performance in ELA, math, and other areas relative to DIIs • Current Average Daily Attendance (ADA) and Chronic Absenteeism (CA) • Data-informed Adjustments to Professional Development plans • Targeted School Support Partner (SSP) Collaboration Update

Part V - *Receivership Powers*

Powers of the Receiver
Provide a summary of the use of the School Receiver's powers <u>during this reporting period.</u>
The NYCDOE engages in regular consultation with the leadership of its collective bargaining units regarding the construct of receivership and related requirements. Listed below are any other efforts to utilize the powers of the School Receiver: • Replace school leadership to help transform a school on an as-needed basis. • School-level community engagement meetings to discuss Receivership status, solicit public input and recommendations and share school-wide progress. If necessary, the NYCDOE will plan and conduct engagement activities with the UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.

Part VI – *Assurance and Attestation*

By signing below, I attest that the information in this Receivership Quarterly Report is true and accurate to the best of my knowledge; and that all requirements regarding public hearings and Community Engagement Team criteria have been met as necessary and required per Commissioners Regulation §100.19.

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Receivership Quarterly Report and has had the opportunity to review and update, as necessary, its 2022-2023 Community Engagement Team Plan and membership.

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Title of CET Representative: _____

Date: _____

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