

2023-2024 Receivership School Final Report and 2024-2025 Continuation Plan

Report Period: *May 1, 2024, to June 30, 2024 (Due July 12, 2024)*

Note that Parts I, II, and III of this document are a self-assessment of the *implementation and outcomes of key strategies* related to Receivership, and as such, is not considered an evaluation by the New York State Education Department (NYSED). Once finalized and accepted by NYSED, the complete document *must be posted* in a conspicuous accessible location on the district website in applicably dominant languages. All responses should directly align with or be adaptations of previously approved improvement plans and *require explicit 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. Tancia Rivera, Senior Director of State School Improvement Interventions Dan Atkins, Director of State/Federal Program Implementation	9-12	53.8%

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

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

Executive Summary

The Executive Summary is completed per the related outline.

Data Trend Tables

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

***Suspension Tracking and Reporting Addendum**

*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

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

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

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

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)

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

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

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 #4 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.

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: ___ June 28, 2024 _____

SWD 39%

Total Current Enrollment/Registrant Counts: N = 151

ELL 7.9%

SWDs who are also ELLs:

N = 10 / 1.5%

Average Daily Attendance and Chronic Absenteeism Rate by Year

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	54%	37%	53%	49%
Chronic Absenteeism Rate	90%	88%	91%	91%

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	8%/#14
Duplicated Suspensions	23%/#3	11.1%/#1	30.7%/#4	2.3%/#4
Unduplicated Suspensions	61.5%/#8	22.2%/#2	0%/#0	5.7%/#10
ELL Suspensions	0%/#0	22.2%/#2	7.6%/#1	0%/#0
SWD Suspensions	23%/#3	22.2%/#2	30.7%/#4	1.7%/#3

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%	20.3%
ELL Grad. Rate	0%	20%	0%	0%
SWD Grad. Rate	7.7%	27.8%	33.3%	15.4%
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%	5.4%
ELL Drop Out Rate	33.3%	0%	0%	0%
SWD Drop Out Rate	15.4%	11.1%	0%	7.7%
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 *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* = $\frac{\text{Number of Students with at Least 1 Day Suspension}}{\text{Total Enrollment as of BEDS Day}} \times 100$

Duplicated Suspensions #:

Number of the same student(s) suspended more than one time. *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. *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. *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. *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 frame a summary of the steps taken to implement lead strategies aligned with Building- and District-based Commitments outlined during the most recent session with OISR, as well as identify 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, equitably accessible educational supports 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 *Quarterly Report #4*, identify processes:
 - Applied throughout Quarter 4 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.

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.

(1) Reflect on the 2023-2024 end-of-year outcomes for each commitment in relation to the SMART goals established and, as appropriate, adjust the commitments and SMART goals such that they support implementation of the strategies and action steps included in the 2024-2025 School Year Continuation Plan.

(2) 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 that lead to DII target attainment. Strategies should include incremental assessment of measurable progress and actions toward meeting each commitment and SMART Goal. For example, “ELA proficiency of SWDs will increase 2% by January 2025 and 5% overall by June 2025.”

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.

Reflection:

These building-based commitments were accomplished, and we will now look to increase the targets for the following school year.

- 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.
- New SMART goal
By January 2025, at least 75% 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.
- New SMART goal
By March 2025, 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.
- New SMART goal
By November 2024, 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.
- New SMART goal
By October 2024, the school will maintain its partnership with co-located schools to evaluate potential Community Based Organization (CBO) support to assess the efficacy of our mental health programs.

District-based Commitments

SMART Goal Strategies, Actions and Resources Towards 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.

Reflection:

These district-based commitments were accomplished, and we will now look to increase the targets for the following school year.

- By March 2024, the Transfer School District will hire teachers for the Remote Academy.
- New SMART goal
By September 2024, the Transfer School District will support Brooklyn Leadership in identifying students to enroll in the 2024-2025 Remote Academy.
- By December 2024, the District Attendance Supervisor will participate in a minimum of 3 attendance team meetings and review the school's attendance trends.
- New SMART goal
By December 2024, the District Attendance Supervisor will lead a minimum of 3 attendance team meetings at the school and review the school's attendance trends as evidenced by attendance team agendas.
- By April 2025, the Transfer School District will host 2 CDOS workshops (one each semester) to review CDOS requirements and share promising practices across all transfer schools.
- New SMART goal
By April 2025, 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 2024, the district Administrator of Special Education (ASE) will provide training on the use of student-centered IEP meetings.
- New SMART goal
- By January 2025, 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.
- New SMART goal
By January 2025, 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.

Final Report and Reflection on Lead Strategies Applied during May 1, 2024 – June 30, 2024		Lead Strategies that Will Guide the 2024-2025 School Year Continuation Plan	
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.	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year’s demonstrable improvement targets, as well as whether the lead strategy will be maintained during the next school year.	List the lead strategies that will guide the school’s improvement plan during the 2024-2025 school year.	Explain why the lead strategy listed was selected based on current data trends, and how the lead strategy will help to achieve progress toward this year’s demonstrable improvement targets.
1. Expanded Learning Time (ELT)	<p>ELT helped our school achieve progress over the past quarter as evidenced by the following year-over-year trends:</p> <ul style="list-style-type: none"> • ELA Regents Exam pass rates increased by 13 percentage points. • Algebra I Regents pass rates decreased by 4 percentage points, and Algebra I course pass rates increased by the same margin. • Global History Regents results increased by 7 percentage points. • The total passing percentage across all subject areas increased by 7 percentage points. • 36 students participated in a variety of paid internships as part 	1. Expanded Learning Time (ELT)	<p>The following ELT supports will continue to be provided for the 2024-25 school year:</p> <ul style="list-style-type: none"> • Students will continue to participate in a variety of LTW paid internships in our community. • Our CBOs Inspiring Minds and Brooklyn Community Services will continue to provide both academic and enrichment ELT services. • Enrichment ELT services will be determined based on student input. • ELT satisfaction surveys will be conducted annually. • Academic ELT services will be taught by certified teachers.

	<p>of our Learn to Work (LTW) program.</p> <p>This lead strategy will be maintained during the next school year.</p>		<p>This lead strategy will continue to support all DIIs through both academic and enrichment offerings beyond the school day.</p>
<p>2. Professional Learning Communities (PLC)</p>	<p>The use of PLCs has helped our school improve instructional effectiveness as evidenced by:</p> <ul style="list-style-type: none"> • Teacher teams determined ways to integrate promising practices shared at Transfer School District instructional meetings. • Teacher teams reviewed common teacher feedback aligned to the Danielson Framework. • Our PCTs (Peer Collaborative Teachers) integrated a lesson study based on a recommendation from the New York State Education Department (NYSED) School Support Partner (SSP). <p>This lead strategy will be maintained during the next school year.</p>	<p>2. Professional Learning Communities (PLC)</p>	<p>The following PLC supports will continue to be provided for the 2024-25 school year:</p> <ul style="list-style-type: none"> • Teacher teams will review student work products to determine appropriate teacher moves. • Teacher teams will engage in peer intervisitations guided by our PCTs. • PCTs will coach all teachers across all subject areas in a non-evaluative way. • PCTs will liaise with Instructional Specialists from the Transfer School District to adopt promising practices. <p>This lead strategy will support Teacher Practices and Decisions (DTSDE Tenet 4).</p>
<p>3. Focused School Support (FSS)</p>	<p>The use of NYSED’s SSP has helped our school achieve progress as evidenced by:</p> <ul style="list-style-type: none"> • 100% of students have increased ownership of their learning as the 	<p>3. Focused School Support (FSS)</p>	<p>The following SSP supports will continue to be provided for the 2024-25 school year:</p> <ul style="list-style-type: none"> • School leaders will implement the Graduation Guardians initiative

	<p>total passing percentage across all subject areas increased by 7 percentage points.</p> <ul style="list-style-type: none"> • The principal, SSP and district data specialist, piloted a Graduation Guardians initiative that resulted in ongoing meetings with the 27 active Cohort “Y” students beginning on May 9th. • CBO Brooklyn Community Services conducted over 30 home visits to boost schoolwide attendance. • On May 23, 2024, year-to-date attendance stood at 49 percent, which is a slight uptick from 48 percent when the SSP and principal began examining attendance data on November 3, 2023. <p>This lead strategy will be maintained during the next school year pending NYSED funding for the SSP program.</p>		<p>where the teachers or counselors assigned as “guardians” will meet with students to review their academic and attendance records and students will complete a progress reflection that includes setting attendance and academic goals.</p> <ul style="list-style-type: none"> • CBO Brooklyn Community Services will collaborate with school leadership to record and monitor student attendance. • CBO Inspiring Minds will implement Positive Behavioral Interventions and Supports (PBIS) that includes but is not limited to attendance incentives for movie tickets. • School leaders will create a master spreadsheet to coordinate work with students. • School leaders will provide students with continual access to their attendance and academic data. <p>This lead strategy will support HS Chronic Absenteeism, Credit Accumulation, and Graduation Rate.</p>
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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.

Final Report and Reflection on Lead Strategies Applied during May 1, 2024 – June 30, 2024	2024-2025 School Year Continuation Plan for Meeting this Indicator
Indicator	<p>Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.
HS Chronic Absenteeism - All Students	<p>Data Trends:</p> <ul style="list-style-type: none"> • 20/49 students who were visited by Brooklyn Community Services (BCS) over the last quarter returned to school. • As of March 15, 2024, year-to-date attendance stood at 49 percent, an increase from the February rate of 45 percent. The chronic absenteeism rate was 73 percent with 10 percent of students at risk of becoming chronic absentees. • While our YTD attendance rate was 49%, this is a 4-percentage point decrease from a year prior. <p>2024-2025 SCEP goal:</p> <ul style="list-style-type: none"> • By June 2025, the school will achieve a chronic absenteeism rate of 87%. <p>Key Strategies and Action Steps:</p> <ul style="list-style-type: none"> • Community-Based Organizations (CBO) Inspiring Minds and BCS will provide ongoing attendance support for all students. • We will continue our early morning call center to ensure students are notified of daily school happenings. • All students will be given a DOE online account that provides them with access to their attendance and academic performance.

Indicator	<p>Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year. 	<p>Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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"> • Our Chronic Absenteeism rate remained steady year-over-year at 91%. <p>These data trends require that we continue to engage our attendance teacher, CBOs, and counselors in ongoing attendance outreach.</p>	<ul style="list-style-type: none"> • The principal, SSP, social worker, guidance counselor, and Brooklyn Children’s Services (BCS) Program Director will meet to discuss attendance team protocols. <p><u>Data-informed Rationale:</u></p> <ul style="list-style-type: none"> • The school is nearing this DII target and will implement relevant recommendations made by our NYSED-based SSP. • Linked is a sample email correspondence highlighting our attendance effort involving our attendance teacher, the district attendance supervisor, and the CET.
2018 Total Cohort 6-Year Grad Rate - All Students	<p><u>Data Trends:</u></p> <ul style="list-style-type: none"> • The SIRS 201 Report shows our 6-year cohort (X) enrollment consists of 52 students. • 53.8% or 28/52 students graduated. • 24 students received Regents Diplomas without advanced designation. • 4 students received Local Diplomas. 	<p><u>2024-2025 SCEP goal:</u></p> <ul style="list-style-type: none"> • By June 2025, the 2019 Total Cohort (Cohort Y) 6-year graduation rate will be 50%. <p><u>Key Strategies and Action Steps:</u></p> <ul style="list-style-type: none"> • We will expand the implementation of the Graduation Guardians Initiative with partner Foresight Consulting.

Indicator	<p>Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year. 	<p>Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. 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"> 52.4% or 11/21 SWDs are among the graduates from Cohort X. 2/5 ELLs also graduated from Cohort X. 8 students from Cohort X are still enrolled and can graduate by August 2024. <p>These data trends require that we now begin to monitor the 2019 Total Cohort referenced in our SCEP goal and action steps.</p>	<ul style="list-style-type: none"> Weekly data-driven attendance meetings will focus on student attendance by cohort and grade level (credit band). The principal will share the graduation status of the different student cohorts at monthly CET meeting to solicit feedback from stakeholders. The principal and SSP will consider alternative program designs as part of an eight-period day with the possibility of providing of providing individual tutoring and small group instruction as a pull-out. <p><u>Data-informed Rationale:</u></p> <ul style="list-style-type: none"> The school has improved its 6-year graduation rate by 13 percentage points year over year which is why we look to maintain many of our graduation supports for the coming school year. Linked is a sampling of the Graduation Guardians Initiative developed with partner Foresight Consulting.
Transfer HS Grad Rate: Most at Risk OA-UC	<p><u>Data Trends:</u></p> <ul style="list-style-type: none"> The New York City Public Schools (NYCPS) Insight data tracker shows that we have 55 OA-UC students. 	<p><u>2024-2025 SCEP goal:</u></p> <ul style="list-style-type: none"> By June 2025, the Transfer HS graduation rate for the cohort of most at risk, over-age and under-credited students will be 53.7%.

<p>Indicator</p>	<p>Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year. 	<p>Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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 are approaching the OA-UC target of 53.1%. • 28/55 students are currently on track to graduate, at minimum, by August 2024, which would result in a 50.9% graduation rate for OA-UC students. • We need at least 30/55 to graduate from the OA-UC subgroup to meet this target. <p>These data trends require that we monitor the OA-UC subgroup using many of the approaches gleaned from our 6-year cohort.</p>	<p><u>Key Strategies and Action Steps:</u></p> <ul style="list-style-type: none"> • We will expand the implementation of the Graduation Guardians Initiative with partner Foresight Consulting to include the OA-UC subgroup. • Weekly data-driven attendance meetings will focus on student attendance by cohort and grade level (credit band). • The principal will share the graduation status of the different student cohorts at monthly CET meeting to solicit feedback from stakeholders. • The principal and SSP will consider alternative program designs as part of an eight-period day with the possibility of providing of providing individual tutoring and small group instruction as a pull-out. <p><u>Data-informed Rationale:</u></p> <ul style="list-style-type: none"> • The school has doubled its Most-at-Risk OA-UC outcome since 2021-22 moving from 27% to 50.9% but may fall short of expectations for the current 53.1% DII target.

<p>Indicator</p>	<p>Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year. 	<p>Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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>Survey: Cultural Awareness and Inclusive Instruction</p>	<p><u>Data Trends:</u></p> <ul style="list-style-type: none"> • Our preliminary NYC School Survey score in the category of Cultural Awareness and Inclusive Classroom Instruction is 93. • The score of 93 reflects student sentiment in that 93% of students provided favorable responses to questions in the survey on Cultural Awareness and Inclusive Classroom Instruction. • The school had a score of 94% in this same category on the 2022-23 NYC School Survey. <p>These data trends require that teacher teams collaborate with CBOs to determine how the school can effectively celebrate diversity.</p>	<p><u>2024-2025 SCEP goal:</u></p> <ul style="list-style-type: none"> • By June 2025, the NYC School Survey category that measures Cultural Awareness and Inclusive Classroom Instruction will be at least 3.83. <p><u>Key Strategies and Action Steps:</u></p> <ul style="list-style-type: none"> • Teacher teams will collaborate to develop plans that capitalize on student diversity. • The CET will disaggregate NYC School Survey data to determine why this category slightly decreased from a year prior. • Our CBOs will enrich the overall learning experience of students by providing ongoing opportunities for cultural celebrations. <p><u>Data-informed Rationale:</u></p> <ul style="list-style-type: none"> • The school’s result for this indicator was 3.8 in 2021. Based on the school having 93% favorable responses in 2022-23 and 94% favorable responses in 2023-24, this indicator leaves little room for improvement and should likely be changed.

<p>Indicator</p>	<p>Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year. 	<p>Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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>Survey: Conflict Resolution</p>	<p><u>Data Trends:</u></p> <ul style="list-style-type: none"> • The school’s NYC School Survey result for the Conflict Resolution category was 89% in 2022-23 and 85% in 2023-24. • Our out-of-school suspension rate was 8% with 14 superintendent suspensions in 2023-24. • Our duplicated suspension rate was 2.3% with 4 students identified as recidivists. • Our unduplicated suspensions were the remaining 10 students of the 14 that were suspended. • We had a 1.7% SWD suspension rate with 3 SWDs suspended. • We had 0 ELL suspensions. <p>These data trends require that we continue to implement programs to address conflict resolution.</p>	<p><u>2024-2025 SCEP goal:</u></p> <ul style="list-style-type: none"> • By June 2025, the NYC School Survey indicator that measures Conflict Resolution will be at least 3.3. <p><u>Key Strategies and Action Steps:</u></p> <ul style="list-style-type: none"> • We will share information on student suspensions with our CET to solicit feedback and recommendations and to allow stakeholders to reflect on their own experiences and beliefs around school discipline, and how that influences current practices. • Teacher teams will address social emotional learning benchmarks during our daily Restorative Justice (RJ) Advisory Circles. • The school will partner with the Office of Safety and Youth Development (OSYD) to engage in professional learning activities including community building (Tier 1) and advanced formal conferencing (Tier 2). <p><u>Data-informed Rationale:</u></p>

Indicator	<p>Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year. 	<p>Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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 school's result for this indicator was 3.2 in 2021. Based on the school having 89% favorable responses in 2022-23 and 85% favorable responses in 2023-24, RJ practices need to be further refined. • Attached are lesson objectives from our RJ Circles Advisory Program.

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.

Final Report and Reflection on Lead Strategies Applied during May 1, 2024 – June 30, 2024	2024-2025 School Year Continuation Plan for Meeting this Indicator
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Indicator	<p>Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year. 	<p>Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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	<p>Data Trends:</p> <ul style="list-style-type: none"> • The Community School Director engaged the school in completing an Assets and Needs Assessment which serves to assess community needs. • Findings from the Assets and Needs Assessment show the community-based partnerships at the school could use improvement. • Additional findings show the school has the practices in place to support collaborative leadership. • Our YTD attendance rate was 49%, a 4-percentage point decrease from a year prior. 	<p>2024-2025 SCEP goal:</p> <ul style="list-style-type: none"> • By June 2025, our school will implement all required community school program elements as measured by the NYSED community school rubric. <p>Key Strategies and Action Steps:</p> <ul style="list-style-type: none"> • The Community School Director will guide the CET in ongoing reviews of community school program data such as measures of climate, student academic progress, and student social and emotional health. • The CET will thoroughly analyze the detailed results of the Assets and Needs Assessment. • The CET will review community school implementation data such as attendance, chronic absenteeism, and student incidents monthly.

Indicator	<p>Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year. 	<p>Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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>These data trends require that we implement a monitoring protocol to ensure that our CBOs are addressing our greatest area of need: student attendance.</p>	<ul style="list-style-type: none"> • The principal, SSP, social worker, guidance counselor, and Brooklyn Children’s Services (BCS) Program Director need to amend attendance team protocols. <p><u>Data-informed Rationale:</u></p> <ul style="list-style-type: none"> • The school’s 4-point decrease in the YTD attendance rate indicates that both CBOs need to be more actively engaged and monitored for support. • Linked is our community Assets and Needs Site Report Summary.
Teacher Practices and Decisions (DTSDE Tenet 4)	<p><u>Data Trends:</u></p> <ul style="list-style-type: none"> • 100% of our DTSDE Tenet 4 Phase I indicators are currently being implemented across the school. • 93% of our DTSDE Tenet 4 Phase II indicators are currently being implemented across the school. • 95% of our DTSDE Tenet 4 Phase III indicators are currently being implemented across the school. • Teachers have made excellent strides re-directing off-task students who need to re-focus attention on their learning. (4B) 	<p><u>2024-2025 SCEP goal:</u></p> <ul style="list-style-type: none"> • By June 2025, 90% of the Tenet 4 Phase 1 indicators will be common across the school, 50% of Tenet 4 Phase 2 indicators will be common across the school, and at least 4 Tenet 4 Phase 3 indicators will be common across the school. <p><u>Key Strategies and Action Steps:</u></p> <ul style="list-style-type: none"> • School leaders will collaborate with staff to develop an instructional focus which will be adjusted periodically.

Indicator	<p>Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year. 	<p>Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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"> • Aligned to our school-based commitments, teachers use scaffolds and other strategies such as manipulatives and visual representations to support student learning. (4E) <p>These data trends show that most DTSDE Tenet 4 indicators are common across the school because of the peer intervisitation strategies we implemented and will continue to use for 2024-2025 school year.</p>	<ul style="list-style-type: none"> • School leaders will record and track teacher observation data, populate evaluator forms immediately after observations, and calculate both MOTP (Measures of Teacher Practice) and MOSL (Measures of Student Learning) scores and ratings. • Peer Collaborative Teachers (PCTs) will work with teacher teams to deepen understanding of key curricula. • Transfer School District staff will review agendas from the Instructional Leadership Team and provide district support where needed. • The NYSED School Support Partner (SSP) will support the principal in establishing a structure to provide meaningful feedback and coaching to all teachers. <p><u>Data-informed Rationale:</u></p> <ul style="list-style-type: none"> • The school’s self-assessment results for this rating were 100% for Phase I Tenet 4, 93% for Phase II Tenet 4, and 95% for Phase III Tenet 4—all well above the required threshold. As a result, the school will continue to leverage its PCTs to sustain teacher effectiveness. • Linked is a sampling of Tenet 4 DTSDE-aligned PD Plans.

Indicator	<p>Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year. 	<p>Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
<p>Providing 200 Hours of quality Extended Day Learning Time (ELT)</p>	<p>Data Trends:</p> <ul style="list-style-type: none"> • Our current school year calendar reflects an additional 200 student contact hours which are part of the ELT program. • 100% of students are targeted for ELT, whether academic or enrichment programming. • Teacher collaboration and professional development time is an integral part of ELT and consists of at least 1.5 hours per week. • 100% of ELT academic courses are taught by certified teachers. <p>ELT data trends show we have implemented the ELT program with fidelity and look forward to maintaining our ELT program for the 2024-2025 school year.</p>	<p>2023-24 Goal: By August 2025, we will provide at least 200 total hours of Extended Day Learning Time (ELT).</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • We will continue to collaborate with our two CBOs Inspiring Minds and Brooklyn Community Services to provide both academic and enrichment ELT. • Our ELT program will continue to target all students with a special focus on students considered to be at risk of not meeting state standards. • Our CBOs will program special events around mental wellness, cultural awareness, and social-emotional support. • Our CBO will conduct ELT satisfaction surveys to ensure ELT programs are developed based on student interest and need. • Our CET will periodically review ELT data and adjust ELT programming where necessary. • All students will be given opportunities to participate in paid internships as part of our Learn to Work program. <p>Data-informed Rationale:</p>

Indicator	<p>Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year. 	<p>Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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 academic impact of ELT was mixed as ELA Regents Exam pass rates increased by 13 percentage points, but Algebra I pass rates decreased by 4 points. • Linked is a PowerPoint where our CET used ELT data to inform ELT programming. • Linked are Photo Booth pics from our CBO's Spring Fling Event to celebrate and recognize our student's hard work for the 2023-24 school year.
Credits Earned: Students Starting 0-11	<p><u>Data Trends:</u></p> <ul style="list-style-type: none"> • The demonstrable improvement indicator (DII) for the current grade nine cohort is to earn 6.86 credits by June 2024, and as the midyear average credit accumulation rate was 3.7 in February 2024. • Preliminary average credit results show the school is approaching this DII and is currently at 6.65. Please note: These results do not include credits earned from our District's Remote Learning Academy which are still pending. 	<p><u>2024-2025 SCEP goal:</u></p> <ul style="list-style-type: none"> • By June 2025, the average credits earned for students in the 0-11 credit bucket will be at least 6.94. <p><u>Key Strategies and Action Steps:</u></p> <ul style="list-style-type: none"> • Our data team will continue to track the average credit accumulation rate of the 0-11 credit band. • All students will participate in daily advisory check-ins. • The school will participate in the NYCDOE School Based Virtual Learning classrooms initiative.

Indicator	<p>Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year. 	<p>Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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"> • Q4 attendance for the 0-11 credit band was 34%, which is 8 percentage points lower than a year prior. • The 0-11 credit band accounts for 37 students. <p>These data trends require that identify students who will be best suited if offered the opportunity to pivot to Remote Learning.</p>	<ul style="list-style-type: none"> • The school will participate in the Transfer School District’s Remote Learning Academy. • The school has assigned a point person who will serve as a liaison to the Remote Academy. <p><u>Data-informed Rationale:</u></p> <ul style="list-style-type: none"> • The school has maximized its opportunities to reach this DII goal by enrolling 6 students across two separate Remote Learning Academies. • Linked is an email regarding the staffing of our district’s remote academy, where several students from this credit band are enrolled.
Credits Earned: Students Starting 11-22	<p><u>Data Trends:</u></p> <ul style="list-style-type: none"> • The grade 10 cohort DII is to earn 6.18 credits by June 2024 and the midyear average stands at 3.1, also more than halfway to the goal. • Preliminary average credit results show the school is approaching this DII and is currently at 6.1. Please note: These results do not include credits earned from 	<p><u>2024-2025 SCEP goal:</u></p> <ul style="list-style-type: none"> • By June 2025, the average credits earned for students in the 11-22 credit bucket will be at least 6.41. <p><u>Key Strategies and Action Steps:</u></p> <ul style="list-style-type: none"> • Our data team will continue to track the average credit accumulation rate of the 11-22 credit band.

Indicator	<p>Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year. 	<p>Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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>our District's Remote Learning Academy which are still pending.</p> <ul style="list-style-type: none"> • Q4 attendance for the 11-22 credit band was 48%, which is 9 percentage points lower than a year prior. • The 11-22 credit band accounts for 40 students. <p>These data trends require that we find alternative ways of engaging students in this credit band, such as the Remote Academy.</p>	<ul style="list-style-type: none"> • All students will participate in daily advisory check-ins. • The school will participate in the NYCDOE School Based Virtual Learning classrooms initiative. • The school will participate in the Transfer School District's Remote Learning Academy. • The school has assigned a point person who will serve as a liaison to the Remote Academy. <p><u>Data-informed Rationale:</u></p> <ul style="list-style-type: none"> • The school has maximized its opportunities to reach this DII goal by enrolling 6 students across two separate Remote Learning Academies. • Linked is an email regarding the school's involvement in two concurrent remote academy initiatives, one led by the NYCDOE Office of Virtual Learning Classrooms and the other led by the Transfer School District.

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

Plan for Use of CET Recommendations in 2024-2025

<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*, including action steps to increase participation of parents/family members and students. Include any changes that will be made to CET membership for the 2024-2025 school year. Include the roles/titles of new members. An outline of the school’s plan for CET meeting agenda development, the identification of action items, the role of stakeholders, and how progress will be monitored, and goal attainment measured and reported. Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner.
<p>Our categorical CET membership includes but is not limited to:</p> <ul style="list-style-type: none"> School Principal Lead Partner Agency Other School Leaders or Key Staff Teachers Relevant Community Agencies Social Services and Youth-Serving Agencies, including Health and Behavioral Health Services Parents of or persons in parental relation to students attending the school Students from our school <p>CET members may be modified at any time on the basis of recommendations made periodically to the school leadership and, as applicable, the receiver. We have no changes to CET membership nor recommendations to report at this time.</p>	<p>The process by which new members of the CET will be identified and selected is as follows:</p> <ul style="list-style-type: none"> The Community School Director and Parent Coordinator meet regularly and work closely with key community stakeholders from the School Leadership Team (SLT), Parent Associations, community groups, elected Community Education Councils, and Parent Advisory Councils to engage families and community members and invite them to participate in our CET. CET members all have a vested interest in the well-being of our school and participate in monthly meetings that serve to continually assess and report on the implementation of the School Comprehensive Education Plan (SCEP), informed by current data regarding school performance on selected receivership Demonstrable Improvement Indicators and any other information necessary to assess the implementation of the plan. The school principal champions the notion that selected CET staff who operate as a cohesive group can make a difference in the lives of the children. The principal’s relationship with staff members is what propels the formation of a purposeful school community embodied by the CET. That is why our CET is comprised of both school and community members who volunteer their time to develop and use resources to accomplish goals that matter. <p>The 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</p>

	strategies is through periodic review of receivership reports. These methods are embedded in these linked CET agendas .
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<p>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.</p>	<p>Describe the anticipated use of the School Receiver’s powers during the 2024-2025 school year.</p>
<p>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.</p>	<p>While the Superintendent Receiver does not currently anticipate using the powers of the Receiver, below are several actions that may be considered:</p> <ul style="list-style-type: none"> • 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.***