

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

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

The reporting portion of this document is a self-assessment of the *implementation and outcomes of key strategies* related to Receivership, and as such, is not considered a formal evaluation by the New York State Education Department. Once finalized and accepted, this document in its entirety *must be posted* in a conspicuous, accessible location on the district website. All responses should directly align with or be adaptations to previously approved improvement plans and *require explicit engagement and input* from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
13K616 - Brooklyn High School for Leadership and Community Service	331300011616	NYC Geographic District #13	Brooklyn Community Services	2	https://infohub.nyced.org/reports/students-and-schools/school-receivership
Superintendent	School Principal <i>(If appointed since the last reporting period, attach resume)</i>	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
John Sullivan	Georgia Serves	11/19/2008	Sharon Rencher, Senior Executive Director of State/Federal Education Policy Dr. Tancia Rivera, Senior Director of SIG Implementation & Quality Assurance	9-12	42.9% (6-year & HSE)

			Daniel Atkins, Director of State/Federal Program Implementation		
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Executive Summary

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

The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*. Applicable links must be made publicly available prior to submitting the report.

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

Four Pillars for Building Trust in NYC Public Schools

The four pillars for improving and building trust with our families include:

1. Reimagining the student experience

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

2. Scaling, sustaining, and restoring what works

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

3. Prioritizing wellness and its link to student success

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

4. Engaging families to be our true partners

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

Overview of School Demographic and Four-Year Trend Data

Use the following template to provide demographic and four-year trend data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 5 of this Reporting Document to determine related calculations .

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

Data Source: Insight

Date of Capture: October 15, 2023

SWD 39.9%

Total Current Enrollment/Registrant Counts: N= 173

SWD/ELL percentage total 5.2%

ELL 8%

<u>Average Daily Attendance and Chronic Absenteeism Rate by Year</u>				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	54%	37%	50%	54%
Chronic Absenteeism Rate	90%	88%	59%	23%

<u>Suspension % Rate and Number by Category</u>				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Out-of-School Suspensions	4.5%/#8	1.4%/#2	0.6%/#1	0%/#0
Duplicated Suspensions	23%/#3	11.1%/#1	30.7%/#4	0%/#0
Unduplicated Suspensions	61.5%/#8	22.2%/#2	0%/#0	0%/#0
ELL Suspensions	0%/#0	22.2%/#2	7.6%/#1	0%/#0
SWD Suspensions	23%/#3	22.2%/#2	30.7%/#4	0%/#0

Overview of School Demographic and Four-Year Trend Data

Use the template below to provide four-year graduation and Drop-out rate trend data, as applicable.

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

<u>Graduation Percentage Rates</u>				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Grad. Rate	21%	37.8%	28.1%	50%
ELL Grad. Rate	0%	20%	0%	20%
SWD Grad. Rate	7.7%	27.8%	33.3%	47.6%
NYSAA Grad. Rate	0%	0%	0%	0%

<u>Drop Out Percentage Rates</u>				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Drop Out Rate	24.2%	8.9%	4.7%	21.2%
ELL Drop Out Rate	33.3%	0%	0%	40%
SWD Drop Out Rate	15.4%	11.1%	0%	23.8%
NYSAA Drop Out Rate	0%	0%	0%	0%

Suspension Tracking and Reporting Addendum

Out of School Suspensions #:

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

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

Duplicated Suspensions #:

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

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

Unduplicated Suspensions #:

Number of students suspended out of school one time.

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

English Language Learners (ELL) Suspensions #:

Number of ELL students suspended at least one time.

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

Students with Disabilities (SWD) Suspensions #:

Number of students with disabilities suspended at least one time.

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

Directions for Parts I, II, and III - District and school leadership should analyze and frame a summary of the steps taken to implement lead strategies during the first quarter, as well as by identifying key strategies that were included in the 2023-2024 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and school improvement*. The report should include a clear focus on *how evidence guides decisions* and an outline of explicit, equitable educational supports accessible to all students to ensure positive social-emotional well-being and active engagement in learning in an inclusively diverse, culturally relevant, safe learning space. Applicable resources and related guidance can be accessed via the *Department's Diversity, Equity, and Inclusion and Culturally Responsive-Sustaining (CR-S) Education Frameworks*, (@ [DEI Framework and Policy Statement | New York State Education Department \(nysed.gov\)](#), [Culturally Responsive-Sustaining Education | New York State Education Department \(nysed.gov\)](#)), and in support of the NY Social Emotional Learning Benchmarks @ [NYS SEL Benchmarks \(nysed.gov\)](#).

Commented [MR1]: Lower case "G"?

- When responding to prompts pertaining to the *Quarterly Report #1*, identify processes:
 - Used throughout Quarter 1 to assess the impact of strategies implemented to improve student learning outcomes.
 - For assessing the impact on student learning outcomes that will be newly implemented during the new school year.
- Frame how the implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
 - Claims should be evidentiary in nature.
 - Reported information and related data should be accessible and able to be reviewed upon request.
- To ensure sustained application of key data where strategy implementation results in *long-term sustainable growth*, District and school Leadership should *assess the impact* of identified lead strategies on student learning, as aligned to Technical Assistance and Support sessions and diagnostic review feedback.

Part I- Lead Strategies for School Improvement

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

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

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
1. Expanded Learning Time (ELT)	Green	<p>The following ELT supports helped our school achieve progress over the past quarter:</p> <ul style="list-style-type: none"> • Our two Community-Based Organizations (CBOs) that support Expanded Learning Time (ELT) are Brooklyn Community Services (BCS) and Inspiring Minds. • Our partnerships with these two Community-Based Organizations (CBOs) support the achievement of annual goals through implementation of the Community School Core Features: Collaborative Leadership and Practice, Family and Community Engagement, ELT, and Wellness and Integrated Supports. • Our current Work Based Learning programs include Learn to Work and Learn and Earn, and these programs will help to provide over 200 hours of paid internships this school year.
2. Professional Learning Communities (PLC)	Green	<p>The following PLC supports helped our school achieve progress over the past quarter:</p> <ul style="list-style-type: none"> • The district-based principal's PLC group met on September 19th to plan the instructional focus for the school. • Our Peer Collaborative Teacher (PCT) has been selected to join the district Director of Continuous Improvement for ongoing literacy lab site visits at peer schools. • The principal participated in a peer networking visit to Metropolitan Diploma Plus transfer high school on September 28th to observe best practices.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
3. Focused School Support (FSS)	Green	<p>The following FSS supports helped our school achieve progress over the past quarter:</p> <ul style="list-style-type: none"> • The FSS initiative includes biweekly receivership support meetings with district staff to review our attendance intervention plan, SEL support, instructional model, and teaching expectations. • Peer Collaborative Teachers (PCTs) lead discussion with district staff on new curricula such as Illustrative Math. • We are adjusting our school-wide unit planning template to ensure the inclusion of supports for all students.

Part II – Demonstrable Improvement Level 1 Indicators

Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies informed the implementation of specific strategies, action steps, goals, and commitments to support progress toward meeting Demonstrable Improvement Indicator targets. If any changes in Level 1 indicator selections have occurred from last school year, provide details of this shift and the rationale for doing so in the DII Selection Addendum.

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

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. Describe how the data trends for this reporting cycle will inform future action steps. Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
<p>HS Chronic Absenteeism - All Students</p> <ul style="list-style-type: none"> Progress Target: 92 Indicator Code: 170 	Green	<p>2023-24 Goal: By August 2024, our chronic absenteeism rate will decrease to 92%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> We will partner with the Office of Community Schools to implement the Every Student, Every Day Initiative. Community Based Organizations (CBO) Inspiring Minds and Brooklyn Community Services (BCS) will provide ongoing attendance support for all students. We will continue our early morning call center to ensure students are notified of daily school happenings. 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> Insight shows our current school attendance rate is 54%. The year-to-date attendance rate is one percentage point greater than a year prior. Our seniors in the 33-38 credit bucket have the highest attendance rate which is currently 58%. 23% or 40 students are currently listed as chronically absent (CA) according to Insight. 20% of SWDs are CA. <p>Future action steps will remain as indicated in the school's 2023-23 continuation plan and no adjustments will be made during this reporting period.</p>
<p>2018 Total Cohort 6-Year Grad Rate - All Students</p> <ul style="list-style-type: none"> Progress Target: 47 	Green	<p>2023-24 Goal: By August 2024, the 6-year graduation rate will increase to 67%.</p>	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> SEDDAS (L2RPT) shows our 2017 6-Year Total Cohort (Cohort W) had 56 students.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. Describe how the data trends for this reporting cycle will inform future action steps. Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
<ul style="list-style-type: none"> Indicator Code: 250 		<p>Key Strategies:</p> <ul style="list-style-type: none"> Community Based Organization (CBO) partner Brooklyn Community Services (BCS) will provide ongoing and consistent behavioral counseling, academic guidance, and post-secondary planning for all students. We will offer Career Development and Occupational Studies (CDOS) opportunities to increase pathways to a local or Regents diploma. Guidance staff will review transcripts to determine outstanding graduation requirements and create individual student plans for graduation. 	<ul style="list-style-type: none"> 24/56 or 42.9% of these students graduated with a Regents, Local, or HSE Diploma. Our 2018 6-Year Total Cohort (Cohort X) has 52 students pending updates based on the BEDS Day data capture. 26/52 (50%) graduated but this percentage may change due to newly enrolled students or discharges. 14/52 or 26.9% of Cohort X students are still currently enrolled. 11/52 or 21.2% of Cohort X students dropped out. <p>Future action steps will remain as indicated in the school's 2023-23 continuation plan and no adjustments will be made during this reporting period.</p>
<p>Transfer HS Grad Rate: Most at Risk OA-UC</p> <ul style="list-style-type: none"> Progress Target: 25 	Yellow	<p>2023-24 Goal: By August 2024, the 6-year graduation rate will increase to 67%.</p>	<p>The following data trends show continued progress toward meeting this indicator:</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
<ul style="list-style-type: none"> • Indicator Code: b2 		<p>Key Strategies:</p> <ul style="list-style-type: none"> • Community Based Organization (CBO) partner Brooklyn Community Services (BCS) will provide ongoing and consistent behavioral counseling, academic guidance, and post-secondary planning for all students. • We will offer Career Development and Occupational Studies (CDOS) opportunities to increase pathways to a local or Regents diploma. • Guidance staff will review transcripts to determine outstanding graduation requirements and create individual student plans for graduation. 	<ul style="list-style-type: none"> • Our 2022-23 School Quality Report shows our Transfer HS Grad Rate: Most at Risk OA-UC (over-age and under-credited) was 22.9%. • Our Transfer HS Grad Rate: Most at Risk OA-UC decreased by 1.2 percentage points from a year prior. • 35 students comprised the Most at Risk OA-UC subgroup in 2022-23; we currently have 81 students in this subgroup. • This subgroup has a 51% attendance rate. • 23% of this subgroup are chronically absent. <p>Future action steps will remain as indicated in the school's 2023-23 continuation plan and no adjustments will be made during this reporting period.</p>
<p>Survey: Cultural Awareness and Inclusive Instruction</p> <ul style="list-style-type: none"> • Progress Target: 3.82 	Green	<p>2023-24 Goal: By August 2024, the NYC School Survey indicator for Cultural Awareness and Inclusive Instruction will increase to 3.82.</p>	<p>The following data trends show continued progress toward meeting this indicator:</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
<ul style="list-style-type: none"> • Indicator Code: z02 		<p>Key Strategies:</p> <ul style="list-style-type: none"> • We will administer longitudinal surveys to collect data on items such as perceptions, morale, and climate. • We will engage our Community Engagement Team in survey analysis protocols to glean findings from quarterly surveys of students and staff. • The CET will explore trends that are consistent across multiple stakeholder groups. • We will repeat survey analysis processes based on focus areas. 	<ul style="list-style-type: none"> • 2023 NYC School Survey results show 94% of students provided favorable responses to questions on Cultural Awareness and Inclusive Instruction. • 94% of students provided favorable responses to survey question Q.2: My teachers use examples of students' different cultures/backgrounds/families in their lessons to make learning more meaningful for me. • 100% of students provided favorable responses to survey question Q.5: I feel that my teachers respect my culture/background. • 97% of students provided favorable responses to survey question Q.6: I am presented with positive representations of people from a variety of races, ethnicities, cultures, and backgrounds in my classes or studies. • We are currently administering a new survey to monitor any deviations from the aforementioned survey trends. Results will be available in the second quarter.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. Describe how the data trends for this reporting cycle will inform future action steps. Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
			Future action steps will remain as indicated in the school's 2023-23 continuation plan and no adjustments will be made during this reporting period.
Survey: Conflict Resolution <ul style="list-style-type: none"> Progress Target: 3.25 Indicator Code: z16 	Green	<p>2023-24 Goal: By August 2024, the NYC School Survey indicator for Conflict Resolution will increase to 3.25.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> We will administer longitudinal surveys to collect data on items such as perceptions, morale, and climate. We will engage our Community Engagement Team in survey analysis protocols to glean findings from quarterly surveys of students and staff. 	The following data trends show continued progress toward meeting this indicator: <ul style="list-style-type: none"> 2023 NYC School Survey results show 89% of students provided favorable responses to questions on Conflict Resolution. 89% of students provided favorable responses to survey question Q.1: When a conflict arises, school staff use questions to encourage reflection and resolve it. 89% of students provided favorable responses to survey question Q.2: Students can share their perspectives collaboratively when making decisions on how to address conflict. We are currently administering a new survey to monitor any deviations from the aforementioned survey trends. Results will be available in the second quarter.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		<ul style="list-style-type: none"> • The CET will explore trends that are consistent across multiple stakeholder groups. • We will repeat survey analysis processes based on focus areas. 	Future action steps will remain as indicated in the school's 2023-23 continuation plan and no adjustments will be made during this reporting period.

Part III – Demonstrable Improvement Level 2 Indicators

Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific actions and activities that support goal attainment, and ultimately target sustainable commitments that support progress toward Demonstrable Improvement Indicator targets attainment. If any changes in Level 2 indicator selections have occurred from last school year, provide details of this shift and the rationale for doing so in the DII Selection Addendum.

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

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
<p>Plan for and implement Community School Model</p> <ul style="list-style-type: none"> • Progress Target: See the Community School Model Implementation Rubric. • Indicator Code: 2 	Green	<p>2023-24 Goal: By August 2024, we will implement a community school model as evidenced by NYSED’s community school rubric.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Our CBO Brooklyn Community Services (BCS) will provide services to address student disengagement, academic challenges, and behavioral challenges due to mental health issues, medical care, and being in foster care. • Our Learning to work (LTW) programs will re-engage students who have fallen 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • We will be participating in the 2023-24 Title I SIG 1003 Targeted Support for Long-Term Identified (Receivership) Schools Grant. • This grant will help to provide students with mentors to support mental health needs. • Our new community partner, Inspiring Minds, will provide internships and college tours with additional funding from the new grant. • We currently participate in the Every Student, Every Day program in partnership with the Office of Community Schools to implement new strategies for improving attendance.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		<p>behind in credits with occupational skills, employment, retention, and earnings.</p> <ul style="list-style-type: none"> • Teachers will receive ongoing instructional coaching on restorative practice as an evidence-based strategy. • We will implement a “Call Center” to engage students every morning. 	<ul style="list-style-type: none"> • Our CBO partner, Brooklyn Community Schools, supports the school with workforce development services that focus on preparing participants for careers in growing industries through education services, skills, certification training, and job placement. • Our CBO provides one-on-one interventions, group therapy, and family therapy to promote the social/emotional growth of children so they can thrive in school. • Each student has been provided with an advocate counselor to conduct bi-weekly meetings to discuss academic progress. <p>Future action steps will remain as indicated in the school’s 2023-23 continuation plan and no adjustments will be made during this reporting period.</p>
Teacher Practices and Decisions (DTSDE Tenet 4)	Green	<p>2023-24 Goal: By August 2024, we will achieve 40% of the Tenet 4 Phase 2 DTSDE indicators and 90% of Phase 1 indicators.</p>	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Our teachers have established classroom routines and behavioral expectations. Students demonstrate their understanding of these

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. Describe how the data trends for this reporting cycle will inform future action steps. Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
<ul style="list-style-type: none"> Progress Target 40% of the Tenet 4 Phase 2 indicators are common across the school. *In addition, the school must also have 90% of the Phase 1 indicators common across the school. Indicator Code: 7 		<p>Key Strategies:</p> <ul style="list-style-type: none"> School leaders will collaborate with staff to develop an instructional focus which will be adjusted periodically. School leaders will record and track observation data at both the teacher- and school-level, populate and print Evaluator Forms after observations, and calculate both MOTP (Measures of Teacher 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. 	<p>routines and expectations by responding to instructions and/or prompts. (4B)</p> <ul style="list-style-type: none"> Teachers use scaffolds and other strategies such as manipulatives and visual representations to support student learning. (4E) Students with disabilities and ELLs/MLLs work on content aligned with the content of their grade level peers. (4F) Teachers check the understanding of multiple students to determine when the class is ready to move on to the next phase of the lesson. (4G) <p>Future action steps will remain as indicated in the school's 2023-23 continuation plan and no adjustments will be made during this reporting period.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. Describe how the data trends for this reporting cycle will inform future action steps. Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
<p>Providing 200 Hours of quality Extended Day Learning Time (ELT)</p> <ul style="list-style-type: none"> Progress Target: See the ELT Implementation Rubric. Indicator Code: 2 	Green	<p>2023-24 Goal: By August 2024, we will provide at least 200 total hours of Extended Day Learning Time (ELT).</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Our ELT program will include the following components: Academic Programming, Enrichment Programming, and Teacher Collaboration time. Our guidance counselor will review student programs to determine which students need to make up credits and these students will be programmed for ELT. Our CBO will integrate academic enrichment, and skill development through hands-on, work-based learning, ELT experiences. 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> Our ELT schedule takes place Monday through Friday, 5:00 pm - 8:00 pm. Each Wednesday we host a session from 9:00 pm- 10:00 pm. Each Saturday, we host a session from 11:00 am - 1:00 pm. We are still in the process of assigning students for Learning to Work paid internship programs. The School Leadership Team (SLT), Community Engagement Team (CET), Community School Director (CSD), and partner organizations reviewed ELT programming data to ensure student needs are being met. <p>Future action steps will remain as indicated in the school's 2023-23 continuation plan and no adjustments will be made during this reporting period.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		<ul style="list-style-type: none"> • Technology, including Smart Boards and laptops, will be made available to enhance on-site ELT offerings. 	
<p>Credits Earned: Students Starting 0-11</p> <ul style="list-style-type: none"> • Progress Target: 6.86 • Indicator Code: u1 	Green	<p>2023-24 Goal: By August 2024, the average credits earned for students in the 0-11 credit bucket will be at least 6.86.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Weekly data driven attendance meetings will focus on student attendance across all credit buckets as well as those at risk of being chronically absent. • We will offer Career Development and Occupational Studies (CDOS) opportunities to increase pathways to a local or Regents diploma. • We will implement the AP for All initiative that offers AP US History as well as virtual 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • The 2022-23 School Quality Report shows our average credits earned for students in the 0-11 credit bucket was 6.35. • The 0-11 credit bucket was comprised of 52 students in 2022-23; currently, this credit bucket is comprised of 38 students. • Insight shows the attendance rate for this credit bucket is currently 45%. • All students in this credit bucket receive daily support from advocate counselors who check in on their progress. <p>Future action steps will remain as indicated in the school's 2023-23 continuation plan and no adjustments will be made during this reporting period.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		AP classes including AP Spanish, AP Psychology, and AP Computer Science.	
Credits Earned: Students Starting 11-22 <ul style="list-style-type: none"> • Progress Target: 6.18 • Indicator Code: u2 	Green	<p>2023-24 Goal: By August 2024, the average credits earned for students in the 11-22 credit bucket will be at least 6.18.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • We will offer a Summer Rising Program in 2024 which will yield additional credits toward this credit bucket. • The LTW and Learn and Earn Programs will continue to offer students incentives such as paid internships. • We will implement the Computer Science (CS) for All initiative which will allow students in this credit bucket to explore a variety of robust CS experiences. 	The following data trends show continued progress toward meeting this indicator: <ul style="list-style-type: none"> • The 2022-23 School Quality Report shows our average credits earned for students in the 11-22 credit bucket was 8.97. • This credit bucket increased by the greatest margin in comparison to all other credit buckets. • The 11-22 credit bucket was comprised of 64 students in 2022-23; currently, this credit bucket is comprised of 43 students. • Insight shows the attendance rate for this credit bucket is currently 54%. • All students in this credit bucket receive daily support from advocate counselors who check in on their progress.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
			<p>Future action steps will remain as indicated in the school's 2023-23 continuation plan and no adjustments will be made during this reporting period.</p>

Part IV – Community Engagement Team (CET)

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

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

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

Report Out of 2023-2024 CET Plan Implementation

<ul style="list-style-type: none"> • List the constituent categories of stakeholders that have participated as CET members during this reporting period. • Include any changes made to the CET’s membership during this reporting period. Include the role/title of any new members. • Provide data and related evidence used to measure the impact and efficacy of the CET. • Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school’s improvement plan. 	<ul style="list-style-type: none"> • Outline the process by which new members of the CET will be identified and selected*. • Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members. • An outline of the school’s plan for CET meeting agenda development, the identification of action items, the role of stakeholders, and how progress will be monitored, and goal attainment measured and reported. • Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner.
<p>Our categorical CET membership includes but is not limited to:</p> <ul style="list-style-type: none"> • 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 <p>CET members may be modified at any time on the basis of recommendations made periodically to the school leadership and, as applicable, the receiver. We have no changes to CET membership to report at this time.</p> <p>We held our CET hearing on October 2, 2023. No recommendations were provided during this hearing.</p>	<p>The process by which new members of the CET will be identified and selected is as follows:</p> <ul style="list-style-type: none"> • 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.

	<p>The CET discussed benefits of the new Title I School Improvement Grant 1003 titled, “Targeted Support for Long-Term Identified Schools Grant.” These benefits include:</p> <ul style="list-style-type: none"> • Providing Target Districts with schools in the Receivership support model that participate in the Targeted Coaching support option the opportunity to receive additional support and technical assistance to assist these schools in meeting their annual identified targets. • Up to \$125,000 to advance our school’s Continuation Plan/Comprehensive Education Plan (CEP), along with technical assistance from a NYSED-provided School Support Partner. • A project implementation period that runs from September 1, 2023 to August 31, 2024. <p>The school’s plan for CET meeting agenda development is based on the following:</p> <ul style="list-style-type: none"> • Development of Goals and Action Steps for the Continuation Plan / Comprehensive Education Plan (CEP). • Implementation of community needs assessments inclusive of the NYC School Survey and the Assets and Needs Assessment Summary. • Analysis of the results of the comprehensive school and community needs assessment. • Review of quarterly receivership reports and updating the CEP progress reporting tool. • Review of ELT programmatic data both academic and enrichment. • Strategizing with Community Based Organization (CBO) partners.
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**Note: Administrative, teachers, and parent representative members of the CET must be selected through the process as established in Commissioner’s Regulations 100.11(b)*

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

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

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

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

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

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

- Credits Earned: Students Starting 33 to 38 is no longer being used as a DII.
 - This indicator was removed due to a low N-count in this credit bucket in past years that would potentially compromise the metric value of this indicator. Additionally, many students in this credit bucket need fewer average credits than those identified in the target.
- Transfer HS Persistence (non-dropout) is no longer being used as a DII.
 - The school had exceeded this indicator in past years and was currently above the median threshold for growth. So this DII could not serve as an allowable indicator moving forward.
- Family and Community Engagement (DTSDE Tenet 6) is no longer being used as DII.
 - The DTSDE Tenet 4 indicator (teacher practices) replaces Tenet 6 (Family & Community Engagement). The school had achieved all required phase 1 and 2 indicators for Tenet 6 which warranted this change. Additionally, by focusing on Tenet 4, the school can ensure improvement and sustainability of teacher practices.
- School Survey: Supportive Environment is no longer being used as DII.
 - This indicator was replaced by new survey indicators that focus on Conflict Resolution and Cultural Awareness. Additionally, the school's survey results for Supportive Environment yielded favorable results that exceeded the median threshold for transfer schools. As a result, newer indicators with adequate room for growth were identified.
- Chronic Absenteeism
 - This is a new indicator for the school that aligns with the school's morning call center initiative.



Part VI – Assurance and Attestation

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

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

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

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

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