

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

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

All sections of this document should be completed by the Superintendent Receiver and/or their designee.

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

School Name	School BEDS Code	Building Grade-level Configuration	District	District website hyperlink to this Report
Brooklyn HS for Leadership & Community Service, 13K616	331300011616	9-12	NYC Geographic District #13	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	Overall Graduation Rate (The most recent 6-Year graduation rate)
John Sullivan	Georgia Serves	11/19/2008	Dr. Danika Rux, Deputy Chancellor of School Leadership, Sharon Rencher, Senior Executive Director of State/Federal Education Policy, Katrina Brave, Director of State/Federal Program Implementation, Dan Atkins, Director of State/Federal Program Implementation	73%

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

Data Source:

Insight & Foresight

Date of Capture:

June 15, 2025

Last Date Loaded:

June 25, 2025

Total Current Enrollment/Registrant Counts:

N = 157

SWD = 32.5%

ELL = 3.8%

SWDs who are also ELLs:

N = 5 / 3.18%

Current Average Daily, Chronic Absenteeism & All Students Attendance Rates

	2024-2025 (YTD)	
Average Daily Attendance Rate	47%	%
Chronic Absenteeism Rate	89%	%

All Students Attendance Rate

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

	Level 1 85% or less	Level 2 85.1 - 90%	Level 3 90.1 - 95%	Level 4 95.1 - 100%
2024-2025 (YTD)	157	0	0	0

Current Out of School Suspensions by Number and Rate

	2024-2025 (YTD)	
Out of School Suspensions	N= 29	17.2 %
ELL Suspensions	N= 0	0 %
SWD Suspensions	N= 12	33.3 %
Students Suspended One Time (Unduplicated)	N= 29	80.5 %
Students Suspended Two or More Times (Duplicated)	N= 8	22.2 %

Expected 4-Year Graduation & Current Drop Out Rates

	2024-2025 (YTD)	
	June 2025	August 2025
Expected Overall Grad Rate	56.6 %	56.6 %
Expected SWD Grad Rate	12.9 %	12.9 %
Expected ELL Grad Rate	0 %	0 %

	2024-2025 (YTD)
Total Cohort Drop Out Rate	14.1 %
SWD Drop Out Rate	16.1 %
ELL Drop Out Rate	0 %

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

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

$$\text{Out of School Suspension Rate \%} = \frac{\text{Total Number of Students Suspended Out of School at Least One Time}}{\text{Total Enrollment of the School as of Date of Capture}} \times 100$$

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

$$\text{ELL Suspension Rate \%} = \frac{\text{Number of ELL Students Suspended Out of School One or More Times}}{\text{Total Number of Students Who Received At Least One Day Out of School Suspension}} \times 100$$

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

$$\text{SWD Suspension Rate \%} = \frac{\text{Number of SWDs Suspended Out of School One or More Times}}{\text{Total Number of Students Who Received At Least One Day Out of School Suspension}} \times 100$$

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

$$\text{Unduplicated Suspension Rate \%} = \frac{\text{Number of Students Suspended Out of School One Time Only}}{\text{Total Number of Students Who Received At Least One Day Out of School Suspension}} \times 100$$

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

$$\text{Duplicated Suspension Rate \%} = \frac{\text{Number of Students Suspended Out of School Two or More Times}}{\text{Total Number of Students Who Received At Least One Day Out of School Suspension}} \times 100$$

Pre-Planning and Reflection: Identifying Needs and Resources

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

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

Data Sources for the 2025-2026 School Year
 Click each box next to all that apply

Diagnostic/Benchmark Assessments

- ☐ IXL
☒ NWEA
☐ iReady
☐ Star
☐ Lexia

List all others that apply:

Local Assessments

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

List all others that apply:

State Assessments

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

List all others that apply:

Directions for Parts I, II, and III

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

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

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

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

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

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

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

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

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

Final Report and Reflection on Lead Strategies Applied From May 1, 2025 – June 30, 2025		Lead Strategies that Will Guide the 2025-2026 School Year Continuation Plan		
List the lead strategies that guided the school’s improvement strategy during the reporting period.	For each lead strategy, outline how the strategy supported progress towards this year’s DII targets. If the strategy will be discontinued, explain the rationale for doing so.	List the lead strategies that will guide the school’s improvement plan during the 2025-2026 school year.	Is this a new, expanded or refined strategy for 2025-26? •What data suggests this strategy will have a positive impact on outcomes in 2025-2026? •If this is a new strategy, explain the rationale for selection.	For each strategy listed, provide the following: - Outline specific steps for how the strategy will be implemented, including related staff training and support. - Describe how progress resulting from implementation will be monitored and how related impact will be measured. - Include the following interim progress goals as defined on page 6: - Early Implementation Progress Goal - Mid-Year Progress Goal - Spring Progress Goal
1. Expanded Learning Time (ELT)	Extended Learning Time (ELT) contributed significantly to our school’s academic progress over the past quarter, as demonstrated by the following outcomes: - Improved Regents Exam Pass Rates: - Global History: Increased from 35% in June 2024 to 55% in June 2025 - Living Environment: Increased from 14% to 55% - Algebra I: Increased from 4% to 12% - U.S. History: Increased from 42% to 59% - Higher Student Participation:	1. Expanded Learning Time (ELT)	Expanded	The lead strategy of offering tutoring sessions beyond the regular school day led to higher sit and pass rates on the June Regents exams. This suggests that ELT opportunities enhanced students’ confidence, provided more practice, and supported greater mastery of content.

List the lead strategies that guided the school's improvement strategy during the reporting period.	For each lead strategy, outline how the strategy supported progress towards this year's DII targets. If the strategy will be discontinued, explain the rationale for doing so.	List the lead strategies that will guide the school's improvement plan during the 2025-2026 school year.	Is this a new, expanded or refined strategy for 2025-26? •What data suggests this strategy will have a positive impact on outcomes in 2025-2026? •If this is a new strategy, explain the rationale for selection.	For each strategy listed, provide the following: - Outline specific steps for how the strategy will be implemented, including related staff training and support. - Describe how progress resulting from implementation will be monitored and how related impact will be measured. - Include the following interim progress goals as defined on page 6: - Early Implementation Progress Goal - Mid-Year Progress Goal - Spring Progress Goal
	- Global History: Sit rate rose from 48% in June 2024 to 69% in June 2025 - ELA: Sit rate increased from 63% to 78% - Improved Outcomes for Students with Disabilities (SWD): - Global History: 4 students passed in 2024; 5 in 2025 - Living Environment: 0 students passed in 2024; 4 in 2025 - ELA: 0 students passed in 2024; 3 in 2025 This lead strategy will be maintained during the next school year.			
2. Professional Learning Communities (PLC)	The use of Professional Learning Communities (PLCs) has contributed to improved instructional effectiveness at our school, as demonstrated by the following initiatives and outcomes: Data-Driven Instruction: PLCs analyzed REDS data from the June 2025	2. Professional Learning Communities (PLC)	Expanded	The following PLC supports will continue to be provided for the 2025-26 school year: Teacher teams will continue to review data to develop targeted instructional adjustments.

List the lead strategies that guided the school's improvement strategy during the reporting period.	For each lead strategy, outline how the strategy supported progress towards this year's DII targets. If the strategy will be discontinued, explain the rationale for doing so.	List the lead strategies that will guide the school's improvement plan during the 2025-2026 school year.	Is this a new, expanded or refined strategy for 2025-26? •What data suggests this strategy will have a positive impact on outcomes in 2025-2026? •If this is a new strategy, explain the rationale for selection.	For each strategy listed, provide the following: - Outline specific steps for how the strategy will be implemented, including related staff training and support. - Describe how progress resulting from implementation will be monitored and how related impact will be measured. - Include the following interim progress goals as defined on page 6: - Early Implementation Progress Goal - Mid-Year Progress Goal - Spring Progress Goal
	Regents exams and developed targeted instructional adjustments for the Fall semester. - Professional Development: PLCs participated in a District Promising Practices presentation for ELA teachers, highlighting the benefits of using student discussion to strengthen argumentative writing. - Vocabulary Reinforcement: Through a "Regents Vocabulary Hunt," PLCs reviewed the January Regents exams to identify both content-specific and cross-disciplinary vocabulary for reinforcement. - Interdisciplinary Collaboration: Content departments engaged in a Cycle 3 interdisciplinary project to promote cross-curricular learning. - Instructional Strategies: PLCs explored and implemented various discussion strategies and protocols to enhance classroom engagement.			- Teacher teams will continue to implement student discussions to strengthen argumentative writing, engagement, and vocabulary. - Teacher teams will engage in peer intervisitations guided by our PCTs. - PCTs will coach all teachers across all subject areas in a non-evaluative way. - PCTs will liaise with Instructional Specialists from the Transfer School District to adopt promising practices. This lead strategy will support Teacher Practices and Decisions (DTSDE Tenet 4).

List the lead strategies that guided the school's improvement strategy during the reporting period.	For each lead strategy, outline how the strategy supported progress towards this year's DII targets. If the strategy will be discontinued, explain the rationale for doing so.	List the lead strategies that will guide the school's improvement plan during the 2025-2026 school year.	Is this a new, expanded or refined strategy for 2025-26? • <i>What data suggests this strategy will have a positive impact on outcomes in 2025-2026?</i> • <i>If this is a new strategy, explain the rationale for selection.</i>	For each strategy listed, provide the following: - Outline specific steps for how the strategy will be implemented, including related staff training and support. - Describe how progress resulting from implementation will be monitored and how related impact will be measured. - Include the following interim progress goals as defined on page 6: <i>Early Implementation Progress Goal</i> <i>Mid-Year Progress Goal</i> <i>Spring Progress Goal</i>
	Ongoing Monitoring and Support: PLC activities are regularly monitored by the Principal, Assistant Principal, and Peer Collaborative Teacher (PCT), as well as through formal teacher observations. This lead strategy will be maintained during the next school year.			
3. Focused School Support (FSS)	The partnership with NYSED's School Support Partner (SSP) has supported our school's progress through focused initiatives and strategic monitoring, as outlined below: - Targeted Monitoring: The SSP actively monitored the implementation of the school's Focused School Support (FSS) efforts. - Credit Recovery and Pathways: The FSS initiative emphasized credit accumulation, with a focus on leveraging	3. Focused School Support (FSS)	Expanded	The following SSP supports will continue to be provided for the 2025-26 school year: With continued guidance from NYSED SSP and the strategic use of Edmentum Courseware, the school will continue to effectively identify students in need of credit accumulation and support them in recovering credits toward graduation.

List the lead strategies that guided the school's improvement strategy during the reporting period.	For each lead strategy, outline how the strategy supported progress towards this year's DII targets. If the strategy will be discontinued, explain the rationale for doing so.	List the lead strategies that will guide the school's improvement plan during the 2025-2026 school year.	Is this a new, expanded or refined strategy for 2025-26? •What data suggests this strategy will have a positive impact on outcomes in 2025-2026? •If this is a new strategy, explain the rationale for selection.	For each strategy listed, provide the following: - Outline specific steps for how the strategy will be implemented, including related staff training and support. - Describe how progress resulting from implementation will be monitored and how related impact will be measured. - Include the following interim progress goals as defined on page 6: - Early Implementation Progress Goal - Mid-Year Progress Goal - Spring Progress Goal
	Edmentum Courseware to support credit recovery pathways. - Attendance Outreach: The FSS plan also prioritized the delegation of the Call Center to oversee the use of Kinolved for daily attendance outreach. - Operational Restructuring: The Call Center was restructured to align with updated student registers and staffing needs. - CBO-Led Attendance System: By the end of Cycle Two, the school's Community-Based Organization (CBO), Brooklyn Children's Services (BCS), implemented a comprehensive attendance system. The system divided the school's 160 students into three cohorts, with each BCS counselor responsible for daily outreach to absent students and their families. - Progressive intervention steps were introduced for students with higher absence rates, and all outreach efforts were tracked and monitored using the Kinolved platform.			- School leaders will launch the Graduation Guardians program, where designated teachers or counselors will meet regularly with students to review their academic and attendance records. Students will complete a progress reflection that includes setting personalized goals for both attendance and academic achievement. - The school's Community-Based Organization (CBO), Brooklyn Community Services, will partner with school leadership to record and monitor student attendance data consistently. - Inspiring Minds, another CBO partner, will implement a Positive Behavioral Interventions and Supports (PBIS) framework. This

List the lead strategies that guided the school's improvement strategy during the reporting period.	For each lead strategy, outline how the strategy supported progress towards this year's DII targets. If the strategy will be discontinued, explain the rationale for doing so.	List the lead strategies that will guide the school's improvement plan during the 2025-2026 school year.	Is this a new, expanded or refined strategy for 2025-26? •What data suggests this strategy will have a positive impact on outcomes in 2025-2026? •If this is a new strategy, explain the rationale for selection.	For each strategy listed, provide the following: - Outline specific steps for how the strategy will be implemented, including related staff training and support. - Describe how progress resulting from implementation will be monitored and how related impact will be measured. - Include the following interim progress goals as defined on page 6: - Early Implementation Progress Goal - Mid-Year Progress Goal - Spring Progress Goal
	This lead strategy will be maintained during the next school year pending NYSED funding for the SSP program.			includes attendance incentives such as movie ticket rewards to encourage consistent student engagement. School leaders will ensure that students have ongoing access to their own attendance and academic performance data, empowering them to take ownership of their progress. This lead strategy will support HS Chronic Absenteeism, Credit Accumulation, and Graduation Rate.

Part II – Demonstrable Improvement Level 1 Indicators <i>List the school's Level 1 Indicators and complete all columns below. This information should provide details about how lead strategies inform the implementation of specific strategies, action steps and goals to support progress toward meeting Demonstrable Improvement Indicators (DII) targets.</i>	
Final Report and Reflection on Specific Strategies and Action Steps Applied from May 1, 2025 – June 30, 2025	Specific Strategies and Action Steps for 2025-2026 School Year Continuation Plan for Meeting Each Indicator

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> ○ <i>Spring Progress Goal</i>
HS Chronic Absenteeism - All Students	<u>Data Trends:</u> • 17 students who were called by Brooklyn Community Services (BCS) during the May 1 – June 30th period returned to school. • On May 13, 2025, year-to-date attendance stood at 47 percent. By June 30th, the YTD attendance increased by 2% to 49%. • The chronic absenteeism rate was 89% on May 13th, 2025, a 1% decrease from the 90% rate on April 29th, 2025. • Our Chronic Absenteeism rate remained steady year-over-year at 91%. These data trends require that we continue to engage our attendance teacher, CBOs, and counselors in ongoing attendance outreach.	<u>2025-2026 SCEP goal:</u> • By June 2026, the school will achieve a chronic absenteeism rate of 84%. <u>Key Strategies and Action Steps:</u> • Brooklyn Community Services hired a third Advocate Counselor (AC) on 5/12 to help with morning and afternoon outreach and 1:1 meetings with students. • ACs will continue to conduct daily morning and afternoon outreach to their student caseload. • ACs will continue to schedule 1:1 meetings with their caseload students to discuss attendance, academics, post secondary plans etc. as well as scheduling family meetings for the next week. • BCS Assistant Program Director will continue to oversee LTA students. BCS Program Director will continue to meet weekly with ACs during supervision to discuss Cohort Y students • Monthly attendance letters will be mailed out on Mondays to students with 0-69% attendance. • All students will be provided a DOE online account that provides them with access to their attendance and academic performance. <u>Data-informed Rationale:</u> The school will implement relevant recommendations made by our NYSED-based SSP using attendance data from New Visions Portal and Insight.

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> ○ <i>Spring Progress Goal</i>
2018 Total Cohort 6-Year Grad Rate - All Students	<u>Data Trends:</u> • Foresight Consulting provided data on our 6-year cohort (X) enrollment, which consists of 63 students. • 46 students graduated, resulting in a 73% grad rate. • 12 students (12%) are no longer active in this cohort. • 5 students are still active in this cohort. • 4 students in this cohort are ELL's. • ELL grad rate = 75% (3 students) • 1 student in the ELL cohort is no longer active. • 22 students in this cohort are Students with Disabilities • The SWD grad rate in this cohort is 72.7% (16 students) • 2 students in the SWD cohort are no longer active (9.1%) • 4 students in the SWD cohort are still active. These data trends require that we now begin to monitor the 2019 Total Cohort referenced in our SCEP goal and action steps.	<u>2025-2026 SCEP goal:</u> • By June 2026, the 2019 Total Cohort (Cohort Y) 6-year graduation rate will be 53%. <u>Key Strategies and Action Steps:</u> • We will expand the implementation of the Graduation Guardians Initiative with partner Foresight Consulting. • We will continue to hold weekly all-staff Cohort meetings to share attendance, graduation, and Regents data with teachers and counselors. • Weekly data-driven attendance meetings will focus on student attendance by cohort and grade level (credit band). • The principal will share the graduation status of the different student cohorts at monthly CET meeting to solicit feedback from stakeholders. • Expanded Learning Time will continue to provide cohort students the flexible support that meets our Transfer High School student population needs. • The principal and SSP will consider alternative program designs as part of an eight-period day with the possibility of providing of providing individual tutoring and small group instruction as a pull-out. <u>Data-informed Rationale:</u> • The school has improved its 6-year graduation rate projection of 50% by 23 percentage points (73%).

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> ○ <i>Spring Progress Goal</i>
Transfer HS Grad Rate: Most at Risk OA-UC	<u>Data Trends:</u> • The New York City Public Schools (NYCPS) Insight data tracker shows that we have 90 OA-UC/Most at Risk students. • 15/90 students are currently almost/on track to graduate, at minimum, by August 2025. These data trends require that we monitor the OA-UC subgroup using many of the approaches gleaned from our 6-year cohort.	<u>2025-2026 SCEP goal:</u> • By June 2026, the Transfer HS graduation rate for the cohort of most at risk, over-age and under-credited students will be 57%. <u>Key Strategies and Action Steps:</u> • We will expand the implementation of the Graduation Guardians Initiative with partner Foresight Consulting. • We will continue to hold weekly all-staff Cohort meetings to share attendance, graduation, and Regents data with teachers and counselors. • Weekly data-driven attendance meetings will focus on student attendance by cohort and grade level (credit band). • The principal will share the graduation status of the different student cohorts at monthly CET meeting to solicit feedback from stakeholders. • Expanded Learning Time will continue to provide cohort students the flexible support that meets our Transfer High School student population needs. • The principal and SSP will consider alternative program designs as part of an eight-period day with the possibility of providing individual tutoring and small group instruction as a pull-out.

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> ○ <i>Spring Progress Goal</i>
		<u>Data-informed Rationale:</u> • The school has doubled its Most-at-Risk OA-UC outcome since 2021-22 moving from 27% to 50.9%. By June, we expected to hit a DII target of 53.1%. Our June data shows 47 out of 145 students are OA-UC (32.4%) and 43 out of 145 are Most At Risk (29.7%). Combined, we have 90 students out of 145 that are OA-UC/Most At Risk (62%)
Survey: Cultural Awareness and Inclusive Instruction	<u>Data Trends:</u> • In 2025, 155 students responded to the School Survey. In 2024, 55 students responded. • Our 2025 NYC School Survey score in the category of Classroom Climate was 86% and Shared and Inclusive Curriculum was 53%. • 88% of students provided favorable responses to the question on how welcoming does the teacher make the classroom. • 61% of students provided favorable responses to the question on how often students in this class see people of other races, ethnicities, religions, or cultures reflected in the lesson. • The 2024 School Survey had 93% of students (55 total respondents) responding favorably to questions	<u>2025-2026 SCEP goal:</u> • By June 2026, the NYC School Survey category that measures Cultural Awareness and Inclusive Classroom Instruction will be at least 3.85. <u>Key Strategies and Action Steps:</u> • Teacher teams will collaborate to develop plans that capitalize on student diversity. • Content departments will continue to engage in three cycle interdisciplinary projects to promote cross-curricular learning and incorporate cultural awareness and inclusive instruction. • The CET will disaggregate NYC School Survey data to determine why this category slightly decreased from a year prior. • Our CBOs will enrich the overall learning experience of students by providing ongoing opportunities for cultural celebrations.

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> ○ <i>Spring Progress Goal</i>
	regarding Cultural Awareness and Inclusive Instruction. These data trends require that teacher teams collaborate with CBOs to determine how the school can effectively celebrate diversity.	<u>Data-informed Rationale:</u> The school's result for this indicator was 3.8 in 2021. Based on the school increasing the School Survey participation from 55 students to 155 students, and the category differences between 2024 (<i>Cultural Awareness and Inclusive Instruction</i>) and 2025 (<i>Classroom Climate and Shared and Inclusive Curriculum</i>), indicators for improvement are not comparable and should likely be changed.
Survey: Conflict Resolution	<u>Data Trends:</u> • The NYC School Survey result for the Conflict Resolution category was 89% in 2022-23, 85% in 2023-24, and 85% in 2024-2025. The 2025 School Survey did not feature a Conflict Resolution Category. • Our out-of-school suspension rate was 17.2% with 13 superintendent suspensions in 2024-2025, one less than the 14 in 2023-2024. • Our duplicated suspension rate was 22.2% with 8 students identified as recidivists. • We had a 33.3% SWD suspension rate with 12 SWDs suspended. • We had 0 ELL suspensions.	<u>2025-2026 SCEP goal:</u> • By June 2026, the NYC School Survey indicator that measures Conflict Resolution will be at least 3.35. <u>Key Strategies and Action Steps:</u> • We will share information on student suspensions with our CET to solicit feedback and recommendations and to allow stakeholders to reflect on their own experiences and beliefs around school discipline, and how that influences current practices. • Teacher teams will address social emotional learning benchmarks during our daily Restorative Justice (RJ) Advisory Circles. • The school will partner with the Office of Safety and Youth Development (OSYD) to engage in professional learning activities including community building (Tier 1) and advanced formal conferencing (Tier 2).

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> ○ <i>Spring Progress Goal</i>
	These data trends require that we continue to implement programs to address conflict resolution.	• We will implement monthly CRISIS Team meetings on Monday to proactively inform and address key staff of emerging student conflicts and help minimize the suspension rates seen in 2024-2025. <u>Data-informed Rationale:</u> • The school’s result for this indicator was 3.2 in 2021. Based on the school having 89% favorable responses in 2022-23 and 85% favorable responses in 2023-24, RJ practices need to be further refined. • Seven suspensions resulted from Category I/II Weapons Possessions during unannounced scanning. Adopting Tier I (<i>Town Hall</i>) and Tier II (<i>Small Group</i>) communications of Prohibited Items in the Handbook, through Kinolved, and Back-to-School Orientation may help to inform students of what is allowed/not allowed in the building and reduce the number of suspensions, particularly Superintendent Suspensions seen in the 2024-2025 school year.

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

Final Report and Reflection on Specific Strategies and Action Steps Applied From May 1, 2025 – June 30, 2025		Specific Strategies and Action Steps for 2025-2026 School Year Continuation Plan for Meeting Each Indicator
DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> ○ <i>Spring Progress Goal</i>
Plan for and implement Community School Model	<u>Data Trends:</u> • The Community School Director engaged the school in completing an Assets and Needs Assessment which serves to assess community needs. • Findings from the Assets and Needs Assessment show the community-based partnerships at the school could use improvement. • Additional findings show the school has the practices in place to support collaborative leadership. • The Community School Director hosted a Shark Tank in May where students delivered polished professional presentations, shared innovative ideas, and winners received seed funding and mentorship opportunities. • CBO events that occurred in May and June include BCS Food Distribution Program, History on Film, Next Step Community Church Community Service, Film Club, Music Club. • Our YTD attendance rate was 47%, a 2-percentage point decrease from a year prior.	<u>2025-2026 SCEP goal:</u> • By June 2026, our school will implement all required community school program elements as measured by the NYSED community school rubric. <u>Key Strategies and Action Steps:</u> • The Community School Director will guide the CET in ongoing reviews of community school program data such as measures of climate, student academic progress, and student social and emotional health. • The CET will thoroughly analyze the detailed results of the Assets and Needs Assessment. • The CET will review community school implementation data such as attendance, chronic absenteeism, and student incidents monthly. <u>Data-informed Rationale:</u> • The school's 2-point decrease in the YTD attendance rate indicates that both CBOs need to be more actively engaged and monitored for support.

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> ○ <i>Spring Progress Goal</i>
	These data trends require that we implement a monitoring protocol to ensure that our CBOs are addressing our greatest area of need: student attendance.	
Teacher Practices and Decisions (DTSDE Tenet 4)	<u>Data Trends:</u> • 94%% of our DTSDE Tenet 4 Phase I indicators currently being implemented across the school. • 89% of our DTSDE Tenet 4 Phase II indicators are currently being implemented across the school. • 95% of our DTSDE Tenet 4 Phase III indicators are currently being implemented across the school. • Teachers have made excellent strides re-directing off-task students who need to re-focus attention on their learning. (4B) • Aligned to our school-based commitments, teachers use scaffolds and other 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 peer	<u>2025-2026 SCEP goal:</u> • By June 2026, 90% of the Tenet 4 Phase 1 indicators will be common across the school, 50% of Tenet 4 Phase 2 indicators will be common across the school, and at least 4 Tenet 4 Phase 3 indicators will be common across the school. <u>Key Strategies and Action Steps:</u> • 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 (PCTs) 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.

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> ○ <i>Spring Progress Goal</i>
	intervisitation strategies we implemented and will continue to use for 2025-2026 school year.	• The NYSED School Support Partner (SSP) will support the principal in establishing a structure to provide meaningful feedback and coaching to all teachers. <u>Data-informed Rationale:</u> • The school's self-assessment results for this rating were 94% for Phase I Tenet 4, 89% for Phase II Tenet 4, and 95% for Phase III Tenet 4—all well above the required threshold. As a result, the school will continue to leverage its PCTs to sustain teacher effectiveness.
Providing 200 Hours of quality Extended Day Learning Time (ELT)	<u>Data Trends:</u> • Our current school year calendar reflects an additional 200 student contact hours which are part of the ELT program. • Year to Date ELT Hours Provided in the 2024-25 school year was 1,512.38 hours. • Teacher collaboration and professional development time is an integral part of ELT and consists of at least 1.5 hours per week. • Tutoring Schedule encompasses 7 days a week and extends through holidays.	<u>2025-2026 Goal:</u> • By June 2026, we will provide at least 200 total hours of Extended Day Learning Time (ELT). <u>Key Strategies:</u> • We will continue to collaborate with our teachers and CBOs: Inspiring Minds and Brooklyn Community Services 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.

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> ○ <i>Spring Progress Goal</i>
	• 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 2025-2026 school year.	• Our CBOs will program special events around mental wellness, cultural awareness, and social-emotional support. • Our CBO will conduct ELT satisfaction surveys to ensure ELT programs are developed based on student interest and need. • Our CET will periodically review ELT data and adjust ELT programming where necessary. • All students will be given opportunities to participate in paid internships as part of our Learn to Work program. <u>Data-informed Rationale:</u> The academic impact of ELT ranged from improved Sit and Pass Rates on the January 2025 and June 2025 Regents, as well as key Cohort Y students completing their graduation credits and contributing to the 6 year graduation rate.
Credits Earned: Students Starting 0-11	<u>Data Trends:</u> • The demonstrable improvement indicator (DII) for the current grade nine cohort is to earn 6.86 credits by June 2024, and as the midyear average credit accumulation rate was 3.7 in February 2024. • Preliminary average credit results show the school is approaching this DII and is currently at 6.65.	<u>2025-2026 SCEP goal:</u> • By June 2026, the average credits earned for students in the 0-11 credit bucket will be at least 6.99. <u>Key Strategies and Action Steps:</u> • Our data team will continue to track the average credit accumulation rate of the 0-11 credit band. • All students will participate in daily Advocate Counselor caseload check-ins.

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> ○ <i>Spring Progress Goal</i>
	• Q4 attendance for the 0-11 credit band was 34%, which is 8 percentage points lower than a year prior. • The 0-11 credit band accounts for 41 students.	• The school will participate in the NYCDOE School Based Virtual Learning classrooms initiative. • The school will participate in AP for All. <u>Data-informed Rationale:</u> Since 2021 our 0-11 average credit accumulation rate jumped from 3.5 to 6.8 in 2022 but has since leveled off to 6.5 in 2023 and 2024. A 6.9 goal is feasible goal pending AC involvement.

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.	Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> ○ <i>Spring Progress Goal</i>
Credits Earned: Students Starting 11-22	<u>Data Trends:</u> • The grade 10 cohort DII is to earn 6.18 credits by June 2024 and the midyear average stands at 3.1, also more than halfway to the goal. • Preliminary average credit results show the school is approaching this DII and is currently at 6.1. • The 11-22 credit band accounts for 46 students. These data trends require that we find alternative ways of engaging students in this credit band, such as the Remote Academy.	<u>2025-2026 SCEP goal:</u> • By June 2026, the average credits earned for students in the 11-22 credit bucket will be at least 6.46. <u>Key Strategies and Action Steps:</u> • Our data team will continue to track the average credit accumulation rate of the 11-22 credit band. • All students will participate in daily Advocate Counselor caseload check-ins. • The school will participate in the NYCDOE School Based Virtual Learning classrooms initiative. • The school will participate in the AP for All to encourage students to participate in coursework that yields college credit. <u>Data-informed Rationale:</u> Since 2021, the 11-22 credit bucket has steadily improved. From an average credit accumulation rate of 5 in 2021 to 9.0 and 9.1 in 2023 and 2024 respectively we now have the structures in place to sustain these gains moving forward.

Part IV – Executive Summary The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public. Limit the summary to <i>no more than 250 words per summary</i> . Applicable links must be made publicly accessible prior to submitting the report.	
Summary of Quarter 4 May 1, 2025 – June 30, 2025	Summary of Systems and Processes That Will Guide the 2025-2026 School Year Continuation Plan

Reflect on the changes and progress made during Quarter 4 and provide a <u>plain-language summary</u> to include: - How these systems and processes were utilized to implement lead strategies and engage the community. - Any relevant findings and actions taken to enact the Powers of the Receiver.	After reflecting on progress made during the 2024-2025 school year, provide an overview the school’s vision for improvement, as aligned to the district’s strategic goals, for the 2025-2026 school year. Include: - A brief description of the school’s theory of action for improvement during the 2025-2026 school year. - How this theory of action will build upon the progress made during 2024-2025.
Changes and progress made during Quarter 4 that have brought the school closest toward meeting its Demonstrable Improvement Indicators include: - We had new systems in place to improve our student attendance and chronic absenteeism rate including a call center and the ongoing use of student check-ins with Advocate Counselors. Our average daily attendance fluctuated between 47% and 50% and our Chronic Absenteeism rate hovered at 91%. - We saw our strongest improvement with the 6-year grad rate which is well above the target needed to exit CSI (Comprehensive Support and Improvement) status and Receivership. - Both Average Credit Accumulation Credit Buckets, inclusive of students in the 0-11 and 11-22 range, are nearing the progress targets as solid gains have been made by our students across these two credit bands due to ongoing engagement in ELT extracurricular activities such as paid learning experiences. The progress referenced above was noteworthy enough to share during monthly CET meetings to ensure that our community remains engaged with our progress. There have been no actions taken in 24-25 to enact the Powers of the Receiver.	As aligned to the District’s DCEP, the school will continue to focus on the NYC Chancellor’s Priorities: - All students learn to read well - All students are physically and emotionally safe - All students have a high-quality academic experience - All students graduate college and career ready and have a strong plan and pathway to economic security - All districts and schools are more inclusive and responsive for parents and families, including having more families choose NYC Public Schools. - Student Attendance/Chronic Absenteeism The school’s theory of action for improvement in 25-26 is: - If the school develops targeted CEP goals that emulate those from the district, then supports can be adequately provided in the areas of: - Literacy - School Safety & Social-emotional Support - Math - Student Work Based Learning Experiences and Internships - Student attendance We will build upon this theory by continuing to participate in monthly district-led professional learning opportunities and by welcoming push-in support from district staff.

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

Identify recommendations made by the CET, including how the school community and community at-large were engaged to (1) provide input into the school’s Continuation Plan and (2) review, update as applicable, and provide a list of CET membership for the 2024-2025 school year.

Report Out of 2024-2025 CET Plan Implementation	Plan for Use of CET Recommendations during the 2025-2026
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• List the roles/titles of stakeholders who have <i>consistently</i> participated as CET members during 2024-2025, including their constituent categories. Include any changes made to the CET’s membership during Quarter 4. • Describe how recommendations made by the CET during Quarter 4 were used to inform the implementation of the school’s improvement plan. • Provide data and related evidence used to measure the impact and efficacy of the CET during 2024-2025.	• Include any changes that will be made to CET membership for the 2025-2026 school year. Include the roles/titles of new members. • Outline the process by which new members of the CET will be identified and selected¹, including action steps to increase participation of parents/family members and students. • Outline the school’s plan for ensuring the CET’s engagement and contributions are represented in decisions made about the school’s improvement plan and implementation, including how the CET’s impact will be measured. • Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner.
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¹ Administrative, teacher, and parent representative members of the CET must be selected through the process as established in [Commissioner’s Regulations 100.11\(b\)](#).

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 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. The primary method for CET meeting agenda development and the best means to ensure the CET will have the necessary information to analyze the impact of lead strategies is through periodic review of receivership reports.
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Part VI – Powers of the Receiver
NYS Education Law 211-f and Commissioners Regulation §100.19 grant certain powers to the Superintendent Receiver to be used to manage and operate a school in areas that include, but are not limited to, curriculum, programming, staffing and scheduling.

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

Part VII – District Support Plan	
Report Out on the 2024-2025 School Year District Support Plan	District Support Plan for the 2025-2026 School Year
Provide a summary of the district supports that were most impactful during the 2024-2025 school year, including data/evidence to support the statement of impact.	Describe how the district will plan and implement an equitable distribution of resources to support Schools under Receivership to drive school improvement and DI target attainment. - What is the district’s plan to review resource allocation in the upcoming year to ensure equitable distribution based on the needs of its schools? - What is the district’s plan in the upcoming year to ensure that students in Schools under Receivership have as much access to strong teachers as their peers in schools identified for LSI? - Describe how the impact of these decisions will be measured throughout the school year.
District supports that were most impactful during the 2024-25 school year include: - Administering and grading Mock Regents Exams and NWEA MAP Growth Assessments. - Title I requirements such as the Title I Parent Advisory Council. - Principal Learning Groups to support promising practices such as Learning to Work (LTW) - Advising us on potential expenditures for 2024-25 Title I, 1003 School Improvement Grant (SIG) Targeted Support for Long-Term Identified Schools funds These supports, particularly the administration of interim assessments in combination with district-led targeted professional development, allowed our teachers and students to escalate the sense of urgency to graduate within 6 years. As a result, we are expecting a 6-year 73% graduation rate inclusive of students who earned Regents, local, and HSE Diplomas.	The district has a team of Senior Grants Officers and Budget Directors who review resource allocations across all our schools to ensure that equitable distribution of resources is taking place annually. Additionally, principals submit their Comprehensive Education Plan (CEP) by June 28 and complete an online attestation in the iPlan Portal, stating that the annual goals align with the preliminary school-based budget. Once CEPs are submitted and attested, the Superintendent Team reviews resources referenced in the CEP certifies the alignment of CEP annual goals with the preliminary school-based budget by July 29. All schools use the NYSED SCEP Expectations Form to ensure their plan meets New York State Education Department (NYSED) requirements. Regarding access to strong teachers, our district’s receivership schools have no vacancies and over 98% teacher attendance rate, and 0% turnover during the past year. This data points to a high level of stability among teachers. Elements regarding school resources and funding and providing strong, certified teachers will be measured by monthly budget meetings and teacher observations. Our schools will also continue to track Teacher Attendance Rate and the percentage of certified teachers.

Part VIII – Assurance and Attestation

By signing below, I attest that the information in this Quarter 4 Report and Continuation Plan is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and Community Engagement Team (CET) criteria have been met as necessary and required per Commissioners Regulation §100.19.

Name of Receiver (Print): _____
Signature of Receiver: _____
Date: _____

By signing below, I attest that the Community Engagement Team (CET) has had the opportunity to provide direct and explicit input into this Quarter 4 Report and Continuation Plan. The CET has also reviewed and updated, as necessary, its CET Plan and membership for the 2025-2026 school year.

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

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