2023-2024 Receivership School Quarterly Report #3
Report Period: *February 1, 2024, to April 19, 2024 (Due April 19, 2024)*

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 (*If appointed since the last reporting period, attach resume*)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
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/Federal Program Implementation	9-12	51.9%

Procedural Checklist for Quarterly Report Completion Review
As the report is completed and reviewed, use the checklist below to confirm completion of each part by placing your initials in the related box.

Title Page

gs   All boxes are fully completed with accurate and point-in-time information.

Executive Summary

gs   The Executive Summary is completed per the related outline.

Data Trend Tables

gs   All tables have been completed with the most recent point-in-time data.

*Suspension Tracking and Reporting Addendum

gs   *The *Suspension Tracking and Reporting Addendum* is a process outline only. No data is entered on this page.

Building- and District-based Commitments and SMART Goal Strategies

gs   The *SMART Goal Strategies and Actions Towards Attaining Commitments* have been completed by the building and district leaders, including, but not limited to:
- ☐ Incremental goals towards meeting targets.
- ☐ Strategies, actions, and resources towards meeting targets.
- ☐ How all goals and strategies will be measured/assessed.

Part I - Lead Strategies for School Improvement

gs   Each Lead Strategy is outlined, including how the strategy supported meeting achievement-based progress towards this year's DII targets.

Demonstrable Improvement Level 1 Indicators

gs   Each Level 1 Indicator that has been assigned for the current school year is identified. For each indicator, each bullet point has been fully addressed.

Part III – Demonstrable Improvement Level 2 Indicators

gs   Each Level 2 Indicator that has been assigned for the current school year is identified. For each indicator, each bullet point has been fully addressed.

Part IV – Community Engagement Team (CET)

gs   Prompts in each column are completed with the understanding that CET implementation is guided by *Commissioner's Regulations §100.11(b).*

Part V- Powers of the Receiver & Part VI – Assurance and Attestation

gs   A clear summary of the application of the Powers of the Receiver is provided.

gs   Required signatures have been obtained from regulatory approved CET members who are **not** school administrators.

Executive Summary

Please provide a *plain-language summary* of this Quarterly Report #3 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.

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 6 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: ___April 19, 2024____

SWD 38.3%

Total Current Enrollment/Registrant Counts: N = 183

ELL 7.6%

SWDs who are also ELLs:

N = 10 / 5.5%

Average Daily Attendance and Chronic Absenteeism Rate by Year

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	54%	37%	50%	49%
Chronic Absenteeism Rate	90%	88%	59%	77%

Suspension % Rate and Number by Category

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

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

Receivership, 2023-2024 Q3 Report/OISR_Mar.24
 (As required under Section 211(f) of NYS Ed. Law)

Suspension Tracking and Reporting Addendum *The definitions and formulas below are to assist in completing the data tables on page 4. No data should be entered here.*

Out of School Suspensions #:

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

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

Duplicated Suspensions #:

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

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

Unduplicated Suspensions #:

Number of students suspended out of school one time.

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

English Language Learners (ELL) Suspensions #:

Number of ELL students suspended at least one time.

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

Students with Disabilities (SWD) Suspensions #:

Number of students with disabilities suspended at least one time.

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

Directions for Parts I, II, and III - District and school leadership should analyze and frame a summary of the steps taken to implement lead strategies aligned with Building- and District-based Commitments outlined during the most recent touchpoint with OISR for the third 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 #3*, identify processes:

  - Applied throughout Quarter 3 to assess the impact of *strategies implemented* to improve student learning outcomes, *as aligned to Building- and District-based Commitments*.
  - Utilized to assess the impact on student learning outcomes that will be newly implemented during the pending 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.

Receivership, 2023-2024 Q3 Report/OISR_Mar.24
(As required under Section 211(f) of NYS Ed. Law)

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. The strategies section is to be completed by school and district leadership and should include specific, measurable, achievable, relevant, and time-bound (SMART) goals aligned with Lead Strategies and DII targets. Strategies should include incremental assessment of measurable progress and actions toward meeting each commitment and SMART Goal, while also assessing the status of how these commitments and SMART Goals have been aligned with and support meeting DII target attainment.
  - *For example, "ELA proficiency of SWDs will increase 2% by January 2024 and 5% overall by June 2024."*

Building-based Commitments	**SMART Goal Strategies and Actions Towards Attaining 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.	- By January 2024, at least 50% of students with disabilities (SWDs) will have conducted student-led IEP discussions as evidenced during parent-teacher conferences and IEP meetings. - By March 2024, all special education staff will have conducted at least three IEP meetings in alignment with specified compliance dates. - By November 2023, PCTs will incorporate a lesson study as an integral part of weekly team meetings as evidenced by enhanced student discussions. - By October 2023, the school will partner with co-located schools to evaluate potential Community Based Organization (CBO) supports to assess the efficacy of our mental health programs.

SMART Goal Strategies, Actions and Resources Towards

District-based Commitments　　　　　　**Supporting Commitment Attainment**

• 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.	• By March 2024, the Transfer School District will hire teachers for the Remote Academy. • By December 2023, the District Attendance Supervisor will participate in a minimum of 8 attendance team meetings and review the school's attendance trends. • By April 2024, the Transfer School District will host 2 CDOS workshops (one each semester) to review CDOS requirements and share promising practices across all transfer schools. • By October 2023, the district Administer of Special Education (ASE) will provide training on the use of student-centered IEP meetings. • By January 2024, Transfer School District instructional leads will provide 5 monthly training sessions for General Education and SPED teachers with an emphasis on Chancellor's Priority 1: All Students Learn to Read Well.

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 #3 - Reflection on Lead Strategies Utilized during
February 1, 2024 – April 30, 2024

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and rationale for doing so.	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)	G	The following ELT supports helped our school achieve progress over the past quarter: • Students participate in a variety of internships as part of our ELT enrichment led by CBO Brooklyn Community Services, • Our enrollment for the LTW (Learn to Work) internship is 25/65 right now, all of whom work at Ernst and Young. • Learn to Earn has 36 students engaged in a variety of internships.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and rationale for doing so.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		• 20 students participated in a Ramapo-led trip to an outdoor program in Rhinebeck, NY. • 20 students recently visited Pratt Institute, Morgan State, and Delaware State University as part of our College Trips initiative.
2. Professional Learning Communities (PLC)	G	The following PLC supports helped our school achieve progress over the past quarter: • We have a small group of teachers that comprise our PLC. • The PLC's mission is to continually brainstorm ways to succeed with individual students or discuss the most effective way to improve student learning. • Our PLC is led by our PCTs (Peer Collaborative Teachers). • Our PLC is currently focusing on increasing students' ownership of their learning which aligns to ongoing advisement from our New York State Education Department (NYSED) School Support Partner (SSP).
3. Focused School Support (FSS)	G	The following FSS supports helped our school achieve progress over the past quarter: • During Cycle 2, principal and School Support Partner (SSP) explored the possibility of sending students copies of their New Visions Individual Student Academic Report that would include course grades, credit status, Regents' exam status and attendance in a user-friendly format. • The principal and SSP are continuing their exploration of alternative program designs as part of an eight-period day in which teachers' schedules comprise five teaching periods, lunch, a preparation period, and a professional activity. • The principal, SSP, social worker, guidance counselor, and Brooklyn Children's Services (BCS) Program Director, met to discuss attendance team protocols and agreed that home visits should be closely monitored for impact on student attendance. The BCS team is conducting eight home visits per week. 20 of 49 students visited by BCS staff returned to school. • The principal and SSP reviewed January Regents' exam results and were pleased that 63.6% of students passed the English Regents, and 58.8% passed the Global II Regents, which was higher than last January's results.

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 #3 with Reflection on Lead Strategies Utilized during February 1, 2024 – April 30, 2024			
Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• Provide point in time trend 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	G	**2023-24 Goal:** By August 2024, our chronic absenteeism rate will decrease to 92%. **Key Strategies:** • We partner with the Office of Community Schools to implement Every Student, Every Day Initiative. • Community-Based Organizations (CBO) Inspiring Minds and Brooklyn Community Services (BCS) will provide ongoing attendance support for all students.	The following data trends show continued progress toward meeting this indicator: • As of March 15, 2024, year-to-date attendance stood at 49%, an increase from the February rate of 45%. • The chronic absenteeism (CA) rate was 73% with 7% of students at risk of becoming chronic absentees. • CA data for students with IEPs, our largest subgroup, is currently also at 49% with 9% at risk of becoming chronic absentees. • The SSP helped the principal examine and tighten attendance protocols and helped her establish the practice of reviewing

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	- Provide point in time trend 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.
		We will continue our early morning call center to ensure students are notified of daily school happenings.	- weekly logs to evaluate the impact of home visits by monitoring the attendance of students after their homes were visited. - The SSP helped the school establish a process to share academic and attendance status with students twice a year through their advisory class and DOE email accounts. Future action steps will remain as indicated in the school's continuation plan and no adjustments will be made during this reporting period.
2018 Total Cohort 6-Year Grad Rate - All Students	G	**2023-24 Goal:** By August 2024, the 6-year graduation rate will increase to 67%. **Key Strategies:** Community-Based Organization (CBO) partner Brooklyn Community Services (BCS)provide ongoing and consistent behavioral counseling, academic guidance, and post-secondary planning for all students.	The following data trends show continued progress toward meeting this indicator: - Our Cohort X graduation rate remained at 51.9%, which is the same as 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. 8 more students are needed to reach 67% graduation.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• Provide point in time trend 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.
		• We offer Career Development and Occupational Studies (CDOS) opportunities to increase pathways to a local or Regents diploma. • Guidance staff review transcripts to determine outstanding graduation requirements and create individual student plans for graduation.	Future action steps will remain as indicated in the school's continuation plan and no adjustments will be made during this reporting period.
Transfer HS Grad Rate: Most at Risk OA-UC	G	**2023-24 Goal:** By August 2024, the HST Graduation Rate Most at Risk will increase to 25%. **Key Strategies:** • Community-Based Organization (CBO) partner Brooklyn Community Services (BCS)provide ongoing and consistent behavioral counseling, academic guidance, and post-secondary planning for all students.	The following data trends show continued progress toward meeting this indicator: • Insight shows we have 138 OA-UC students. • 81 of these students are OA-UC and most at risk. • We had a 22.9% Most at Risk graduation rate based on 2022-23 data. • We are on track to graduate 24/81 of these students by June or August. That would result in a 29.6% graduation rate which is above 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.	• Provide point in time trend 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.
		• We offer Career Development and Occupational Studies (CDOS) opportunities to increase pathways to a local or Regents diploma. • Guidance staff reviews transcripts to determine outstanding graduation requirements and create individual student plans for graduation.	Future action steps will remain as indicated in the school's continuation plan and no adjustments will be made during this reporting period.
Survey: Cultural Awareness and Inclusive Instruction	G	**2023-24 Goal:** By August 2024, the NYC School Survey indicator for Cultural Awareness and Inclusive Instruction will increase to 3.82. **Key Strategies:** • We administer longitudinal surveys to collect data on items such as perceptions, morale, and climate. • We engage our Community Engagement Team in survey analysis protocols to glean	The following data trends show continued progress toward meeting this indicator: • As part of the implementation of our PRT (Progress Reporting Tool), school counselors surveyed a sample size of 40 students on questions related to cultural awareness and inclusion. • 100% of students agreed that their teachers take into consideration how student background affects student learning and interests. • 100% of students agree that their teachers treat students from different cultures or backgrounds equally.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	- Provide point in time trend 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.
		findings from quarterly surveys of students and staff. • The CET explores trends that are consistent across multiple stakeholder groups. • We repeat survey analysis processes based on focus areas.	• 88% of students agreed that their teachers make their lessons relevant to everyday life experiences. 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	G	**2023-24 Goal:** By August 2024, the NYC School Survey indicator for Conflict Resolution will increase to 3.25. **Key Strategies:** • We administer longitudinal surveys to collect data on items such as perceptions, morale, and climate. • We engage our Community Engagement Team in survey analysis protocols to glean	The following data trends show continued progress toward meeting this indicator: • As part of the implementation of our PRT (Progress Reporting Tool), school counselors surveyed a sample size of 40 students on questions related to conflict resolution. • 100% of students surveyed agree that when a conflict arises, school staff use questions to encourage reflection and resolve it. • 100% of students surveyed agree that they can share their perspectives collaboratively when making decisions on how to address conflict. • The school has had 0 superintendent suspensions over the past quarter.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	- Provide point in time trend 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.
		- findings from quarterly surveys of students and staff. - The CET explores trends that are consistent across multiple stakeholder groups. - We 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.

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 #3 with Reflection on Lead Strategies Utilized during
February 1, 2024 – April 30, 2024

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point in time trend 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	G	**2023-24 Goal:** By August 2024, we will implement a community school model as evidenced by NYSED's community school rubric. **Key Strategies:** • Our CBO Brooklyn Community Services (BCS) provides 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 re-engage students who have fallen behind in credits with occupational skills, employment, retention, and earnings. • Teachers receive ongoing instructional coaching on restorative practice as an evidence-based strategy.	The following data trends show continued progress toward meeting this indicator: • Our lead community school partners are Brooklyn Community Services and Inspiring Minds. • Both partners serve as advisors and strategic thought partners to the principal and provide leadership for coordinating and aligning resources within a community school. • Our community school partners review academic, behavioral, and attendance data as well as any other data that the team feels is relevant to understanding current conditions at the school. • Primary community school efforts center on Learning-to-Work (LTW) programs to re-engage students who have fallen behind in credits with occupational skills, employment, retention, and earnings. • Our community partners also prioritize community living and life skills programs for adults with intellectual disabilities and /or mental health concerns.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	 • Provide point in time trend 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.
		• We implement a "Call Center" to engage students every morning.	Future action steps will remain as indicated in the school's continuation plan and no adjustments will be made during this reporting period.
Teacher Practices and Decisions (DTSDE Tenet 4)	G	**2023-24 Goal:** By August 2024, we will achieve 40% of the Tenet 4 Phase 2 DTSDE indicators and 90% of Phase 1 indicators. **Key Strategies:** • School leaders collaborate with staff to develop an instructional focus which will be adjusted periodically. • School leaders 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.	The following data trends show continued progress toward meeting this indicator: • Teachers welcome students at the beginning of class. (4A) • Teachers assign students to smaller groups for specific lesson activities. (4E) • Teachers explain concepts in clear and direct language. (4D) • Teachers praise student effort and work habits. (4A) • The classroom environment is organized, neat, and uncluttered. (4A) • 63.6% of students passed the English Regents, and 58.8% passed the Global II Regents, which was higher than last January's results. Future action steps will remain as indicated in the school's continuation plan and no adjustments will be made during this reporting period.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide point in time trend 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.
		Peer Collaborative Teachers (PCTs) work with teacher teams to deepen understanding of key curricula.	
Providing 200 Hours of quality Extended Day Learning Time (ELT)	G	**2023-24 Goal:** By August 2024, we will provide at least 200 total hours of Extended Day Learning Time (ELT). **Key Strategies:** - Our ELT program include the following components: Academic Programming, Enrichment Programming, and Teacher Collaboration time. - Our guidance counselor reviews student programs to determine which students need to make up credits, and these students will be programmed for ELT. - Our CBO integrates academic enrichment and skill development through hands-on, work-based learning and ELT experiences.	The following data trends show continued progress toward meeting this indicator and are unchanged from the previous quarter: - Students participate in a variety of internships as part of our ELT enrichment led by CBO Brooklyn Community Services, - Our enrollment for the LTW (Learn to Work) internship is 25/65 right now, all of whom work at Ernst and Young. - Learn to Earn has 36 students engaged in a variety of internships. 20 students participated in a Ramapo-led trip to an outdoor program in Rhinebeck, NY. 20 students recently visited Pratt Institute, Morgan State, and Delaware State University as part of our College Trips initiative. Future action steps will remain as indicated in the school's continuation plan and no adjustments will be made during this reporting period.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point in time trend 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.
		• Technology, including Smart Boards and laptops, are available to enhance on-site ELT offerings.	
Credits Earned: Students Starting 0-11	G	**2023-24 Goal:** By August 2024, the average credits earned for students in the 0-11 credit bucket will be at least 6.86. **Key Strategies:** • Weekly data-driven attendance meetings focus on student attendance across all credit buckets as well as those at risk of being chronically absent. • We offer Career Development and Occupational Studies (CDOS) opportunities to increase pathways to a local or Regents diploma. • We implement the AP for All initiative that offers AP US History as well as virtual	The following data trends show continued progress toward meeting this target: • The demonstrable improvement indicator (DII) for the current grade nine cohort is to earn 6.86 credits by June 2024, and as the midyear average credit accumulation rate is 3.7, most students will achieve the school goal. • The grade 10 cohort DII is to earn 6.18 credits by June 2024 and the midyear average stands at 3.1, also more than halfway to the goal. • The attendance rate for the 0-11 subgroup is 50% which is a 2 point increase from Q2. Future action steps will remain as indicated in the school's continuation plan and no adjustments will be made during this reporting period.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point in time trend 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.
Credits Earned: Students Starting 11-22	G	**2023-24 Goal:** By August 2024, the average credits earned for students in the 11-22 credit bucket will be at least 6.18. **Key Strategies:** • We offer a Summer Rising Program in 2024, which will yield additional credits toward this credit bucket. • The LTW and Learn and Earn Programs continue to offer students incentives such as paid internships. • We 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: • The demonstrable improvement indicator (DII) for the current grade nine cohort is to earn 6.86 credits by June 2024, and as the midyear average credit accumulation rate is 3.7, most students will achieve the school goal. • The grade 10 cohort DII is to earn 6.18 credits by June 2024 and the midyear average stands at 3.1, also more than halfway to the goal. • The attendance rate for the 11-22 subgroup is 49%, which is the same rate as Q2. Future action steps will remain as indicated in the school's continuation plan and no adjustments will be made during this reporting period.

Part IV – Community Engagement Team (CET)

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

Recommendations made by the CET, including how the school community and community at-large were engaged to (1) provide input into the school's Continuation Plan and (2) review and update, if necessary, its 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

• List the constituent categories of stakeholders that have participated as CET members during this reporting period. • Include any changes made to the CET's membership during this reporting period. Include the role/title of any new members. • Provide data and related evidence used to measure the impact and efficacy of the CET. • Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school's improvement plan.	• Outline the process by which new members of the CET will be identified and selected*, including action steps to increase participation of parents/family members and students. • Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members. • An outline of the school's plan for CET meeting agenda development, the identification of action items, the role of stakeholders, and how progress will be monitored, and goal attainment measured and reported. • Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner.
Our categorical CET membership includes but is not limited to: • School Principal • Lead Partner Agency • Other School Leaders or Key Staff • Teachers • Relevant Community Agencies • Social Services and Youth-Serving Agencies, including Health and Behavioral Health Services • Parents of or persons in parental relation to students attending the school • Students from our school CET members may be modified at any time on the basis of recommendations made periodically to the school leadership and, as applicable, the receiver. We have no changes to CET membership nor recommendations to report at this time.	The process by which new members of the CET will be identified and selected is as follows: • The Community School Director and Parent Coordinator meet regularly and work closely with key community stakeholders from the School Leadership Team (SLT), Parent Associations, community groups, elected Community Education Councils, and Parent Advisory Councils to engage families and community members and invite them to participate in our CET. • CET members all have a vested interest in the well-being of our school and participate in monthly meetings that serve to continually assess and report on the implementation of the School Comprehensive Education Plan (SCEP), informed by current data regarding school performance on selected receivership Demonstrable Improvement Indicators and any other information necessary to assess the implementation of the plan. • The school principal champions the notion that selected CET staff who operate as a cohesive group can make a difference in the lives of the children. The principal's relationship with staff members is what propels the formation of a purposeful school community embodied by the CET. That is why our CET is comprised of both school and community members who volunteer their time to develop and use resources to accomplish goals that matter.

	The primary method for CET meeting agenda development and the best means to ensure the CET will have the necessary information to analyze the impact of lead strategies is through periodic review of receivership reports.

Part V – Powers of the Receiver

NYS Education Law 211-f and Commissioners Regulation §100.19 grant certain powers to the School Receiver to be used to manage and operate a school in areas that include, but are not limited to, curriculum, programming, staffing and scheduling. Provide a summary of the use of the School Receiver's powers during this reporting period.

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.