

2023-2024 Receivership School Quarterly Report #2

Report Period: *October 31, 2023, to January 19, 2024 (Due January 19, 2024)*

This document is to be completed by the Superintendent Receiver and/or their designee.

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:
Brooklyn High School for Leadership and Community Service (13K616)	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	Dr. Danika Rux, Deputy Chancellor of School Leadership Sharon Rencher, Senior Executive Director of State/Federal Education Policy Dr. Tanicia Rivera, Senior Director of State School Improvement Interventions Daniel Atkins, Director of State and Federal Program Implementation	9-12	51.9%

Executive Summary

Please provide a plain-language summary of this Quarterly Report #2 to both reflect the changes and progress made since the last reporting period. Describe the systems and processes utilized to implement lead strategies, engage the community, and actions taken to enact the Powers of the Receiver during the past quarter have framed a basis for developing a data-informed continuation plan for the next school year.

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

Mission:

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

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

Four Pillars for Building Trust in NYC Public Schools

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

1. Reimagining the student experience

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

2. Scaling, sustaining, and restoring what works

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

3. Prioritizing wellness and its link to student success

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

4. Engaging families to be our true partners

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

Overview of School Demographic and Four-Year Trend Data

Use the following template to provide demographic and four-year trend data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 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= 174

ELL 8%

SWD/ELL percentage total 5.2%%

Average Daily Attendance and Chronic Absenteeism Rate by Year

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

Suspension % Rate and Number by Category

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Out-of-School Suspensions	<u>4.5%/#8</u>	<u>1.4%/#2</u>	<u>0.6%/#1</u>	<u>7.5%/#13</u>
Duplicated Suspensions	<u>23%/#3</u>	<u>11.1%/#1</u>	<u>30.7%/#4</u>	<u>7.1%/#1</u>
Unduplicated Suspensions	<u>61.5%/#8</u>	<u>22.2%/#2</u>	<u>0%/#0</u>	<u>85.7%/#12</u>
ELL Suspensions	<u>0%/#0</u>	<u>22.2%/#2</u>	<u>7.6%/#1</u>	<u>0%/#0</u>
SWD Suspensions	<u>23%/#3</u>	<u>22.2%/#2</u>	<u>30.7%/#4</u>	<u>14.3%/#2</u>

Overview of School Demographic and Four-Year Trend Data

Use the template below to provide four-year graduation, Drop-out rate, and 3-8 ELA and Math Proficiency Rates trend data, as applicable.

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

Graduation Percentage Rates

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Grad. Rate	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%

Drop Out Percentage Rates

	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%

3-8 ELA Proficiency Rates

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

3-8 Math Proficiency Rates

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

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

- When responding to prompts pertaining to the *Quarterly Report #2*, identify processes:
 - Used throughout Quarter 2 to assess the impact of strategies implemented to improve student learning outcomes, as aligned to Building- and District-based Commitments.
 - 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 Building- and District-based Commitments* and Technical Assistance and Support sessions and diagnostic review feedback.

Building- and District-based Commitments and SMART Goal Strategies: Specific/Measurable/Achievable/Relevant/Time-bound
At the close of the last touch point, the following commitments were identified by school and district leaders as priorities for ongoing school improvement. Note that the strategies section is to be completed by school and district leadership. This report should assess the progress and actions toward meeting each commitment as aligned to the school's Lead Strategies and DII targets, while assessing the status of how these commitments have been aligned with and support meeting DII target attainment.

School-based Commitments

- Teachers will leverage SPED meetings to facilitate an increase in student-led IEP discussions and self-advocacy.
- Peer Collaborative Teachers (PCTs) will work with teacher teams to develop lessons that help teachers improve the feedback process for student-led discussions.
- Learn from other schools' mental health and counselling programs.

SMART Goal Strategies and Actions Towards Attaining Commitments

- At least 50% of students with disabilities (SWDs) have conducted student-led IEP discussions as evidenced during parent-teacher conferences and IEP meetings.
- All special education staff have conducted at least three IEP meetings in alignment with specified compliance dates.
- PCTs meet weekly with our teacher teams and recently incorporated a lesson study intended to enhance student discussions.
- The school continues to partner with co-located schools to evaluate Community Based Organization (CBO) supports for mental health programs.

District-based Commitments

- The district will launch a Remote Learning option.
- The district will provide district-wide support for schools on improving attendance.
- The district will provide ongoing training on Career Development and Occupational Studies (CDOS) certification programs.
- The district will support school leaders in creating structures for students with disabilities to advocate for themselves for college or work.
- The district will host professional development sessions for General Education and SPED teachers that focus on literacy skills for college.

SMART Goal Strategies, Actions and Resources Towards

Supporting Commitment Attainment

- The district is currently in the process of hiring teachers for the Transfer School District's Remote Learning option.
- The district supports this school with a dedicated attendance supervisor who participates in weekly attendance team meetings.
- The district hosts CDOS workshops each semester to review requirements and graduation options and share promising practices.
- The district has provided periodic training on the use of student-centered IEP meetings.
- District instructional specialists provide monthly training for General Education and SPED teachers across all subject areas. Recent trainings focused on supporting struggling readers and using Costa questioning approaches.

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 #2 - Reflection on Lead Strategies Utilized during
October 31, 2023 – January 19, 2024**

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"> • Community-Based Organizations (CBO) Inspiring Minds provides “After-School Vibes” which include an array of programs to keep students engaged. These programs include but are not limited to Cooking Club on Mondays and Film Club on Wednesdays. • Funding from My Brother’s Keeper and My Sister’s Keeper help initiate Youth-Led Literacy Debates on hot topics every Tuesday as part of a weekly event called Chuck’s Round Table. One student from this club was accepted to the Chancellor’s Student Advisory Council which represents students across the city, collaborates with leaders from NYC Public Schools (NYCPS), and encourages students to provide their diverse perspectives on how to increase equity in our schools. • Our current Work Based Learning programs, “Learn to Work” and “Learn and Earn” are on track to exceed 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 school is currently engaged in a PLC that focuses on how to plan and implement Career Development and Occupational Studies (CDOS). • The CDOS PLC group recently convened at Mott Haven Transfer High School to explore CDOS options and view CDOS in action across classrooms.

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.
		<ul style="list-style-type: none"> The most recent Principals Meeting PLC allowed principals to calibrate Danielson ratings based on a video observation.
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 principal and the School Support Partner (SSP) from SED agreed on the following Focus Area: Increasing students' ownership of their learning. The SSP provided the principal with numerous professional articles regarding increasing students' ownership of their learning for the school to use during upcoming professional learning sessions. The peer collaborative teacher (PCT) planned and implemented a professional learning activity for the entire staff that took place on November 20, 2023, during the weekly 60-minute PD period. The session's objective was, "I can explain the significance of increasing student ownership of learning." Teachers were divided into two groups and read different articles about growing student ownership of their education. They then shared their observations and had an in-depth conversation about increasing student voice and choice through activities such as structured class discussions and project-based learning. The SSP and principal examined academic and attendance data and identified areas for developing teachers' use of formative assessment data and improving attendance protocols. The SSP helped the school open online accounts for all students so students can continually access and monitor their attendance and academic status.

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.

**Quarterly Report #2 with Reflection on Lead Strategies Utilized during
October 31, 2023 – January 19, 2024**

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 impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
HS Chronic Absenteeism - All Students	Green	<p><u>2023-24 Goal:</u> By August 2024, our chronic absenteeism rate will decrease to 92%.</p> <p><u>Key Strategies:</u></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 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Insight shows our school’s average daily attendance (ADA) rate is 46%. • Female students currently exceed the average daily attendance by 6 percentage points and have an ADA that is 12 percentage points greater than male students. • 14% of students are at risk of being chronically absent. • 69% of students are students are chronically absent, which shows the school is on track toward achieving its Demonstrable Improvement target of 92%.

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 impact and 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>Services (BCS) will provide ongoing attendance support for all students.</p> <ul style="list-style-type: none"> • We will continue our early morning call center to ensure students are notified of daily school happenings. 	<p>Future action steps will require adjustments to action steps to implement suggestions made by the SSP. These suggestions focus on training students to monitor their attendance using new online tools.</p>
2018 Total Cohort 6-Year Grad Rate - All Students	Green	<p><u>2023-24 Goal:</u> By August 2024, the 6-year graduation rate will increase to 67%.</p> <p><u>Key Strategies:</u></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) 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Our Cohort X graduation rate improved to 51.9% since the last quarter. • SEDDAS (L2RPT) shows our 2018 6-Year Total Cohort (Cohort X) has 52 students. • 27/52 or 51.9% of these students graduated with a Regents, Local, or HSE Diploma. • 11/52 or 21.2% of Cohort X students are still currently enrolled. • 2/52 transferred to an approved HSE preparation program. • The school remains on track to exceed this Demonstrable Improvement target.

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 impact and 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>opportunities to increase pathways to a local or Regents diploma.</p> <ul style="list-style-type: none"> • Guidance staff will review transcripts to determine outstanding graduation requirements and create individual student plans for graduation. 	<p>Future action steps will remain as indicated in the school’s continuation plan and no adjustments will be made during this reporting period.</p>
Transfer HS Grad Rate: Most at Risk OA-UC	Yellow	<p><u>2023-24 Goal:</u> By August 2024, the 6-year graduation rate will increase to 67%.</p> <p><u>Key Strategies:</u></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) 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Insight shows we have 137 students who are over-age, under-credited, and most at risk. • This subgroup accounts for approximately 80% of our student population. • The Transfer HS Grad Rate: Most at Risk OA-UC subgroup has a 46% attendance rate. • 29% of students from this subgroup are chronically absent. • We are on track to graduate 29/137 of these students by June or August. That would result in a 21% graduation rate which is slightly below the Demonstrable Improvement target of 25%.

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 impact and 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>opportunities to increase pathways to a local or Regents diploma.</p> <ul style="list-style-type: none"> • Guidance staff will review transcripts to determine outstanding graduation requirements and create individual student plans for graduation. 	<p>Future action steps will remain as indicated in the school’s continuation plan and no adjustments will be made during this reporting period.</p>
Survey: Cultural Awareness and Inclusive Instruction	Green	<p><u>2023-24 Goal:</u> By August 2024, the NYC School Survey indicator for Cultural Awareness and Inclusive Instruction will increase to 3.82.</p> <p><u>Key Strategies:</u></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. 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • To address Cultural Awareness and Inclusive Instruction, teacher teams have developed two culturally responsive units with the overarching goal of providing an equitable education experience for our students. • The first unit seeks to make learning more meaningful for all students by incorporating representations of people from a variety of ethnicities. • The second unit is still underway and was precipitated by a survey that assessed culturally relevant experiences valued by our students.

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 impact and 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 continuation plan, and no adjustments will be made during this reporting period.
Survey: Conflict Resolution	Green	<p><u>2023-24 Goal:</u> By August 2024, the NYC School Survey indicator for Conflict Resolution will increase to 3.25.</p> <p><u>Key Strategies:</u></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. 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Each Monday, our staff facilitates RJ Circles Advisory. • We surveyed students who participate in RJ Circles Advisory and 97% said they approve of the Mindfulness Meditation segment to relieve stress. • 95% agreed that the use of positive daily affirmations can be motivational. • The Office of Safety and Youth Development lead a Young Women’s Empowerment Program at our school that has helped to reduce the number of Principals suspensions for female students by 75% from 12 in 2022-23 to 3 in 2023-24.

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 impact and 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. 	<p>Future action steps will remain as indicated in the school’s continuation plan and no adjustments will be made during this reporting period.</p>

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.

**Quarterly Report #2 with Reflection on Lead Strategies Utilized during
October 31, 2023 – January 19, 2024**

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 impact and 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.
Plan for and implement Community School Model	Green	<p><u>2023-24 Goal:</u> By August 2024, we will implement a community school model as evidenced by NYSED’s community school rubric.</p> <p><u>Key Strategies:</u></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 behind in credits with occupational skills, employment, retention, and earnings. • Teachers will receive ongoing instructional coaching on restorative practice as an evidence-based strategy. 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Our community-based organization (CBO) partner Inspiring Minds accompanied students to Lincoln University on November 29th. • Lincoln University was recognized as the nation’s first degree-granting Historically Black College and University (HBCU). • Our CBO also hosted a trip to Cornell University where students visited college classes that were in session. • Our CBO held a Career Day that allowed students to engage in interactive experiences with the following careers: hair stylist, nail tech, barber, Air Force, National Grid, comedian, musician, fashion designer, and esthetician. <p>Future action steps will remain as indicated in the school’s 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 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 impact and 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"> • We will implement a “Call Center” to engage students every morning. 	
Teacher Practices and Decisions (DTSDE Tenet 4)	Green	<p><u>2023-24 Goal:</u> By August 2024, we will achieve 40% of the Tenet 4 Phase 2 DTSDE indicators and 90% of Phase 1 indicators.</p> <p><u>Key Strategies:</u></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. 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Teachers ensure that all students interact with their peers and teachers respectfully. (4A) • Teachers re-direct off-task students who need to re-focus attention on their learning. (4B) • Lessons start and end on time, with students participating in instructional activities throughout the duration of the lesson. (4B/D) • Teachers model and demonstrate procedures with the use of visuals and examples. (4D) <p>Future action steps will remain as indicated in the school’s 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 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 impact and 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"> • Peer Collaborative Teachers (PCTs) will work with teacher teams to deepen understanding of key curricula. 	
Providing 200 Hours of quality Extended Day Learning Time (ELT)	Green	<p><u>2023-24 Goal:</u> By August 2024, we will provide at least 200 total hours of Extended Day Learning Time (ELT).</p> <p><u>Key Strategies:</u></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 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Community-Based Organizations (CBO) Inspiring Minds provides “After-School Vibes,” which include an array of programs to keep students engaged. These programs include but are not limited to Cooking Club on Mondays and Film Club on Wednesdays. • Funding from My Brother’s Keeper and My Sister’s Keeper helps initiate Youth-Led Literacy Debates on hot topics every Tuesday as part of a weekly event called Chuck’s Round Table. One student from this club was accepted to the Chancellor’s Student Advisory Council, which represents students across the city, collaborates with NYC Public Schools leaders, and provides diverse student perspectives on how to increase equity in our schools.

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 impact and 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>hands-on, work-based learning and ELT experiences.</p> <ul style="list-style-type: none"> • Technology, including Smart Boards and laptops, will be made available to enhance on-site ELT offerings. 	<ul style="list-style-type: none"> • Our current Work Based Learning programs, “Learn to Work” and “Learn and Earn” are on track to exceed over 200 hours of paid internships this school year. <p>Future action steps will remain as indicated in the school’s continuation plan and no adjustments will be made during this reporting period.</p>
Credits Earned: Students Starting 0-11	Green	<p><u>2023-24 Goal:</u> By August 2024, the average credits earned for students in the 0-11 credit bucket will be at least 6.86.</p> <p><u>Key Strategies:</u></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) 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Insight shows this credit bucket is comprised of 43 students. • Insight shows the attendance rate for this credit bucket is currently 48%. • Marking period pass rates across this credit bucket improved by 2 percentage points in English, 5 percentage points in Social Studies, and 2 percentage points in Science. • Math marking period pass rates decreased marginally. <p>Future action steps will remain as indicated in the school’s 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 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 impact and 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>opportunities to increase pathways to a local or Regents diploma.</p> <ul style="list-style-type: none"> • We will implement the AP for All initiative that offers AP US History as well as virtual 	
Credits Earned: Students Starting 11-22	Yellow	<p><u>2023-24 Goal:</u> By August 2024, the average credits earned for students in the 11-22 credit bucket will be at least 6.18.</p> <p><u>Key Strategies:</u></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 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Insight shows this credit bucket is comprised of 43 students, the same as the 0-11 credit bucket. • Insight shows the attendance rate for this credit bucket is currently 49%. • Marking period pass rates across this credit bucket improved by 1 percentage point in English and 2 percentage points in Social Studies. • Science and Math marking period pass rates decreased by approximately 2 percentage points. <p>To address decreases in math and science pass rates, future action steps will incorporate required ELT for targeted students in the 11-22 credit bucket.</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 impact and 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.
		students in this credit bucket to explore a variety of robust CS experiences.	

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

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

Report Out of 2023-2024 CET Plan Implementation

<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 have not been modified at any time.</p> <p>No recommendations were provided by the CET during this reporting period.</p>	<p>The process by which new members of the CET will be identified and selected remains 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.

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.

**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 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.

Additionally, below are other initiatives utilizing the School Receiver's authority:

- Replacement of school leadership as needed to facilitate school transformation.
- Organizing school-level community engagement meetings to discuss the status of receivership and seek public input and recommendations.

Part VI – Assurance and Attestation

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

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

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

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

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